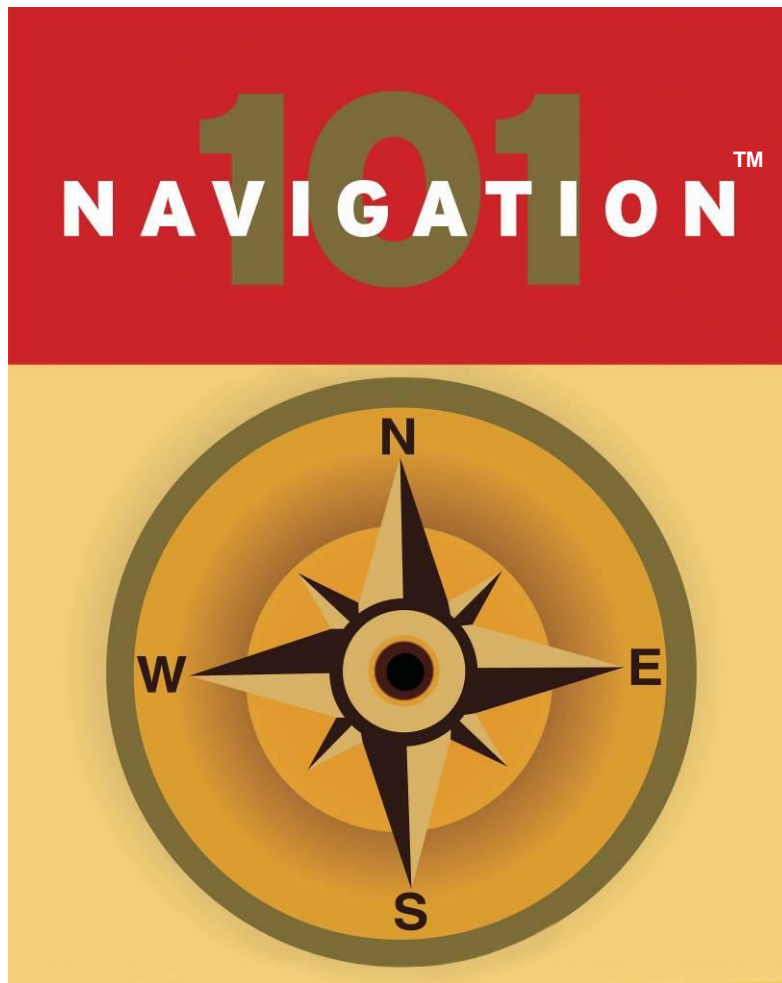


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**N A V I G A T I O N 1 0 1™**

**GRADE 8 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 8 LESSON BOOK  
& RESOURCE GUIDE**



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

## G R A D E 8 L E S S O N B O O K

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**This document contains the Navigation 101 lesson plans and Resource Guide for Grade 8.**

### **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 8 LESSON PLANS

#	THEME	ESSENTIAL QUESTIONS	EALRs Gr 8 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>Update portfolios</li> <li>Discuss 8<sup>th</sup> Grade Presentation</li> </ul>	Portfolio (update) 8 <sup>th</sup> Gr Pres Intro
2	<b>Building Community</b>	<ul style="list-style-type: none"> <li>How can I get involved?</li> </ul>	C 1.1.2, 2.2.2 W 1.5.1, 2.4.1	A:C1 PS:A1 PS:B1	<ul style="list-style-type: none"> <li>Discuss school traditions</li> <li>Speak with new 6<sup>th</sup> grade students (1/2 and 1/2 mix)</li> </ul>	(1) Citizenship Goals worksheet
3	<b>Improving Academically</b>	<ul style="list-style-type: none"> <li>How am I doing?</li> <li>How can I do better?</li> </ul>	M 1.1.4, 4.2.2 W 2.2.1, 3.1.2	A:A2 A:A3 A:B1	<ul style="list-style-type: none"> <li>Review assessments</li> <li>Discuss academic goals</li> </ul>	(2) Academic Goals worksheet
4	<b>Exploring Careers</b>	<ul style="list-style-type: none"> <li>What are my interests?</li> <li>What should I do?</li> </ul>	C 1.1.1, 2.2.2 W 1.1.1, 3.2.2	C:A2 C:B1 C:B2	<ul style="list-style-type: none"> <li>Discuss interests and goals</li> <li>Discuss steps students will take during year to explore careers</li> </ul>	(3) Career Goals worksheet
5	<b>Setting Goals</b>	<ul style="list-style-type: none"> <li>What do I want to achieve this year?</li> </ul>	C 1.1.1, 1.1.2 W 1.5.1, 2.2.1	A:A2 A:B2	<ul style="list-style-type: none"> <li>Update academic, personal, career goals for year</li> <li><b>(Optional) Prepare for fall conference</b></li> </ul>	(1)+ (2) + (3) <b>Annual Goals worksheet</b> <b>(OPT) Conf Planner</b>
<b>NEW 11/08: OPTIONAL FALL STUDENT-LED CONFERENCE HERE</b>						
6	<b>Building Community</b>	<ul style="list-style-type: none"> <li>How can I get involved?</li> </ul>	C 1.1.2, 2.2.2 W 1.5.1, 2.4.1	A:C1 PS:A1 PS:B1	<ul style="list-style-type: none"> <li>Reflect on service project (talking with 6<sup>th</sup> graders)</li> <li>Build community within the group</li> </ul>	<b>Service worksheet</b>
7	<b>Improving Academically</b>	<ul style="list-style-type: none"> <li>How can I do better at school?</li> </ul>	C 1.1.1, 1.1.2 W 2.2.1, 3.1.2	A:A2 A:A3 A:B1	<ul style="list-style-type: none"> <li>Discuss 1<sup>st</sup> quarter grades</li> <li>Discuss steps to high school</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 career interests</li> <li>Introduce Career <b>Clusters</b></li> </ul>	<b>Career Clusters Introduction</b>
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>Explore interests in the context of <b>career clusters</b></li> <li>Explore careers of interest</li> </ul>	<b>Career Clusters 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>Explore need for college</li> <li>Learn about financial aid</li> </ul>	Paying for College Handout

## GRADE 8 LESSON PLANS, Cont'd.

#	THEME	ESSENTIAL QUESTIONS	EALRs Gr 8 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>Review high school graduation requirements and minimum college entrance requirements</li> </ul>	High School Course Requirements CTE Options
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>Explain HS requirements, electives</li> <li>Prepare High School Plan</li> </ul>	<b>High School Plan</b> (Opt Program of Study) <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> <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>Discuss course selection</li> <li>Select courses</li> </ul>	9 <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>Engage in a team-building activity</li> <li>Plan a gift for the school</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>Update HS &amp; Beyond Plan</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>Review format and purpose of student-led 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> </ul>	Planning a Student-led Conference worksheet
<b>STUDENT-LED CONFERENCES HERE – Complete HS course registration forms during conference</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 saving</li> <li>GET saving exercise</li> </ul>	Saving worksheet
19	Planning for Life after High School	<ul style="list-style-type: none"> <li>What do I want to do in the future?</li> </ul>	C 1.1.1, 1.1.2 W 1.1.1, 2.2.1	A:B2 A:C1 PS:B1	<ul style="list-style-type: none"> <li>Prepare for 8<sup>th</sup> Grade Presentation (based on SLC and High School Plan)</li> </ul>	8 <sup>th</sup> Grade Presentation Worksheet
<b>8<sup>th</sup> GRADE STUDENTS PRESENT TO THEIR NEW ADVISORS AT HIGH SCHOOL</b>						
20	Making the transition	<ul style="list-style-type: none"> <li>What do I want to do next year?</li> </ul>	C 1.1.1, 1.1.2 W 1.1.1, 1.5.1	A:B2, C1 PS:B1	<ul style="list-style-type: none"> <li>Activities to celebrate transition</li> </ul>	Celebrate!

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

GRADE: 8

LESSON: 1

THEME: GETTING ACQUAINTED

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## LESSON GOALS:

- Get re-acquainted with the students in your advisory group and meet new students.
- Help students check and update their portfolios and introduce the 8<sup>th</sup> grade presentation.
- Help students check their credits or grades to ensure they can move to high school next fall.

## ESSENTIAL QUESTIONS:

- Why advisory?
- Why portfolios?

## MATERIALS NEEDED:

- **8<sup>th</sup> Grade Portfolio Checklist** (*last page of this lesson plan*)
- **8<sup>th</sup> Grade Presentation Introduction** (*next page of this lesson plan – share with families too*)
- **Access to students' transcripts or grade reports from 7<sup>th</sup> grade**

## CLASSROOM ACTIVITIES:

- **Get re-acquainted.** Re-introduce yourself to the students in your advisory group. Introduce any new students. Welcome them back to school with an icebreaker activity. (*5-10 minutes*)
- **Check credits or grades.** Help students review their transcripts or final grade reports from 7<sup>th</sup> grade and review the progress they made. Ensure they are progressing toward the transition to high school. If you do not have computer access to check grades on-line, print a transcript for each student. (*5 minutes*)
- **Introduce the 8<sup>th</sup> grade presentation.** Distribute copies of the **8<sup>th</sup> Grade Presentation Introduction**. Explain that students will be expected to introduce themselves to their new high school advisors before the end of 8<sup>th</sup> grade. (*5 minutes*)
- **Update portfolios.** Then ask students to update their portfolios and prepare them for 8<sup>th</sup> grade using the **8<sup>th</sup> Grade Portfolio Checklist**. (*5 minutes*)

## STUDENT PRODUCTS:

- **Updated Portfolio.** Each student should update his or her portfolio for 8<sup>th</sup> grade.

# 8<sup>TH</sup> GRADE PRESENTATION INTRODUCTION



## WHAT IS AN 8<sup>TH</sup> GRADE PRESENTATION?

Will you be ready for high school by next fall?

To show that you're ready you will make an **8<sup>th</sup> grade presentation** before you finish middle school.

The 8<sup>th</sup> grade presentation will be very similar to your student-led conference. The big difference will be that you will not be presenting to your families and your middle school advisor. Instead, you will be presenting to your new high school advisor. And you will make the presentation at your new high school.

## WHAT WILL YOU DO DURING YOUR 8<sup>TH</sup> GRADE PRESENTATION?

During your 8<sup>th</sup> grade presentation, you will answer these questions:

What have I accomplished at school during middle school?  
What do I want to do in the future?  
Who am I? How do I contribute?

You will use your portfolio to show work you've done that helps to answer these questions. You will also share your **High School Plan** with your new advisor.

## WHAT IS A HIGH SCHOOL PLAN?

To help you answer these three questions, you will work on a **High School Plan** during Navigation 101 this year. The High School Plan will help you think about what you want to accomplish during high school:

- Your career goals and dreams for the future
- The career cluster you are interested in to achieve your dreams
- The courses you want to take during high school to prepare for life after high school
- Your plans to get involved in activities during high school

**YOUR ADVISOR WILL HELP YOU PREPARE FOR YOUR PRESENTATION.  
IT WILL TAKE PLACE BEFORE THE END OF THE SCHOOL YEAR.**

# PORTFOLIO CHECKLIST – GR 8



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 8<sup>th</sup> grade.
- High School & Beyond Plan Worksheet.** Your 8<sup>th</sup> grade draft of the HS & Beyond Plan.
- Transcript:** Summarizing your grades and credits from 8<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 prepare in 8<sup>th</sup> grade.
- Work Samples:** Work samples (at least **one** from **each** of your core courses):
  - Science
  - Social Studies
  - Math
  - Language Arts*Optional:*
  - Foreign Language
  - Other Elective: \_\_\_\_\_

## CAREER DEVELOPMENT:

- Career Clusters Worksheet:** Your reflections on your results on your career research.
- High School Plan:** Your plan for courses to take during high school and how you will succeed.

## PERSONAL & SOCIAL DEVELOPMENT:

- Service Worksheet:** A worksheet about any volunteer service projects you complete.
- Other Activity Information:** Work samples, certificates of accomplishment, awards, photos, or information about extracurricular activities you participated in during 8<sup>th</sup> grade.



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# N A V I G A T I O N 1 0 1™

GRADE: 8

LESSON: 2

THEME: BUILDING COMMUNITY

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## LESSON GOALS:

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

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Citizenship Goal Handout** (*next page of this lesson plan – one copy for each student*)
- A “partner” 6<sup>th</sup> grade advisory. For Activity 2, half of your students will go to the 6<sup>th</sup> grade advisory’s classroom; and half of the 6<sup>th</sup> graders will meet with your remaining students.

## CLASSROOM ACTIVITIES:

- **Discuss how students have become involved.** Your students are now in their last year of middle school. How have they gotten involved at school? How can they be leaders? What advice would they give younger students? (*5 minutes*)
- **Discuss activities and belonging with 6<sup>th</sup> graders.** Working with your “partner” 6<sup>th</sup> grade advisory group, ask half of your 8<sup>th</sup> grade students to go to the 6<sup>th</sup> grade advisory’s classroom. Half of the 6<sup>th</sup> graders will come to your classroom to join your remaining students. Ask the 8<sup>th</sup> graders to talk with the 6<sup>th</sup> graders about: what activities they belong to; why they think it’s important to participate in activities at school; what’s good about your school; and what they think the new students should do. Give 6<sup>th</sup> graders the opportunity to ask questions. (*15 minutes*)
- **Have students update Citizenship Goals.** Working with your own 8<sup>th</sup> grade group again, distribute the **Citizenship Goal Handout**. Ask each student to write a goal statement based on joining activities and serving as a volunteer and leader. ***Please collect these.*** (*5-10 minutes*)

## STUDENT PRODUCTS:

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

# CITIZENSHIP GOAL WORKSHEET – Gr 8



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

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

To be a citizen means to be a **member** of a community. You may be a citizen of a country, of a local community, even of a workplace or school. But being a citizen also means you have a **responsibility** to that larger community.

As a student at school, being a contributing citizen means you've got a responsibility to be involved in the life of the school, by joining a club, playing a sport, or getting involved in student government. Being a contributing citizen also means serving the school community as a volunteer and as a leader. You might help a teacher, tutor a younger student, help keep the school grounds clean, prepare for events, or join student government. You might also want to start learning about what life will be like at high school next year.

How do you participate in activities at school? \_\_\_\_\_

How do you show leadership at school? \_\_\_\_\_

What can you do this year to prepare for high school? \_\_\_\_\_

## CITIZENSHIP GOALS

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

### CITIZENSHIP GOAL:

I will participate in activities at school this year by \_\_\_\_\_

\_\_\_\_\_

I will show leadership at school by \_\_\_\_\_

\_\_\_\_\_



#### 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' assessment results or Student Learning Plans** (*or other materials, if desired*)

#### CLASSROOM ACTIVITIES:

- **Review opportunities for students to keep track of their work.** Does your school district offer a tool for students and families to access their school records electronically or on paper? If so, remind students how to use it, and provide information to families. Explain that it's important for students to have a good sense of how they're doing in school. That way they won't risk falling too far behind without realizing it. (*5-10 minutes*)
- **Discuss students' academic performance this year.** What have students learned about their performance so far? What do their assessment results tell them? More generally, what do they think of 8<sup>th</sup> grade classes? How are they doing? Why? What do they think would help them do better in their classes this year? (*5-10 minutes*)
- **Have students develop Academic Goals.** Distribute the **Academic Goal Worksheet**. Ask students to complete the goal statement with one goal for 8<sup>th</sup> grade. Let them know that these goals should be based on how they are doing so far this year. These goals are meant to help them continue their progress from 7<sup>th</sup> grade. **Please collect these.** (*5-10 minutes*)

#### STUDENT PRODUCTS:

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

# ACADEMIC GOAL WORKSHEET – Gr 8



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

## WHAT DO YOU WANT TO ACHIEVE THIS YEAR?

You're now in your final year of middle school. What do you want to achieve before you move on to high school? How are you doing in your classes so far? What about the assessment exams you've taken?

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 all 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.

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

- **Specific** rather than general (*Such as: "I want to get a 3.0 GPA this year"*).
- **Measurable** by what you will do during the year (*by grades or test scores, for instance*).
- **Achievable** or realistic for 8<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 8<sup>th</sup> grade, I want to \_\_\_\_\_ . This will help me succeed academically because \_\_\_\_\_ .

\_\_\_\_\_ .



## LESSON GOALS:

- Help students reflect on their goals and dreams for the future.
- Review 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 volunteering and showing leadership at school and for succeeding academically this year. Discuss these goals with them. What is different from last year? 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 in high school? What are their goals for life after high school? 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 career exploration work students did during 6<sup>th</sup> and 7<sup>th</sup> grade. What did they learn about themselves? (*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 how their interests might lead to careers. 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 8



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

## WHAT ARE YOU INTERESTED IN DOING?

When you explored your interests last year, what areas intrigued you the most? What careers sound most interesting to you? Why? What are your dreams for the future?

Last year, you identified careers that might be interesting to you. List three of those career possibilities.

Possible Career #1: \_\_\_\_\_

Possible Career #2: \_\_\_\_\_

Possible Career #3: \_\_\_\_\_

Do those careers still sound interesting to you? Why or why not?

Based on these career ideas – or other ideas you have about careers – think of a career exploration goal for this year. Do you want to...

- Learn more about these possible careers?
- Find out how much education you'll need for your career goals?
- Learn what courses you'll need in 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 would enjoy a career as: \_\_\_\_\_

\_\_\_\_\_

Here is what I would like to learn about this possible career during 8<sup>th</sup> grade:

\_\_\_\_\_

\_\_\_\_\_

---

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

GRADE: 8

LESSON: 5

THEME: SETTING GOALS

---



## 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) volunteering and showing leadership at school; (2) succeeding academically this year; and (3) following their interests to explore careers. Discuss these goals with them. Have they taken any steps to achieve their goals? What might help them achieve their goals? How will their goals help them prepare for high school? (*5-10 minutes*)
- **Develop Annual Goals.** Distribute a copy of the **Annual Goals** handout to each student. Ask students to combine their goals into a set of overall goals for the school year. If you are not holding fall conferences, spend the rest of the lesson helping students add to their portfolios (watch the Navigation 101 portfolio video if you wish). (*5-20 minutes*)
- **OPTIONAL: Re-introduce the fall conference.** If your school will be holding fall conferences, distribute a copy of the **Fall Conference Planner** to students and review the first page with them. Remind them that this conference will be their chance to share their goals and work with you and their families. This will be a good way for them to show their families how they are doing in 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 8

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

## WHAT DO YOU WANT TO ACCOMPLISH THIS YEAR?

So far this year, you've developed three goals for 8<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 careers
- **Citizen** – how you will participate, volunteer, and be a leader at school

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

- Should you change your goals to make them more realistic?
- Should you set priorities, and organize your goals by how important they are?
- How will your goals help you prepare for high school?
- 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 \_\_\_\_\_

\_\_\_\_\_

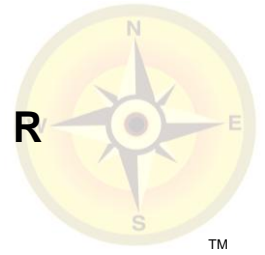
**GOAL 3 (Citizen):** This year I will \_\_\_\_\_

\_\_\_\_\_

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 members.** Following your advisor's instructions, invite your family for the date and time you've been assigned.
- Plan what you want to say.** Using your Annual Goals and the 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 8<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:

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

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Next, my citizenship goal for how I will be a contributing citizen and leader at school. This year I will:

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## My Work this Year

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

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

This is what I am doing to prepare for high school: (*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 <sup>TM</sup>

GRADE: 8

LESSON: 6

THEME: BUILDING COMMUNITY

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## LESSON GOALS:

- Reflect on the group service activity (talking with the 6<sup>th</sup> graders) you carried out in Lesson 2.
- Discuss opportunities for additional projects – and build community.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

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

## CLASSROOM ACTIVITIES:

- **Reflect on your group's service activity.** Earlier this year (during Lesson 2), your students helped a group of new 6<sup>th</sup> graders by talking with them about the school and about activities they could participate in. How did that go? Did your students feel they were helpful? Did they feel they provided a service to the 6<sup>th</sup> graders? Has your group – or have individual students – had the opportunity to continue to mentor the new 6<sup>th</sup> grade students? Distribute the **Service Worksheet** and ask students to work individually or in small groups to complete it, focusing on the service they provided by talking with the 6<sup>th</sup> grade students. This worksheet is modeled on forms students may have to complete in high school if they are required to complete volunteer service activities. (*5-10 minutes*)
- **Plan and carry out an activity with your group.** It's important for your students to find ongoing ways to contribute to the life of the school – and to the community of your advisory group. How can they do that? Think of activities your group can carry out. You might want to make a video or slide show about your group, make posters, find an activity at school you can help, or volunteer to help at a nearby elementary school or childcare. (*15-20 minutes*)

## STUDENT PRODUCTS:

- **Service Worksheet.** Each student should complete a Service Worksheet outlining the results of your group's 6<sup>th</sup> grade mentoring project from Lesson 2.

# SERVICE WORKSHEET – GR 8



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

## HOW CAN YOU CONTRIBUTE TO THE COMMUNITY?

One way to contribute is through volunteer service. By helping others, you build your own skills and serve the community.

Think about these questions each time you begin a volunteer service project.

### PREPARATION and ACTION:

*How did you prepare for the project? Did you spend time thinking about what kind of help was needed? Why did you think you could be helpful?*

### REFLECTION and DEMONSTRATION:

*(Complete AFTER your activity): What did you do? What did you learn? What will you do next time?*



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

GRADE: 8

LESSON: 7

THEME: IMPROVING ACADEMICALLY

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## LESSON GOALS:

- Help students prepare for the transition into high school.
- Help students assess their work and develop an **Academic Inventory**.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Academic Inventory Handout** (*next two pages of this lesson plan*)
- **Information about course or credit requirements** (*from your lead advisor*)
- **Information about students' grades and/or assessment results** (*from your lead advisor*)

## CLASSROOM ACTIVITIES:

- **Discuss how classes are going.** Students are quickly moving toward high school. They may have their first quarter grades by now, and even if not, 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? Make a note of students who have fallen behind to refer them for more help. (*5 minutes*)
- **Discuss course and credit requirements.** Next, review your school's course and credit requirements with your students. What will it take – in terms of grades, credits, or behavior – for each of them to finish middle school next spring and continue on to high school? If any of your students have failed a class or need to do other work to make the transition successfully, this is a good time to ensure that they and their families understand what must be done. (*5-10 minutes*)
- **Have students develop Academic Inventories.** Distribute a copy of the **Academic Inventory** to each student. Help students use information about their grades and assessment results to do to complete the handout and then develop a plan to improve their performance. (*10 minutes*)

## STUDENT PRODUCTS:

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

# ACADEMIC INVENTORY - Gr 8



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 the 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 the strategies it lists help you improve?)*

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# N A V I G A T I O N 1 0 1™

GRADE: 8

LESSON: 8

THEME: EXPLORING CAREERS

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## LESSON GOALS:

- Help students explore their career interests and aptitudes and learn about career clusters.
- Discuss the connections between student's interests and educational needs.

**NOTE:** *This lesson is designed so that students take a career assessment **prior to** this lesson.*

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Aptitude or Career Assessment** (*results for each student*)
- **Career Clusters Introduction** (*final page of this lesson plan – share with families too*)

## CLASSROOM ACTIVITIES:

- **Explore students' interests.** By this point in middle school, students should have taken several interest, aptitude, or career exploration assessments. What have these tools told your students about their interests – about what they might like to do? Have their interests changed over the last several years? Why? Do they agree with what these assessments have told them? (*5-10 minutes*)
- **Discuss the connection between interests and careers.** What did your students learn from their interest assessment about possible careers? How does this information compare with career exploration exercises they completed during 6<sup>th</sup> and 7<sup>th</sup> grade? Are they surprised? Do any of these careers sound interesting to them? Why or why not? You might want to break students into small groups to discuss what they've learned about career interests. (*5-10 minutes*)
- **Introduce career clusters.** Students discussed career clusters briefly when setting their Citizen goals in Lesson 4. Distribute the **Career Clusters Introduction** handout and review the clusters with your students. Which cluster sounds interesting to each student? Why? How do the clusters relate to the interest assessments they've completed? (*5 minutes*)

## STUDENT PRODUCTS:

- **Career or Interest Assessment or Inventory.** Each student should have completed an interest assessment or career inventory. File results in their portfolios.

# CAREER CLUSTERS INTRODUCTION



What do you want to do? One way to answer that question is to select a **Career Cluster**. Career clusters <sup>TM</sup> are groups of jobs that are based on similar interests, skills, and abilities.\*

CAREER CLUSTER	CLUSTER DESCRIPTION	FOCUS AREAS	SAMPLE JOBS
<b>Agriculture, Food, and Natural Resources</b>	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products and resources.	<ul style="list-style-type: none"> <li>• Food Products and Processing Systems</li> <li>• Plant Systems</li> <li>• Animal Systems</li> <li>• Power, Structural &amp; Technical Systems</li> <li>• Natural Resource Systems</li> <li>• Environmental Science Systems</li> <li>• Agribusiness Systems</li> </ul>	<ul style="list-style-type: none"> <li>• Aquaculturalist</li> <li>• Botanist</li> <li>• Ecologist</li> <li>• Environmental Compliance-Assurance Manager</li> <li>• Farmer/Rancher</li> <li>• Fish &amp; Game Officer</li> <li>• Recycling Technician</li> <li>• Veterinarian</li> <li>• Wildlife Manager</li> </ul>
<b>Architecture and Construction</b>	Careers in designing, planning, managing, building, and maintaining the built environment.	<ul style="list-style-type: none"> <li>• Design/Pre-Construction</li> <li>• Construction</li> <li>• Maintenance/Operations</li> </ul>	<ul style="list-style-type: none"> <li>• Architect</li> <li>• Carpenter</li> <li>• Civil Engineer</li> <li>• Demolition Engineer</li> <li>• Drywall Installer</li> <li>• Electrician</li> <li>• Interior Designer</li> <li>• Painter</li> <li>• Plumber</li> <li>• Roofer</li> <li>• Sheet and Metal Worker</li> </ul>
<b>Arts, A/V Technology, and Communications</b>	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.	<ul style="list-style-type: none"> <li>• Audio and Video Technology and Film</li> <li>• Journalism and Broadcasting</li> <li>• Performing Arts</li> <li>• Printing Technology</li> <li>• Telecommunications</li> <li>• Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Actor</li> <li>• Broadcast Technician</li> <li>• Computer Animator</li> <li>• Curator</li> <li>• Director</li> <li>• Fashion Designer</li> <li>• Journalist</li> <li>• Musician</li> <li>• Telecommunication Tech</li> <li>• Web Page Designer</li> </ul>

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## CAREER CLUSTER INTRODUCTION, Continued

CAREER CLUSTER	CLUSTER DESCRIPTION	FOCUS AREAS	SAMPLE JOBS
<b>Business, Management, and Administration</b>	Planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.	<ul style="list-style-type: none"> <li>• General Management</li> <li>• Business Information Management</li> <li>• Human Resources Management</li> <li>• Operations Management</li> <li>• Administrative Support</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative Assistant</li> <li>• Auditor</li> <li>• Entrepreneur</li> <li>• Finance Director</li> <li>• Marketing Analyst</li> <li>• Office Manager</li> <li>• Public Relations Manager</li> <li>• Wholesale and Retail Buyer</li> </ul>
<b>Education and Training</b>	Planning, managing, and providing education and training services and related learning support services.	<ul style="list-style-type: none"> <li>• Teaching and Training</li> <li>• Professional Support Services</li> <li>• Administration and Administrative Support</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator</li> <li>• Career Tech Administrator</li> <li>• Child Care Worker</li> <li>• Clinical Psychologist</li> <li>• Coach</li> <li>• Counselor</li> <li>• Principal</li> <li>• Teacher</li> </ul>
<b>Finance</b>	Services for financial and investment planning, banking, insurance, and business financial management.	<ul style="list-style-type: none"> <li>• Securities and Investments</li> <li>• Business and Finance</li> <li>• Banking Services</li> <li>• Insurance</li> <li>• Accounting</li> </ul>	<ul style="list-style-type: none"> <li>• Accountant</li> <li>• Bill and Account Collector</li> <li>• Controller</li> <li>• Debt Counselor</li> <li>• Economist</li> <li>• Financial Planner</li> <li>• Loan Officer</li> <li>• Tax Examiner</li> <li>• Underwriter</li> </ul>
<b>Government and Public Administration</b>	Executing governmental functions, including governance, national security, foreign service, planning, revenue and taxation, regulation, and management and administration at the local, state, and federal levels.	<ul style="list-style-type: none"> <li>• Governance</li> <li>• National Security</li> <li>• Foreign Service</li> <li>• Planning</li> <li>• Revenue and Taxation</li> <li>• Regulation</li> <li>• Public Management and Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Ambassador</li> <li>• Armed Services member</li> <li>• City Manager</li> <li>• Cryptographer</li> <li>• Elected Official</li> <li>• Foreign Service Officer</li> <li>• Intelligence Analyst</li> <li>• Policy Advisor</li> </ul>

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## CAREER CLUSTER INTRODUCTION, Continued

CAREER CLUSTER	CLUSTER DESCRIPTION	FOCUS AREAS	SAMPLE JOBS
<b>Health Science</b>	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.	<ul style="list-style-type: none"> <li>• Therapeutic Services</li> <li>• Diagnostic Services</li> <li>• Health Informatics</li> <li>• Support Services</li> <li>• Biotechnology Research and Development</li> </ul>	<ul style="list-style-type: none"> <li>• Athletic Trainer</li> <li>• Biochemist</li> <li>• Dental Hygienist</li> <li>• EMT/Paramedic</li> <li>• Home Health Aide</li> <li>• Lab Technician</li> <li>• Nutritionist</li> <li>• Physician</li> <li>• Registered Nurse</li> <li>• Veterinarian</li> </ul>
<b>Hospitality &amp; Tourism</b>	Management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.	<ul style="list-style-type: none"> <li>• Restaurant and Food/Beverage Services</li> <li>• Lodging</li> <li>• Travel and Tourism</li> <li>• Recreation, Amusements, and Attractions</li> </ul>	<ul style="list-style-type: none"> <li>• Baker</li> <li>• Bartender</li> <li>• Casino Manager</li> <li>• Caterer</li> <li>• Event Planner</li> <li>• Museum Director</li> <li>• Restaurant Owner</li> <li>• Sports Promoter</li> <li>• Tour and Travel Guide</li> <li>• Wine Steward</li> </ul>
<b>Human Services</b>	Helping families and individuals meet their basic human needs by assisting them with affordable housing, health care, education and training, and mental health services.	<ul style="list-style-type: none"> <li>• Early Childhood Development and Services</li> <li>• Counseling and Mental Health Services</li> <li>• Family and Community Services</li> <li>• Personal Care Services</li> <li>• Consumer Services</li> </ul>	<ul style="list-style-type: none"> <li>• Community Organizer</li> <li>• Community Service Director</li> <li>• Consumer Advocate</li> <li>• Counselor</li> <li>• Emergency Relief Worker</li> <li>• Social Worker</li> </ul>
<b>Information Technology</b>	Design, development, support, and management of hardware, software, multimedia, and systems integration services.	<ul style="list-style-type: none"> <li>• Network Systems</li> <li>• Information Support &amp; Services</li> <li>• Programming and Software Development</li> <li>• Web and Digital Communications</li> </ul>	<ul style="list-style-type: none"> <li>• Animator</li> <li>• Database Administrator</li> <li>• Data Systems Designer</li> <li>• Game Developer</li> <li>• Media Specialist</li> <li>• Network Administrator</li> <li>• Programmer</li> <li>• Security Specialist</li> <li>• Web Designer</li> </ul>

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## CAREER CLUSTER INTRODUCTION, Continued

CAREER CLUSTER	CLUSTER DESCRIPTION	FOCUS AREAS	SAMPLE JOBS
<b>Law, Public Safety, Corrections and Security</b>	Planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.	<ul style="list-style-type: none"> <li>• Corrections Services</li> <li>• Emergency and Fire Management Services</li> <li>• Security and Protective Services</li> <li>• Law Enforcement Services</li> <li>• Legal Services</li> </ul>	<ul style="list-style-type: none"> <li>• Attorney</li> <li>• Bomb Technician</li> <li>• Corrections Officer</li> <li>• Firefighter</li> <li>• Hazardous Materials Responder</li> <li>• Police Officer</li> <li>• Security Director</li> </ul>
<b>Manufacturing</b>	The processing of materials into intermediate or final products and related professional and technical support activities, such as production planning and control, maintenance and manufacturing/process engineering.	<ul style="list-style-type: none"> <li>• Production</li> <li>• Manufacturing Production Process Development</li> <li>• Maintenance, Installation and Repair</li> <li>• Quality Assurance</li> <li>• Logistics and Inventory Control</li> <li>• Health, Safety, and Environmental Assurance</li> </ul>	<ul style="list-style-type: none"> <li>• Assembler</li> <li>• Boilermaker</li> <li>• Design Engineer</li> <li>• Environmental Engineer</li> <li>• Freight, Stock, and Material Mover</li> <li>• Industrial Machinery Mechanic</li> <li>• Manufacturing Technician</li> <li>• Pattern and Model Maker</li> <li>• Production Manager</li> <li>• Tool and Diemaker</li> <li>• Welder</li> </ul>
<b>Marketing</b>	Researching and identifying customer needs and preferences, planning and implementing customer outreach, preparing materials to support sales activities.	<ul style="list-style-type: none"> <li>• Marketing Management</li> <li>• Professional Sales</li> <li>• Merchandising</li> <li>• Marketing Communication</li> <li>• Marketing Research</li> </ul>	<ul style="list-style-type: none"> <li>• Copywriter</li> <li>• E-Commerce Director</li> <li>• Field Marketing Rep</li> <li>• Interactive Media Specialist</li> <li>• Inventory Manager</li> <li>• Merchandise Buyer</li> <li>• Public Relations Manager</li> <li>• Sales Executive</li> <li>• Telemarketer</li> <li>• Webmaster</li> </ul>

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## CAREER CLUSTER INTRODUCTION, Continued

CAREER CLUSTER	CLUSTER DESCRIPTION	FOCUS AREAS	SAMPLE JOBS
<b>Science, Technology, Engineering &amp; Mathematics</b>	Scientific research and professional and technical services in the physical sciences, social sciences, and engineering, including laboratory and testing services, and research and development services.	<ul style="list-style-type: none"> <li>• Science and Mathematics</li> <li>• Engineering and Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Aerospace Engineer</li> <li>• Biomedical Engineer</li> <li>• Chemist</li> <li>• Geologist</li> <li>• Mathematician</li> <li>• Metallurgist</li> <li>• Statistician</li> <li>• Zoologist</li> </ul>
<b>Transportation, Distribution and Logistics</b>	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water; and related professional and technical support services, such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.	<ul style="list-style-type: none"> <li>• Transportation Operations</li> <li>• Logistics Planning and Management Services</li> <li>• Warehousing and Distribution Center Operations</li> <li>• Facility and Mobile Equipment Maintenance</li> <li>• Transportation System/ Infrastructure Planning, Management, and Regulation</li> <li>• Health, Safety, and Environmental Management</li> <li>• Sales and Service</li> </ul>	<ul style="list-style-type: none"> <li>• Airplane Pilot</li> <li>• Air Traffic Controller</li> <li>• Cargo and Freight Agent</li> <li>• Customs Inspector</li> <li>• Facility Engineer</li> <li>• International Logistics Specialist</li> <li>• Locomotive Engineer</li> <li>• Port Manager</li> <li>• Safety Analyst</li> <li>• Urban and Regional Planner</li> <li>• Warehouse Manager</li> </ul>

\*From States' Career Clusters Initiative

For more information about the 16 Career Clusters or to find detailed booklets or plans of study for the cluster that is most interesting to you: [www.careerclusters.org](http://www.careerclusters.org).

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# N A V I G A T I O N 1 0 1™

GRADE: 8

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 learn about the educational requirements for different careers.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Career Clusters Worksheet** (*located on the last page of this lesson plan*)

## CLASSROOM ACTIVITIES:

1. **Discuss students' interests.** Students have had several opportunities during middle school to learn more about their interests and about careers that might be interesting to them. Discuss what they've learned. How many of your students have a good idea of what they'd like to do for a career? How has that changed since 6<sup>th</sup> grade? Since 7<sup>th</sup> grade? (*5-10 minutes*)
2. **Review Career Clusters.** When they are in high school, your students may be asked to choose a career cluster. Discuss the career clusters you introduced during Lesson 8. Review the 16 career clusters and the types of careers associated with each. Discuss these with your students. Which sound most interesting to them? Why? How do these clusters relate to the career exploration work they've already done? (*5-10 minutes*)
3. **Relate Career Clusters to educational needs.** Next, distribute copies of the **Career Cluster Worksheet** and discuss it with your students. Explain that choosing a career cluster can help them focus on the high school classes they need to take to be sure they're ready for postsecondary education and career opportunities. Ask students to work individually or in small groups to complete the worksheet. (*5-10 minutes*)

## STUDENT PRODUCTS:

- **Career Clusters Worksheet.** Each student should complete a worksheet.



# CAREER CLUSTERS WORKSHEET – Gr 8



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

You've had the opportunity to explore your interests and to learn about careers that are interesting to you. Next year, when you are in high school, you may be asked to choose a **Career Cluster**. That will help you stay focused and take the classes you need for postsecondary and your dream career.

## WHICH CAREER CLUSTER SOUNDS RIGHT TO YOU?

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

What interests you about this cluster?

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What career choice within this cluster is most interesting to you? Why?

I am interested in: \_\_\_\_\_ because \_\_\_\_\_

---

What types of courses do you think you should take during high school to prepare for this career? (*For example, for a career in the Agriculture, Food, and Natural Resources Cluster, you will definitely need to take Biology! You might also want to take career prep – CTE – courses to help you prepare.*)

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

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

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

World Language: \_\_\_\_\_

CTE: \_\_\_\_\_



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# N A V I G A T I O N 1 0 1™

GRADE: 8

LESSON: 10

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.
- Discuss how to pay for college

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Paying for College Handout** (*located on the next two pages of this lesson plan*)
- **Program information from several local colleges** (*from your lead advisor*)

## CLASSROOM ACTIVITIES:

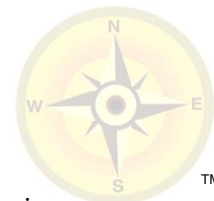
- **Discuss students' career interests.** Students have had the opportunity to review career clusters and career they think are interesting. What career clusters have your students chosen? What do they want to do? Discuss the careers your students are interested in pursuing. What education will those careers require? How will they get that education? (*5-10 minutes*)
- **Review program offerings at one or two local colleges.** As your students have heard you say by now, nearly every one of the careers they want to pursue will require some type of postsecondary education. How will they get that education? Share information from one or two local colleges – preferably a four-year college and a community or technical college. (*10-15 minutes*)
- **Discuss how to pay for college.** Paying for college – whether local or far away – is a significant deterrent for many students. Distribute the **Paying for College Handout** and review the basic ways of financing postsecondary education. (*10-15 minutes*)

## STUDENT PRODUCTS:

**Nothing to write.** Students should be encouraged to share the **Paying for College Handout** with their families.



# PAYING FOR COLLEGE



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

## SAVINGS

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

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

## NEED-BASED FINANCIAL AID

If you can't save enough money for college, you might qualify for **need-based financial aid**. Many colleges help students with their expenses, and the federal government has many aid programs as well. Usually, students get aid based on what their family can afford. To learn how much aid you might qualify for, you and your family can use the **FAFSA 4caster** at: <http://www.fafsa4caster.ed.gov/>. You can also complete the College Board's CSS/Financial Aid Profile:

<https://profileonline.collegeboard.com/prf/index.jsp>. There are several kinds of need-based financial aid:

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

## MERIT-BASED GRANTS AND SCHOLARSHIPS

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

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

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



## PAYING FOR COLLEGE, Continued

### SCHOLARSHIPS FOR WASHINGTON STUDENTS

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

#### GET READY FOR MATH & SCIENCE SCHOLARSHIP

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

- Score a 4 on the math or science section of the 10th grade WASL (or 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.
- 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

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

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

Students will receive a scholarship for the full cost of tuition plus \$500 for books at a Washington State two-year, four-year, or technical college (beyond what they receive in other state aid) if they fulfill the pledge, are admitted to college, complete a FAFSA (Free Application for Federal Student Aid), and meet the income requirement. An estimated 56,000 students statewide qualify for the program.

Students in 7th, 8th, or 9th grade must submit an online application by June 30, 2009. For more information: <http://www.hecb.wa.gov/paying/waaidprgm/CollegeBoundScholarship.asp>.



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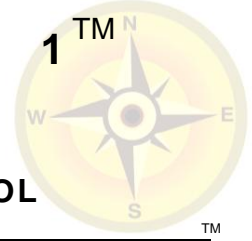
# N A V I G A T I O N 1 0 1™

GRADE: 8

LESSON: 11

THEME: PLANNING FOR LIFE AFTER HIGH SCHOOL

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## LESSON GOALS:

- Discuss what students will need to do to succeed in high school.
- Discuss minimum high school graduation requirements **and** college admission requirements.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **High School Course Requirements** (*next page of this lesson plan*)
- **CTE Options Handout** (*final pages of this lesson plan*)

## CLASSROOM ACTIVITIES:

- **Review high school graduation requirements.** Your students will soon register for high school courses. They will likely not have much flexibility in their freshman year courses, though they should be encouraged to register for advanced courses if possible (for instance, testing out of Algebra I and taking Geometry as a freshman). In any event, though, your students do need to understand two important points:
  - First, the State of Washington minimum course requirements – which are listed on the **High School Course Requirements** handout – that students must meet to receive a high school diploma. Their high school will also have minimum graduation requirements, which may be more rigorous than OSPI's.
  - But second, and even more important, to be qualified to attend college in Washington State, your students must meet the College Academic Distribution Requirements, which are listed in the handout. Here, also, individual colleges may have more rigorous requirements. (*10-15 minutes*)
- **Discuss course options.** Spend some time reviewing the **Course Requirements** handout and discussing these differences with your students. Ask them what types of courses they are interesting in taking – and why. The second handout introduces CTE options. (*5-10 minutes*)

## STUDENT PRODUCTS:

**Nothing to write this lesson.** Students should be encouraged to share the **High School Course Requirements** handout with their families. They will begin the course registration process next lesson.







# HIGH SCHOOL GRADUATION REQUIREMENTS

## WHAT COURSES DO YOU NEED IN HIGH SCHOOL?

TM

What courses will you need to take in high school to succeed in college or in a career? Here's the minimum that's required by to graduate from high school in Washington State, as well as the minimum that's required to be admitted to college in Washington State. These are the minimums... and you may have to do more than the minimum for your high school or your college choice.

SUBJECT AREA	HIGH SCHOOL GRADUATION REQUIREMENT	COLLEGE ADMISSION REQUIREMENT BEGINNING IN 2012
English	3	4 Must include 3 credits of college preparatory composition or literature. Passage of 10 <sup>th</sup> grade WASL is equivalent to earning the first 2 credits of high school English.
Mathematics	2 (through class of 2012) 3 (beginning with class of 2013) Math requirements increase beginning with the class of 2013.	3 Must include Algebra I, Geometry, and Algebra II <u>or</u> Integrated Math I, II, and II. Passage of 10 <sup>th</sup> grade WASL is equivalent to earning the first 2 credits of high school math. One credit must be earned senior year in a math-based quantitative or algebra-based science course.*
Science	2 (Including 1 lab-based)	2 Must include 2 credits of laboratory science, including 1 credit of algebra-based biology, chemistry, or physics.
World Language	0	2 Must be earned for the same world language, Native American Language, or American Sign Language.
Social Studies	2.5	3
Arts	1	1
Health/PE	2	Depends on institution
Occupational Ed/CTE	1	Depends on institution
Electives	5.5	Depends on institution

High school graduation requirements are set by the State Board of Education and will increase from 19 to 20 credits beginning with the class of 2013 (for students entering 9<sup>th</sup> grade in 2009-10 or later). The 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)

College admission requirements are set by the Higher Education Coordinating Board and can be found at: <http://www.hecb.wa.gov/research/issues/documents/MCASOverviewstudents.pdf>.

\*Senior Math Requirement: A student who takes Algebra I, Geometry, and Algebra II in grades 9-11 must also take math senior year; but a student who takes math through Pre-Calculus by 11<sup>th</sup> grade does not need to meet the senior year math requirement.

Please note that the requirements for individual postsecondary programs may be higher than the State-required College Admission Requirements. Students will need to check with the postsecondary programs they hope to attend to determine what courses are required.



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Rev 4/09



# CTE OPTIONS IN HIGH SCHOOL



## LEARN ABOUT CAREERS THROUGH CTE

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

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

## CTE COURSES AT THE HIGH SCHOOL

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

## SKILLS CENTERS

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

## STEM

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



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## CTE OPTIONS, Cont'd.

### CTE and ADVANCED PLACEMENT

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

### WASHINGTON TECH PREP

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

### RUNNING START FOR THE TRADES

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

What do you want to do? No matter what your career goals, career prep courses (CTE) can give you a good chance to learn and explore during high school. Find out what CTE opportunities your local high school offers.



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

GRADE: 8

LESSON: 12

THEME: PLANNING FOR NEXT YEAR

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

## LESSON GOALS:

- Help students follow up on what they've learned about courses they'll need in high school.
- Connect students' career explorations with high school courses to create a High School Plan.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **High School Plan Handout** (*located on the next 2 pages of this lesson plan*)
- **OPTIONAL: Program of Study** (*last page of this lesson plan*)
- **Scheduling Video** (*from the Navigation 101 web site: [www.k12.wa.us/Navigation101](http://www.k12.wa.us/Navigation101)*)
- **Navigation 101 Power Point on Course Planning, Gr 8** (*from your lead advisor*)

## CLASSROOM ACTIVITIES:

- **Review high school coursework needs.** The counselor or advisor should review the information students discussed during Lesson 11 about the courses they'll need to take during high school. Stress again the distinction between minimum graduation requirements and minimum college admission requirements and note that students will likely need to do more than the minimum. Show the **Scheduling video** to reiterate the importance of advanced courses. (*10- 15 minutes*)
- **Discuss how career interests will affect high school courses.** Next, talk about the Career Interests Worksheet students completed during Lesson 9. Do they have any ideas about how a career interest might affect the courses they take? Use the Power Point to help students understand the advanced, CTE, and dual credit opportunities at the high school. (*5-10 minutes*)
- **Introduce the High School Plan.** To get students thinking strategically about how they will manage the transition to high school, help them complete the **High School Plan** handout. If you wish, you may show the **Program of Study** and explain that some students complete a Program of Study during high school to guide their work. (*5-10 minutes*)

## STUDENT PRODUCTS:

- **High School Plan.** Students should create High School Plans and file them in their portfolios.





# H I G H S C H O O L P L A N

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

## WHAT ARE YOUR LONG-TERM DREAMS?

Which career cluster sounds most interesting to you?

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

Within the career cluster(s) you selected, what career ideas seem most interesting?

Career Idea #1: \_\_\_\_\_

Career Idea #2: \_\_\_\_\_

Career Idea #3: \_\_\_\_\_

Why?

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What type of education do you think these careers will require?

- A high school education only (explain why): \_\_\_\_\_
- A one-year certificate or credential
- A 2-year degree (Associate's Degree) from a community or technical college
- An apprenticeship
- A 4-year degree (Bachelor's Degree) from a 4-year college or university
- Post-graduate education (such as a medical or law degree)

## WHAT CAN YOU DO TO SUCCEED IN HIGH SCHOOL?

Based on the information above, please check the boxes below that apply to you.

I need to take 3 or 4 years of math because \_\_\_\_\_

\_\_\_\_\_

I need to take 3 or 4 years of science because \_\_\_\_\_

\_\_\_\_\_

I am interested in taking Career & Technical Education (CTE) classes in high school in these fields:

\_\_\_\_\_

I need to take a foreign language during high school. I'd like to take \_\_\_\_\_

I need specialized classes (such as music or computer programming). I'm interested in:

\_\_\_\_\_

\_\_\_\_\_

High school will be very different from middle school. Write a short paragraph about what you can do to succeed in high school.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# PROGRAM OF STUDY

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

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

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

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



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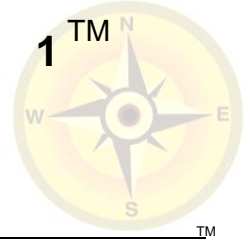
# N A V I G A T I O N 1 0 1™

GRADE: 8

LESSON: 13

THEME: PLANNING FOR NEXT YEAR

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## LESSON GOALS:

- Review students' High School Plans.
- Explain the course registration process at the high school.
- Help students complete their 9<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 **High School Plans** (*from students' portfolios*)
- **High school course catalog**, including graduation requirements
- **Course Registration Forms** (*one for each student – from high school*)

## CLASSROOM ACTIVITIES:

- **Discuss students' High School Plans.** Have students retrieve and review their High School Plans. Do their goals for high school give them ideas for what they should do during 9<sup>th</sup> grade? Discuss what they hope to do. How can they be most successful next year? (*5-10 minutes*)
- **Introduce the course registration process.** Reviewing students' High School Plans will help them prepare to register for high school courses. Explain how the high school 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 the course catalog. (*5-10 minutes*)
- **Begin the course registration process.** Distribute course registration forms. Ask students to complete their forms for 9<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 special approval.) (*5-10 minutes*)

## STUDENT PRODUCTS:

- **Course Registration Form.** Each student should complete a course registration form for 9<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: 8

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.
- Plan for a class gift to the 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 you students doing this year? Not just academically, but socially and personally – how have they done this year and how are they preparing for high school next year? See how your students are feeling about their experiences in middle school and what they've accomplished. (*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 gather the 8<sup>th</sup> graders to plan a class gift to the school or to organize a class volunteer service project that will benefit the 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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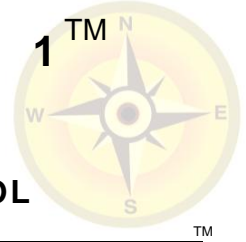
# N A V I G A T I O N 1 0 1™

GRADE: 8

LESSON: 15

THEME: PLANNING FOR LIFE AFTER HIGH SCHOOL

---



## LESSON GOALS:

- Help students review their Annual Goals and High School Plans.
- Incorporate this information into an updated 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 Plan** (*completed – from students’ portfolios*)
- **High School & Beyond Plan Worksheet** (*last page of this lesson plan*)

## CLASSROOM ACTIVITIES:

- **Discuss students’ goals for this year and high school.** Have students retrieve the Annual Goals for 8<sup>th</sup> grade and their High School Plans. Lead students in a discussion about their goals. What did they hope to achieve this year? Have they succeeded? What do they want to accomplish during high school? (*5 minutes*)
- **Review the High School & Beyond Plan.** Students graduating from high school in Washington State are required to complete a **High School & Beyond Plan**. The plan 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 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 update 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 and to reflect on what has changed since they answered these questions in 7<sup>th</sup> grade. (*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 8



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 8<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?

Using your *High School Plan*, reflect on what you hope to accomplish after high school:

I am interested in \_\_\_\_\_. After high school, I want to

## HOW DO YOU LEARN BEST?

You are nearly ready to move on to high school. Are you prepared? What can you do to succeed?

To do well in high 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: 8

LESSON: 16



THEME: PREPARING FOR STUDENT-LED CONFERENCES

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## LESSON GOALS:

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

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Planning a Student-led Conference Handout** (*one for each student*)
- **Conference Evaluation Rubric** (*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** (*if you wish, from your lead advisor*)

## CLASSROOM ACTIVITIES:

- **Review the Student-led Conference.** The Student-led Conference is the centerpiece of the year. Distribute the **Planning a Student-led Conference Handout** and review the first page. Remind them that this conference will be their chance in middle school 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 for their 9<sup>th</sup> grade courses will be handled. Distribute the **Conference Evaluation Rubric** and explain how students will be rated. View the Conference video if you wish. *(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 can 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 members for the date and time you've been assigned.
- Plan what you want to say.** Using the outline on the next page, plan what you want to say during your conference. Plan both what you'll say and what you'll show from your portfolio.
- Practice, practice, practice!** You'll have some time in advisory to practice for your conference, but you should also practice on your own. Get a friend to listen and ask you questions.
- Dress and behave appropriately.** Plan to wear dress clothes to your conference. You want to look and act your best!
- Be prompt and prepared.** Make sure you arrive on time for your conference, and make sure you have your portfolio with you.
- Be polite.** Start your conference by introducing your guests to your advisor. End your conference by thanking them for taking the time to attend.
- Be passionate.** This conference is your chance to share who you are – and what you want to get out of school – with your advisor and your guests. Make eye contact, and don't talk in a monotone!
- Reflect on your conference.** After your conference, use the **Conference Evaluation Rubric** to reflect on how you did. Your advisor will complete one too and will share your rating with you.
- Let us know what you think.** After your conference, complete an anonymous **Feedback Form** to help us plan for next year.



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

Here's a sample outline for a student-led conference. 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 8<sup>th</sup> grade and explain why you chose them.
- Share your **grades and assessment results** (from your report card).
- Talk about your **course plans** for 9<sup>th</sup> grade.

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

- Tell a little about your **interests and career goals**.
- Share your **High School Plan**, and explain how your plans for high school will ensure you receive the education you need for your career goals.

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

- Tell about any **school activities** you've joined.
- Share your **attendance record** from 8<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 and answer as completely as you can.
- Thank you 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 8<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 9<sup>th</sup> grade as you begin high school.</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 and career goals</b>.</p> <p><i>What do I want to do in the future?</i></p> <p>Share your <b>High School Plan</b> and explain how you will get the education you need for your career goals.</p>	<p><input type="checkbox"/> Career Interests Worksheet</p> <p><input type="checkbox"/> High School Plan</p>
<b>CITIZENSHIP</b>	<p>Tell about any <b>school activities</b> you've joined.</p> <p>Share your <b>attendance record</b> from 8<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

TM

**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 9 <sup>th</sup> grade		
<b>Career</b>	<input type="checkbox"/> Shares interests with family <input type="checkbox"/> Shares High School Plan and explains the connection between high school and career goals		
<b>Citizenship</b>	<input type="checkbox"/> Tells about joining a school activity <input type="checkbox"/> Discusses attendance during 8 <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		



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# 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:*



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# 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:*



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# 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:*



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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: 8

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.



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# N A V I G A T I O N 1 0 1™

GRADE: 8

LESSON: 18

THEME: USING MONEY

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## LESSON GOALS:

- Help students learn about saving money.
- Help students (and their families) learn about the state's Guaranteed Education Tuition program.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Saving Handout** (*final pages of this lesson plan*)
- **Guaranteed Education Tuition Information** (*your lead advisor should download the latest chart on plan costs from GET: [http://www.get.wa.gov/documents/CreateYourPlan\\_000.pdf](http://www.get.wa.gov/documents/CreateYourPlan_000.pdf)*)

## CLASSROOM ACTIVITIES:

- **Review students' experience with their Student-led Conferences.** How do your students feel about their student-led conferences? How did they do? (*5 minutes*)
- **Discuss saving money.** Distribute the **Saving Handout** to your students. Review the first section of the handout. Focus your discussion on why people might want to save money. Ask students if there is anything they are saving for. (*5 minutes*)
- **Introduce the GET Program.** Your students have already learned about financial aid for postsecondary education. Now let's talk about GET (or Guaranteed Education Tuition) savings program. Use the **Saving Handout** to explain how the GET Program works. (*5-10 minutes*)
- **Create a sample GET saving plan.** How much would your students' families have to save – starting now – to pay for a year of college? Use the worksheet on the second page of the **Saving Handout** to help students (a) determine how many "units" they would need; and (b) how much that would cost each month if they started saving now. (*10-15 minutes*)

## STUDENT PRODUCTS:

- **GET saving plan.** Each student should complete the exercise in the **Saving Handout**.





## SAVING MONEY

Why do people save money? There are several reasons:

- Sometimes people save money so that they can **buy something** that is very expensive, such as a new car or a vacation. If they don't have the money right away – and they don't want to borrow the money – they might save money a little at a time until they can afford what they want.
- Some people save money in case they need it for an **emergency**. Let's say you own a car. It might be a good idea to have some money saved so that if your car breaks down you can afford to have it repaired. People might also save money for home repairs or in case they get sick.
- People also save money for their **old age**. If they have money saved up, they can afford to retire from their job and don't have to work anymore.

It's important to know that saving money isn't the only way to get money for things you need. Sometimes you can **borrow** money for a new car or a new home. Many people have **insurance**, in case they have a problem with their car or house or get too sick to work. And many people who are saving for their old age can also rely on **Social Security** or a **pension plan** from their job.

But it's still important to save money. It's a way that YOU can make a plan to get what you want.

Saving can be hard to do. But it's worth it in the end.

## SAVING MONEY FOR POSTSECONDARY

You've already learned that nearly any job you want to get will require some type of "postsecondary" education after high school. But college is expensive. How will you afford it?

There are different types of **financial aid** that you can use for postsecondary. Some types of financial aid are based on your family's **financial need**; others are based on your **merit** – you can get a scholarship for good grades or athletic ability, for instance.

But one way to pay for college is to start **saving**. Even a little bit each month can make a big difference.

The State of Washington has a way to save for college. It's called **GET**, the Guaranteed Education Tuition Program. It lets your family buy small "units" of tuition today and then use them for your college tuition tomorrow. You can use your GET savings at any public college or university (including community colleges) in Washington State. And if you go somewhere else, you can take the money with you.

How much would it cost to save for a year of college if you started saving today? Turn the page and find out!

## A GET SAVINGS PLAN

How much would it cost to save for a year of college if you started saving today?

Well, first you need to know two things:

- (1) What type of college do you want to attend?
- (2) When do you want to start college?

First, what type of college do you want to attend? Tuition costs are different at different types of colleges.

- Four-year public university in Washington State (*Tuition costs 100 GET "units" each year*)
- Two-year public community college in Washington State (*Tuition costs 50 GET "units" each year*)
- Private college or out-of-state college (*Tuition will cost more than 100 GET "units" each year*)

Second, when do you want to start college? With your advisor's help, figure out when you will graduate from high school. If you want to start college right after graduation, you will start college in the fall of the year you graduate from high school. What year will that be? \_\_\_\_\_

Now use the worksheet from your advisor to complete the information below.

I want to buy \_\_\_\_\_ GET units. This will pay for one year of college tuition at my first-choice school.

I want to start college in the fall of \_\_\_\_\_.

To buy one year of tuition starting now, my family needs to save \$\_\_\_\_\_ a month.



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# N A V I G A T I O N 1 0 1™

GRADE: 8

LESSON: 19

THEME: PLANNING FOR LIFE AFTER HIGH SCHOOL

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## LESSON GOALS:

- Help students prepare for their 8<sup>th</sup> Grade Presentation.
- Help students prepare for the transition into high school.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **8<sup>th</sup> Grade Presentation Worksheet**
- **Students' Portfolios** (*students will want to review their work from the year*)
- **Students' High School Plans** (*from their portfolios*)

## CLASSROOM ACTIVITIES:

- **Discuss the purpose of the 8<sup>th</sup> Grade Presentation.** Remind students that their 8<sup>th</sup> Grade Presentation will be their opportunity to present themselves and their high school goals to their new high school advisor. Explain that each presentation will have two parts: (1) a brief summary of the information they presented in their recent student-led conference; and (2) a summary of their High School Plan. Review the logistics of the presentations. (*5 minutes*)
- **Review students' High School Plans.** Next, have students retrieve their **High School Plans** from their portfolios. They created these plans during Lesson 12 to summarize their interests and to set goals for their four years in high school. What did they say on those plans? (*5 minutes*)
- **Prepare for 8<sup>th</sup> Grade Presentations.** Using the **8<sup>th</sup> Grade Presentation Worksheet**, ask your students to outline their presentations. They can draw on their student-led conferences; and their completed High School Plans. They will be asked to show several different things from their portfolios. Give them time to practice and prepare. (*10-15 minutes*)

## STUDENT PRODUCTS:

**8<sup>th</sup> Grade Presentation Worksheet.** Each student should complete the worksheet and prepare for his or her presentation.





# 8<sup>TH</sup> GRADE PRESENTATION WORKSHEET



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

## WHO ARE YOU? WHAT DO YOU WANT TO DO?

During your 8<sup>th</sup> grade presentation you will have the opportunity to introduce yourself to your high school advisor. After your student-led conferences in middle school, it should be easy to present yourself! You will be asked to do two things during your 8<sup>th</sup> Grade Presentation:

- (1) Answer the questions from your student-led conference; and
- (2) Summarize your High School Plan.

## FIRST, INTRODUCE YOURSELF

Start by shaking your new advisor's hand. Say your name and the name of your middle school advisor. Then answer the three questions below. Show one piece of work from your portfolio for each answer.

Question	What I should <u>say</u>	What I can <u>show</u> from my portfolio to back up what I'm saying
<i>What have I accomplished in school this year?</i>		
<i>What do I want to do in the future?</i>		
<i>Who am I? How do I contribute?</i>		

## NEXT, SUMMARIZE YOUR HIGH SCHOOL PLAN

"The Career Cluster I am most interested in is \_\_\_\_\_ and the career I am currently most interested in is \_\_\_\_\_. The postsecondary education I will need is \_\_\_\_\_. The things I'd like to do to succeed in high school are \_\_\_\_\_."

Don't forget to answer any questions and to thank your new advisor!



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# N A V I G A T I O N 1 0 1™

GRADE: 8

LESSON: 20

THEME: MAKING THE TRANSITION

---



## LESSON GOALS:

- Review students' experiences in 8<sup>th</sup> grade.
- Present students with their completed middle school portfolios.
- Celebrate!

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Students' Portfolios** (*decide, with your lead advisor, whether you will pass on students' complete portfolios to the high school or present students' portfolios to them to save at home. Note that it is suggested that the high school keep the materials from the 8<sup>th</sup> Grade Presentation and that students keep the rest of the materials from their portfolios.*)

## CLASSROOM ACTIVITIES:

- **Review the year.** Look back at the middle school years. Discuss with students what they thought was best – and worst – about 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 the last three years. If you will be sending their portfolios home, you may want to formally present them to each student. (*5 minutes*)
- **Plan for next year.** What challenges and opportunities will next year bring? Discuss what your students can expect next year when they begin high school. How will they get involved in clubs, activities, or leadership positions? What courses will they be taking? (*5 minutes*)
- **Celebrate.** You might want to celebrate with pizza or other treats. (*10-15 minutes*)

## STUDENT PRODUCTS:

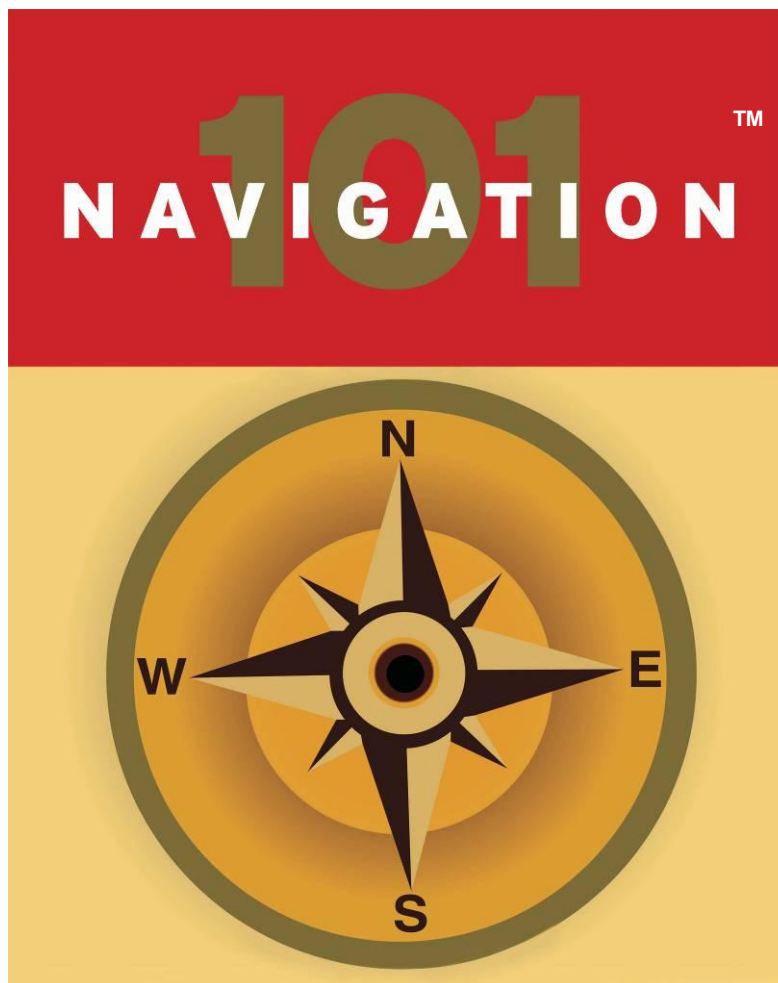
- **Completed portfolios.** Each student's portfolio should be either: (a) passed along to the high school; or (b) presented to students to take home and save (with the exception of students' materials from their 8<sup>th</sup> Grade Presentations, which should stay at the high school).



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

**GRADE 8 RESOURCE GUIDE**



**UPDATED: APRIL 2009**

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**NAVIGATION<sup>TM</sup> 101**

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# 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.

NAVIGATION<sup>TM</sup>  
**101**

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## 2008-09 CURRICULUM UPDATE

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

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

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

However, in late 2008 the team decided to update and upgrade approximately three-quarters of the existing lesson plans to provide grantee schools with additional and enriched information on a number of topics. **The underlying structure of the lesson plans has remained the same from 2007-08; the 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 added a Power Point presentation on course planning, to help advisors and school counselors help students learn about the opportunities that are available to them, particularly advanced, CTE, and dual credit courses and programs. We have also designed this lesson so that it can be led by a school counselor, or, in the case of 8<sup>th</sup> grade, by a high school counselor, as a way to give students extra support as they set their course plans.



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

This curriculum is a work in progress. It was developed based on the experiences of schools implementing Navigation, 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.



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# NAVIGATION 101

## LIST OF HANDOUTS – GRADE 8

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

#	Handout Name	Description	Where else?
1	<b>8<sup>th</sup> Grade Portfolio Checklist</b>	Handout provides a list of items students should add to their portfolios during 8 <sup>th</sup> grade. <b>It should be stored in portfolios;</b> students can use it for portfolio audits.	
1	<b>8<sup>th</sup> Grade Presentation Introduction</b>	Handout introduces the 8 <sup>th</sup> Grade Presentation students will make to their new high school advisors before finishing middle school.	
2	<b>Citizenship Goal Worksheet</b>	Handout helps students develop a goal about volunteering and showing leadership 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 6 Lesson 2</li> <li>• Gr 7 Lesson 2</li> </ul> <i>Each year, students develop a goal on a different aspect of participation, service, or leadership.</i>
3	<b>Academic Goal Worksheet</b>	This handout helps students develop at least one academic goal for the year and is the second step toward developing Annual Goals.	<ul style="list-style-type: none"> <li>• Gr 6 Lesson 3</li> <li>• Gr 7 Lesson 3</li> </ul> <i>Students revisit and update their goals each year.</i>
4	<b>Career Goal Worksheet</b>	This handout helps students develop at least one career exploration goal for the year and is the third step toward developing Annual Goals.	<ul style="list-style-type: none"> <li>• Gr 6 Lesson 4</li> <li>• Gr 7 Lesson 4</li> </ul> <i>Students update their career goals each year based on their career exploration activities.</i>
5	<b>Annual Goals</b>	Students will reflect on their Academic, Career and Citizen goals. They will then develop one or more overall goals in each area for the school year.	<ul style="list-style-type: none"> <li>• Gr 6 Lesson 5</li> <li>• Gr 7 Lesson 5</li> </ul> <i>Students revisit and update their goals each year.</i>
5	<b>(Optional) Fall Conference Planner</b>	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	<b>(Optional) Family Invitation</b>	If you wish, use this letter to invite families to your school's (optional) fall conference.	<ul style="list-style-type: none"> <li>• Gr 7 Lesson 5</li> <li>• Gr 8 Lesson 5</li> </ul>





## NAVIGATION 101

### LIST OF HANDOUTS – GRADE 8, 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 6 Lesson 5</li> <li>• Gr 7 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 6 Lesson 5</li> <li>• Gr 7 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 6 Lesson 5</li> <li>• Gr 7 Lesson 5</li> </ul> <i>Advisors are given the opportunity to rate conferences each year.</i>
6	<b>Service Worksheet</b>	Students reflect on the volunteer service activity they performed as a group during Lesson 2. The worksheet is modeled on forms high school students will complete.	<ul style="list-style-type: none"> <li>• Gr 7 Lesson 6</li> </ul> <i>Students volunteer 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 6 Lesson 7</li> <li>• Gr 7 Lesson 7</li> </ul> <i>Students update this plan each year to help them re-evaluate their performance.</i>
8	<b>Career Clusters Introduction</b>	Handout introduces students to career clusters as a way of helping them organize information about possible careers	
9	<b>Career Clusters Worksheet</b>	This handout helps students organize career information by cluster and start thinking about the courses they will need in high school to prepare for their dream career.	





**NAVIGATION 101**  
**LIST OF HANDOUTS – GRADE 8, Cont’d.**

#	Handout Name	Description	Where else?
10	Paying for College Handout	This handout introduces different types of financial aid for postsecondary education. Students should be encouraged to share it with their families.	
11	High School Course Requirements (Note that CADRs have been added)	This handout summarizes the minimum high school course requirements to graduate in Washington state and the College Academic Distribute Requirements. It makes the point that students must do more than the minimum.	<ul style="list-style-type: none"> <li>• Gr 7 Lesson 10</li> </ul> <i>Students prepare for high school by learning what is required.</i>
11	CTE Options	This handout introduces some of the Career & Technical Education opportunities available to high school students.	<ul style="list-style-type: none"> <li>• Gr 7 Lesson 12</li> </ul>
12	High School Plan	Students prepare for high school and for the development of a four-year course plan next year by setting a general plan for their high school years.	
12	Program of Study Template (OPTIONAL)	This template from OSPI shows students how they can plan carefully for classes during high school and postsecondary.	
15	High School & Beyond Plan Handout	Students will continue to 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 6 Lesson 15</li> <li>• Gr 7 Lesson 15</li> </ul> <i>Students revisit and update their plans each year.</i>
16	Planning a Student-led Conference Worksheet	This handout guides students through the process of preparing for a student-led conference. It provides an outline to help organize their presentations.	<ul style="list-style-type: none"> <li>• Gr 6 Lesson 16</li> <li>• Gr 7 Lesson 16</li> </ul> <i>Students improve their conference presentations each year</i>
16	Conference Evaluation Rubric	This rubric gives students clear information about how they did and how they can improve.	<ul style="list-style-type: none"> <li>• Gr 6 Lesson 16</li> <li>• Gr 7 Lesson 16</li> </ul> <i>Students improve their conference presentations each year.</i>
16	Family Feedback Form	This form, which is required for schools that receive a Navigation grant from OSPI, gives families the opportunity to share their thoughts about their students' conferences. Feel free to use an on-line survey instead.	<ul style="list-style-type: none"> <li>• Gr 6 Lesson 16</li> <li>• Gr 7 Lesson 16</li> </ul> <i>Families are given the opportunity to rate conferences each year.</i>



**NAVIGATION 101**  
**LIST OF HANDOUTS – GRADE 8, Cont’d.**

#	Handout Name	Description	Where else?
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 use an on-line survey instead.	<ul style="list-style-type: none"> <li>• Gr 6 Lesson 16</li> <li>• Gr 7 Lesson 16</li> </ul> <i>Students are given the opportunity to rate conferences each year.</i>
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 use an on-line survey instead.	<ul style="list-style-type: none"> <li>• Gr 6 Lesson 16</li> <li>• Gr 7 Lesson 16</li> </ul> <i>Advisors are given the opportunity to rate conferences each year.</i>
16	<b>Family Invitation</b>	If you wish, use this letter to invite families to your school's conference.	<ul style="list-style-type: none"> <li>• Gr 6 Lesson 16</li> <li>• Gr 7 Lesson 16</li> </ul>
18	<b>Saving Handout</b>	This handout reviews the basic concepts of saving money and then guides students through a hypothetical college savings exercise.	
19	<b>8<sup>th</sup> Grade Presentation Worksheet</b>	This handout helps students prepare for their 8 <sup>th</sup> Grade Presentations at the high school.	



# NAVIGATION 101

## LIST OF MULTIMEDIA RESOURCES

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

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

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



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# 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)

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

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



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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**

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

**SOPHOMORE YEAR**

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

**JUNIOR YEAR**

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

**SENIOR YEAR**

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

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

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:

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

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: honors, advanced, CTE, or dual credit course or program; life activities you completed during high school to prepare for your career, such as internships, or research; and a description of your volunteer service; plans 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 by community activities. This will provide practical experience and enhance the student's personal communication, leadership, and teamwork skills.

Sample Program of Study from OSPI

### PROGRAM OF STUDY

Number: \_\_\_\_\_  
Please use the grid below to indicate the courses you plan to take from the Career Table.

**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.

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

Advisory/Career Credit: The required Postsecondary courses may be substituted in 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.** Navigation student-led conferences invite families into the school and into their students' academic lives, giving them detailed information about their children's academic progress, hopes and dreams, and plans for the coming year.
- **Student-driven Scheduling.** Student-driven scheduling – particularly when combined with student-led conferences – gives students and families alike more ownership and involvement in each student's academic progress.

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

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



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# NAVIGATION 101

## LESSON SUMMARIES – GRADE 8

### LESSON 1: GETTING ACQUAINTED

**Lesson Summary.** This first lesson helps re-introduce students to the advisory program and get re-acquainted with their advisor and with each other. This is an important lesson because it helps continue the trusting relationships – between students and advisor and among the students in the advisory – that make advisory such a powerful learning tool. Students will also have the opportunity to review and update their portfolios for 8<sup>th</sup> grade.

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

In addition, advisors will use this lesson to introduce the 8<sup>th</sup> Grade Presentation. As a way of easing the transition into high school, each 8<sup>th</sup> grade student will make a short portfolio presentation to his or her new high school advisor. During these presentations, students will share a condensed version of their spring student-led conference presentation, and will also present their High School Plans, which they will complete during Navigation this year.

**Transition help:** note that your 8<sup>th</sup> grade advisors might want to meet with the high school’s 9<sup>th</sup> grade advisors to plan activities during the year to help acclimate your students to the high school; perhaps the high school counselors or advisors could visit your advisory several times during the year.

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

- **An updated portfolio.** Students will review their portfolios and add 8<sup>th</sup> grade portfolio checklists.

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

- Ensure that your 8<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 both continuing and new students and build trusting, nurturing relationships. (Please see “A Word on Icebreakers.”)
- Discuss the purpose of the 8<sup>th</sup> Grade Presentation with your advisors.
- Copy the handouts for this lesson (for more information, please see the list of handouts):
  - 8<sup>th</sup> Grade Portfolio Checklist
  - 8<sup>th</sup> Grade Presentation Introduction



**Additional Resources You Can Provide.** Your 8<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 web site provides a number of resources for advisors, including Power Point presentations, videos, and “how-to” handouts on Navigation overall, and on each of Navigation’s key elements. These resources can be downloaded at: [www.k12.wa.us/navigation101](http://www.k12.wa.us/navigation101).
- **Information on the Navigation 101 program at the high school.** To facilitate students’ transition, your advisors might benefit from learning more about how Navigation 101 is implemented at the high school and what students will be expected to do once they enter high school. Organizing meetings between 8<sup>th</sup> and 9<sup>th</sup> grade advisors could be a helpful way to discuss transition challenges and plan strategies to ease students’ transition to high school.
- **Information on the College Academic Distribution Requirements (CADRs).** When students enter high school, they will face three different levels of course requirements: (1) minimum course requirements for Washington State that must be met to graduate (currently 19 credits in a specified set of subjects, will increase to 20 credits beginning with the class of 2013); (2) your own school district’s high school course requirements (which may be more rigorous than the statewide minimums); and (3) the College Academic Distribution Requirements (CADRs) which were set by the Washington State Higher Education Coordinating Board in May 2008 and are the minimum required for entrance to a Washington State college or university. (Students’ postsecondary programs of choice may have more rigorous requirements.) Lesson 12 provides more information on these three types of requirements. It may be helpful to familiarize your 8<sup>th</sup> grade advisors with these requirements so that they can help students prepare for what they will need to accomplish when they enter high school.
- **Navigation planning sessions.** Successful schools have found that they can increase staff buy-in by organizing opportunities for advisors to become familiar with the Navigation 101 lesson plan in advance. Schools may wish to preview the lesson plan at a weekly staff meeting or hold a drop-in session at which your building leadership team can offer suggestions and tips.
- **Using portfolios.** If students know that they will be able to use their portfolios, they won’t find them so onerous. They will use their portfolios for the student-led conferences, of course, but you also might want to share with advisors other ways that students may find their portfolios helpful:
  - **For jobs or internships.** Students in **CTE courses** learn to keep their portfolios up-to-date for job applications and interviews. Even for a part-time or volunteer position, a comprehensive portfolio can show an employer that a student is prepared and can help the student stand out.
  - **For awards.** Students who wish to apply for arts, sports, or academic award programs might want to pull information from their portfolios to support their application.
  - **For honors courses.** Many schools allow students to self-select for honors or advanced courses, but may require that the student demonstrate an ability to thrive in the course. Students wishing to apply for honors courses will find that a well-organized portfolio can be very helpful to showcase their organizational skills and academic strengths... particularly for students whose grades are lower than the norm.



# NAVIGATION 101

## LESSON SUMMARIES – GRADE 8

### 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. In this lesson, 8<sup>th</sup> graders will have the chance to show leadership skills by speaking with 6<sup>th</sup> graders about school activities and traditions.

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

- **A Citizenship Goal.** Students should each create a goal for their involvement in the school. Advisors should collect them and hold them until Lesson 5.

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

- Assign each 8<sup>th</sup> grade advisory group a partner 6<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.
- Copy the handout for this lesson (for more information, please see the list of handouts):
  - Citizenship Goal Worksheet

**Additional Resources You Can Provide.** Your 8<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 how they can help their students provide meaningful information to the younger students. Here are a few tips for 8<sup>th</sup> graders:

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

**Have the 6<sup>th</sup> grade students and advisors introduce themselves.** Ask them about their interests too.

**Be enthusiastic.** The 6<sup>th</sup> grade students might be nervous about getting involved in a new school.

**Be clear.** You don’t need to give a lot of details. Instead, stick to the main points: Why is a particular activity valuable? What will 6<sup>th</sup> graders learn if they join?

**Be friendly.** Let the 6<sup>th</sup> graders know that you will help them.

**Take questions.** Ask if the 6<sup>th</sup> graders have any questions. Then answer them as well as you can.

Note that when students write out their goals for the year, you may want to have advisors encourage them to start thinking about what life might be like in high school next year – to start the transition process.



# NAVIGATION 101

## LESSON SUMMARIES – GRADE 8

### 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 review 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 8<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:

- **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.
- **Start an advisory study group.** Would your students like to get together once a week to do homework as a group? How could students in your group help each other by doing this?
- **Tutor younger students.** Can your students help 6<sup>th</sup> or 7<sup>th</sup> graders with their work?



# NAVIGATION 101

## LESSON SUMMARIES – GRADE 8

### LESSON 4: EXPLORING CAREERS

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

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 reflect on the career exploration activities they accomplished in 6<sup>th</sup> and 7<sup>th</sup> grade and to explore their interests and aptitudes more later this year. As in 6<sup>th</sup> and 7<sup>th</sup> grades, career exploration in 8<sup>th</sup> grade is focused around the theme, “Who am I?”

**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 8<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 8<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 an 8<sup>th</sup> grade Career Day.** As students continue to explore their interests and to research how interests relate to careers, you might want to organize a Career Day and invite community members to join you in sharing information about themselves and their career paths.
- **Arrange a college or 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.



- **Learn about Career & Technical Education resources in your school district.** Does your district have a Skills Center for high school students? Does it offer Tech Prep classes? What about pre-apprenticeships? You may want to invite your district's CTE Director to speak with your staff about the CTE opportunities that are available for high school students. Since many of these opportunities have prerequisites, middle school is a good time to start thinking about them and learning what types of math or science are required.
- **Explore the resources at [www.careerclusters.org](http://www.careerclusters.org).** To align with the state's CTE programs, Navigation 101 uses the Department of Education's 16 Career Clusters as a tool to help students identify areas in which they might be interested. The Career Clusters web site has a variety of tips and tools that may be helpful for your students.



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# NAVIGATION 101

## LESSON SUMMARIES – GRADE 8

### LESSON 5: SETTING GOALS

**Lesson Summary.** As students progress through 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 and how their goals can help them succeed in high school. Through their goal statements, students will be encouraged:

- To think about their interests and dreams for the future;
- To plan ways to do better academically;
- To become contributing citizens and take on active leadership roles at school and in the community; and
- To explore the skills and attributes that will help them identify their career interests and then secure the training and education they need to succeed in that career.

Setting goals for the year is particularly important for 8<sup>th</sup> graders as they prepare for the crucial transition to high school next year. **If you wish, your students will also have the opportunity to view a refresher video on portfolios, to remind them of the importance of their portfolios.**

**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 8<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.
- Copy the Portfolio video (from your DVD or the Navigation 101 web site)
- Copy the handout (for more information, please see the list of handouts):
  - Annual Goals
  - **OPTIONAL** Fall Conference Planner
  - **OPTIONAL** Family Invitation Letter
  - **OPTIONAL** Feedback Forms for Students, Families, and Advisors
- **OPTIONAL:** If your school will be holding fall conferences, make sure your advisors understand the logistics of the conferences: when and where they will be held, how families should be scheduled and invited, and how students should participate in inviting their families.

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

**Additional Resources You Can Provide.** Your 8<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 even though students won't revisit their goals at every lesson, it's a good idea to regularly ask students how they're doing with respect to the goals they set at the beginning of the year. For more information on **goal setting and planning**, the Navigation team has prepared professional development materials that are located at [www.k12.wa.us/navigation101](http://www.k12.wa.us/navigation101).

**OPTIONAL:** If your school will be holding fall conferences, you may want to work with administrators and counselors to prepare supplemental resources for families: about your courses and the 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. For 8<sup>th</sup> grade students and their families, you might want to host a "pre-orientation" to the high school: an early look at the types of classes they will take as freshmen and the registration process your school will use to get them registered at the high school next spring.

**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 8

### LESSON 6: BUILDING COMMUNITY

**Lesson Summary.** Earlier lessons have discussed the importance of helping students become involved and engaged at school. During Lesson 2, your students had the opportunity to carry out a group volunteer service activity by talking with the new 6<sup>th</sup> graders about school activities and traditions. This activity not only reinforced the notion that students must become “contributing citizens” and leaders within the school community, but also will help prepare students for high school, when a certain number of hours of volunteer service may be required.

During this lesson, students will reflect back on their volunteer service project from Lesson 2... and then will have the opportunity to engage in community-building activities with the advisory group.

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

- **Service Worksheet.** Students will be expected to reflect on their group volunteer service project (talking with the 6<sup>th</sup> graders) from Lesson 2. A key part of service-learning is reflecting on volunteer projects after they have been completed. Reflecting on volunteer service will be an ongoing feature of Navigation lessons; becoming accustomed to this in the context of a group volunteer service activity will help provide structure and scaffolding for students.

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

- Help your 8<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.

In addition, advisors can encourage their students to continue to volunteer their time at school and in the community – as an advisory group or as individuals. For more information about volunteer service work for students and the value of “service-learning,” you may wish to refer advisors to the **Learn and Serve America** web site: [www.learnandserve.org](http://www.learnandserve.org).



# NAVIGATION 101

## LESSON SUMMARIES – GRADE 8

### LESSON 7: IMPROVING ACADEMICALLY

**Lesson Summary.** The end of the first quarter is an ideal opportunity to help students assess how they are doing academically and how they can do better. They are likely taking more challenging courses than they took last year, 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, and **Student Learning Plans** – 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 8<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.
- Prepare a list of your school’s requirements – course credits, grades, and/or behavior – that students must fulfill to move on to high school next year.
- Copy the handout (for more information, please see the list of handouts):
  - Academic Inventory Handout
- Print copies of students’ assessment results and grades to date and your list of your school’s requirements to move on to high school

**Additional Resources You Can Provide.** Your 8<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? Can they tutor younger students?



- **Review Student Learning Plans.** Your school may prepare Student Learning Plans for some or all students. Make sure advisors have the chance to review these plans so that they can help student incorporate strategies and information from their Student Learning Plans into their strategies for improvement.



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# NAVIGATION 101

## LESSON SUMMARIES – GRADE 8

### LESSON 8: EXPLORING CAREERS

**Lesson Summary.** This lesson continues the career exploration that students will engage in throughout their time in middle school. Like 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 plan assumes that your students are able to take a career assessment before this lesson.

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

- **Complete and/or discuss a career assessment and learn about career clusters.** Students will reflect on the results of their career assessment by discussing what they learned with their advisory group. They will also learn how to organize information about potential careers by learning about career clusters.

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

- **Ensure that your school has a career assessment** (either free or subscription-based) that all 8<sup>th</sup> graders can take and have analyzed. You will want to schedule the career assessment for before this lesson so that students will have their results. What is most important is that all students have the opportunity to both complete an assessment and then see what it says about their interests and/or aptitudes. The ideal career assessment will provide detailed information about career possibilities based on each student’s interests and skills. You might wish to investigate the **interest assessment** provided at 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 career assessment yourself – and have your 8<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 constrained by the results of the career 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 8<sup>th</sup> grade advisors is if they have the opportunity to take the career 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. Later this year, they will tentatively select a Career Cluster, and then develop a High School Plan, which will prepare them to develop a Four-Year course 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.



- **Learn about Career & Technical Education resources in your school district.** Does your district have a Skills Center? Does it offer Tech Prep classes? What about pre-apprenticeships? You may want to invite your district's CTE Director to speak with your staff about the CTE opportunities that are available for high school students so that your advisors can help their students prepare for these opportunities when they are in high school.
- **Explore the resources at [www.careerclusters.org](http://www.careerclusters.org).** To align with the state's CTE programs, Navigation 101 uses the Department of Education's 16 Career Clusters as a tool to help students identify areas in which they might be interested. The Career Clusters web site has a variety of tips and tools that may be helpful for your students. In particular, you might want to alert students to the brochures provided for each cluster:  
<http://www.careerclusters.org/resources/web/16ccall.php?action=brochures>.
- **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>.



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# NAVIGATION 101

## LESSON SUMMARIES – GRADE 8

### LESSON 9: EXPLORING CAREERS

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

Using their career assessment results and research they've conducted to date, students will answer several questions about careers and clusters that interest them and what coursework they think they will need to complete during high school. Navigation 101 schools 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 Clusters Worksheet.** Students will identify a career cluster that interests them, a career that is most interesting to them, and then reflect on the high school coursework they may need for this cluster or career.

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

- Ensure that all 8<sup>th</sup> graders have had the opportunity to complete a career 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 career assessment yourself – and have your 8<sup>th</sup> grade advisors do the same if they haven't yet had the opportunity – and then explore the careers the assessment suggested. If your assessment suggests a career you never considered, how would you learn more about it? How can you recommend your 8<sup>th</sup> grade students learn more about careers that interest them?
- Copy the handout (for more information, please see the list of handouts):
  - Career Clusters Worksheet

**Additional Resources You Can Provide.**

- **Majors and Careers.** You may wish to ask your 8<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/).



- **Learn about Career & Technical Education resources in your school district.** Does your district have a Skills Center? Does it offer Tech Prep classes? What about pre-apprenticeships? You may want to invite your district's CTE Director to speak with your staff about the CTE opportunities that are available for high school students so that your advisors can help their students prepare for these opportunities when they are in high school.
- **Explore the resources at [www.careerclusters.org](http://www.careerclusters.org).** To align with the state's CTE programs, Navigation 101 uses the Department of Education's 16 Career Clusters as a tool to help students identify areas in which they might be interested. The Career Clusters web site has a variety of tips and tools that may be helpful for your students. In particular, you might want to alert students to the brochures provided for each cluster:  
<http://www.careerclusters.org/resources/web/16ccall.php?action=brochures>.
- **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>.
- **Help students explore locally available careers in career clusters at Workforce Explorer.** Washington's Workforce Explorer (a project of the Washington State Employment Security Department) has launched an on-line "Career Cluster Tool" that features detailed career information organized by cluster for each region within the state. Workforce Explorer can be found at [www.workforceexplorer.com](http://www.workforceexplorer.com). The Career Cluster Tool can be found at:  
<http://www.workforceexplorer.com/cgi/dataanalysis/?PAGEID=94&SUBID=153>.
- **Learn about non-traditional careers.** As you help students explore career clusters and interests, you might wish to introduce students to non-traditional careers, that is, careers in which a student's gender is not well represented (typically defined as careers in which a gender holds less than 25% of all jobs in that field). Non-traditional careers include fields such as construction for women or nursing for men. Some resources to help you introduce the concept of non-traditional careers and opportunities within those fields include:
  - Washington Women in Trades: <http://www.wawomenintrades.com/>
  - U.S. Department of Labor Women's Bureau: <http://www.dol.gov/wb/welcome.html>
  - Wider Opportunities for Women: <http://www.wowonline.org/>
  - Workforce Explorer (to help ALL students learn about traditional and non-traditional jobs in Washington State): <http://www.workforceexplorer.com/>



# NAVIGATION 101

## LESSON SUMMARIES – GRADE 8

### 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 reviewing 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.

The lesson then introduces the concept of financial aid and helps students learn about how to save for college; and about need-based and merit-based financial aid.

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

- **Review postsecondary and financial aid 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 and learn about types of financial aid.

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

- Make sure your 8<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.
- Help your advisors learn about different types of financial aid, focusing on the two scholarships for Washington State students that are available through the Higher Education Coordinating Board, the College Bound Scholarship and the GET Ready for Math & Science Scholarship. More information is available at: <http://www.hecb.wa.gov/Paying/index.asp>.
- Copy the handout (for more information, please see the list of handouts):
  - Paying for College
- Print basic information about one or two local postsecondary schools – a community college, for instance, or a four-year college.

**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, and then understand how they can pay for postsecondary information. To help them learn about different options, you may wish to host one or more events at the school:

- **Career or College Night.** You might want to hold an open house with community members discussing different types of careers or different postsecondary opportunities.





- **Scholarship and Financial Aid Information.** The Washington Higher Education Coordinating Board has several scholarships for low- and moderate-income students that can pay up to full tuition and that students can register for fairly early (during middle school or early high school). These are the College Bound Scholarship and the GET Ready for Math and Science Scholarship. These scholarships are discussed in the handout that accompanies this lesson plan and noted above in this Resource Guide. Because they have strict time limitations for student registration, you might want to enlist your counselors to brief advisors about these opportunities, to ensure that eligible and interested students are able to register.



*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)*

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 8

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

**Lesson Summary.** This lesson helps students continue to explore their postsecondary and career options by helping them learn more about what courses they will need to take during high school.

The key point of this lesson is that it is important for students to do more than the minimum. The lesson plan introduces the minimum course credits the State Board of Education requires for graduation... but also shows the minimum course credits required for admission to a Washington State college or university (the College Academic Distribution Requirements or CADRs) that students should take to prepare themselves for postsecondary plans.

It explains that your high school might have more rigorous requirements than the statewide minimum graduation requirements... and that a student's postsecondary choice might have more rigorous requirements than the CADR statewide minimums for college admission.

To prepare for this lesson you might want to provide information about your high school's course requirements, so that students understand how they differ from the statewide minimums.

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

- **High School Course Requirements.** Students will review the minimum requirements mandated for graduation from high school in Washington State, as well as the minimum course requirements for college admission in Washington State.
- **CTE Options.** Students will also learn about some of the Career & Technical Education (CTE) course and applied learning opportunities that are available in Washington State.

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

- Obtain graduation requirements from your high school to help students and advisors compare statewide requirements, your district's requirements, and the CADRs that are the minimum required for college admission.
- Make sure your 8<sup>th</sup> grade advisors understand the difference between high school graduation requirements and college admission requirements.
- Copy the handouts (for more information, please see the list of handouts):
  - High School Course Requirements
  - CTE Options



## Additional Resources You Can Provide.

- **Learn about high school and postsecondary options.** 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. Or you may wish to organize a high school tour or a tour of specialized high school programs (such as a skills center).
- **Learn about Career & Technical Education resources in your school district.** Does your district have a Skills Center for high school students? Does it offer Tech Prep classes? What about pre-apprenticeships? You may want to invite your district's CTE Director to speak with your staff about the CTE opportunities that are available for high school students. Since many of these opportunities have prerequisites, middle school is a good time to start thinking about them and learning what types of math or science are required. Your advisors can use this information to supplement the basic information that is provided on the CTE Options handout.
- **Share 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.

- **Share 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 8

### LESSON 12: PLANNING FOR NEXT YEAR

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

**Lesson Summary.** This lesson helps students continue to prepare for the transition to high school by having them prepare a High School Plan. The High School Plan is a precursor to the Four-year Plan, which students will prepare in 9<sup>th</sup> grade to outline a course plan for their four years of high school. In the High School Plan they will prepare during this lesson, students tentatively select a Career Cluster, identify career ideas that sound interesting to them, and then describe the types of courses they will need to take during high school to pursue one of those career ideas.

Students will use their High School Plan during their 8<sup>th</sup> Grade Presentation to introduce themselves to their new high school advisors. The High School Plan will also help guide students as they register for their 9<sup>th</sup> grade courses later this year. **To reiterate the importance of this process, have students watch the Scheduling video** (available at the Navigation 101 web site: [www.k12.wa.us/Navigation101](http://www.k12.wa.us/Navigation101)).

Because this lesson helps students start thinking about the work they will need to do in high school and about the planning they will need to do to develop a Four-year course plan, **this lesson can be led by middle school or high school counselors.** If a counselor leads the lesson, he or she can provide concrete information about what students must do to complete middle school on time, what types of courses they will need to take during high school (to meet graduation and college admission requirements), and what types of electives, CTE opportunities, advanced course, and dual credit offerings they will find in high school.

This lesson provides a sample template of a **Program of Study**. If you wish, advisors or counselors can use this to demonstrate how students can begin to think strategically about the courses they will take during high school and postsecondary.

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

- **High School Plan.** Students will prepare for the transition to high school by outlining their tentative choice of Career Cluster and several possible career ideas, and indicating the types of courses they need to take during high school (based on their career exploration work to date).

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

- Invite a high school or middle school counselor to lead the lesson (or, alternatively, to brief your 8<sup>th</sup> grade advisors in advance of the lesson) to help prepare your 8<sup>th</sup> grade students for the process they will go through during 9<sup>th</sup> grade to develop Four-year course plans. Understanding the level of choice students have about their coursework in high school will help underscore how important it is that students are well prepared to make these choices wisely.



- Have your advisors think back to their own days in high school. What courses did they take? Are there any courses they wished they had taken? What advice do they wish someone had given them in 8<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).**
- Copy the Scheduling video (from your DVD or the Navigation 101 web site)
- Copy the handout (for more information, please see the list of handouts):
  - High School Plan
  - Program of Study Template (optional)

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

- **High School Tour.** Your students will soon have the opportunity to register for their 9<sup>th</sup> grade classes and to begin orientation activities at the high school. However, if you can schedule a tour of the high school before they begin registering for their 9<sup>th</sup> grade classes, it would help make the process more meaningful for them.
- **Learn about Career & Technical Education resources in your school district.** Does your district have a Skills Center for high school students? Does it offer Tech Prep classes? What about pre-apprenticeships? You may want to invite your district's CTE Director to speak with your staff about the CTE opportunities that are available for high school students. Since many of these opportunities have prerequisites, middle school is a good time to start thinking about them and learning what types of math or science are required.
- **Share 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).
- **Learn about your district's high school graduation requirements.** Your district may have more rigorous high school graduation requirements. Make sure that your middle school advisors or counselors understand these requirements and can explain them to students.
- **Learn about the College Academic Distribution Requirements (CADRs).** The CADRs are the minimum required for admission to a Washington State college. Students who plan to go on to a postsecondary program must be aware of these CADRs early: <http://www.hecb.wa.gov/research/issues/documents/MCASCADRGuidelineBinder.pdf>.



# NAVIGATION 101

## LESSON SUMMARIES – GRADE 8

### LESSON 13: PLANNING FOR NEXT YEAR

**Lesson Summary.** This lesson follows students' work on their High School Plans by having them formally select courses for 9<sup>th</sup> grade. Students will need course catalogs and registration forms from the high school for next year.

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

- **Course Registration Form.** Students will select their courses for 9<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 high school graduation requirements and will be able to fulfill the College Academic Distribution Requirements.

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

- Coordinate with high school counselors to provide an orientation either at the high school or at your school and introduce the course registration process and the options your students have for 9<sup>th</sup> grade. **If you were able to have a high school counselor lead Lesson 12, your students may already be prepared to begin registration with no additional orientation needed.**
- Ensure that all 8<sup>th</sup> graders have developed High School Plans 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 will be doing during 9<sup>th</sup> grade.
- Make sure that your 8<sup>th</sup> grade advisors understand the high school course registration process and have had the opportunity to review the course catalog. **Organize a training with high school counselors if needed.**
- Provide high school course catalogs and course registration forms.

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

You may want to provide advisors and students with more resources to help them think about their future plans and the courses they need to achieve those plans. The Washington State GEAR UP project has several handbooks that 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 8

### 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. Students can also be given the opportunity to decide on a class gift or class volunteer service project for the school, as they will be leaving for high school at the end of the year.

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

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

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

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

- Develop a list of possible activities for your advisors. You might want to suggest:
  - **Team-building activities**, including making videos or taking photos or creating a slide show of the advisory group; making posters; bringing in baby photos; going on a group scavenger hunt; or playing a trivia game or charades.
  - **Volunteer service activities**, including cleaning up litter or helping with a school assembly or fundraiser.
- Talk with your advisors about how they are feeling about their students and about advisory in general. How are their advisory sessions going? What support do they need from you?
- Discuss opportunities for an 8<sup>th</sup> grade class gift or a class volunteer service project.

**Additional Resources You Can Provide.** Your 8<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.





# NAVIGATION 101

## LESSON SUMMARIES – GRADE 8

### 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.

Navigation 101 takes this requirement and makes it integral to the program... beginning in 6<sup>th</sup> grade. During grades 6-11, students complete High School & Beyond Plan worksheets or checklists that help them combine information about themselves and who they are with information from their Academic Inventories, annual goals, long-term dreams, and career explorations. During the Navigation 101 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 graduation requirement.

Students in 8<sup>th</sup> grade have spent a great deal of time preparing for the transition to high school. Updating their High School & Beyond Plan worksheet from 7<sup>th</sup> grade will help them with this process, as they will reflect on what has changed since last year and explore how their goals and dreams are changing as they prepare to enter high 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:

- **Draft 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 an early draft of the High School & Beyond Plan, which is required to graduate from high school.

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

- Give your 8<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 8<sup>th</sup> grade advisors may wish to use students' drafts of the High School & Beyond Plans as a good way of opening up conversations with students' families about their dreams for the future.





- **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 8

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

**Lesson Summary.** A focal point for the Navigation 101 year is each student’s student-led conference for his or her families 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, which is held each spring, summarizes students’ accomplishments in the year to date, showcases their plans and goals for the coming years, and lets them share what makes them unique. The conference allows students to take responsibility for directing their own educational careers and also provides a tangible way to involve families in their children’s lives at school.

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

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

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

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

- Make sure your 8<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 how your student-led conferences will correspond to students’ registration for 9<sup>th</sup> grade (high school) courses. What will your advisors need to do to facilitate this?
- 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.)*



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# NAVIGATION 101

## LESSON SUMMARIES – GRADE 8

### 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 8<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 8<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' opportunity to prepare for a student-led conference. How do advisors feel about their students' progress? Do any advisors – or students – need extra help to prepare?

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



# NAVIGATION 101

## LESSON SUMMARIES – GRADE 8

### 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 saving money and learn about the Washington State Guaranteed Education Tuition Program, which allows families to save money for their children’s college educations.

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

- **Saving Handout.** Students will be expected to complete the GET saving exercise.

**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.
- Provide your advisors with background information the GET program. In particular, copy information on the cost of GET “units” and the amount of money needed to buy a year of college tuition for different college start dates. Use the chart available at: [http://www.get.wa.gov/documents/CreateYourPlan\\_000.pdf](http://www.get.wa.gov/documents/CreateYourPlan_000.pdf).
- Copy the handout (for more information, please see the list of handouts):
  - Saving Handout

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

This lesson is about saving money for college. You might want to invite a local college’s financial aid officer to speak with your students or families about college savings plans and financial aid in general.

More information about the GET program is available at: [www.get.wa.gov](http://www.get.wa.gov).

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/>.



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 a 4 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>.



# NAVIGATION 101

## LESSON SUMMARIES – GRADE 8

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

**Lesson Summary.** This lesson gives 8<sup>th</sup> grade students a head start on the transition to high school. Assuming you can arrange the logistics with your high school, students will have the opportunity to meet their new high school advisors and introduce themselves and their plans for high school.

**NOTE:** The 8<sup>th</sup> Grade Presentation is designed to have students identify key materials from their portfolios to answer each of the three key questions from the student-led conference (What have I achieved in school this year? What do I want to do in the future? Who am I?). In addition, students will present their High School Plans to their new high school advisors. These materials can become the basis of students' new portfolios in high school, and can (if desired) be left at the high school to help students start their new portfolios next fall. The remaining materials in their middle school portfolios can be formally presented to students – see the suggestions for Lesson 20 – as a way to help them remember their middle school years.

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

- **8<sup>th</sup> Grade Presentation Worksheet.** Students will have the opportunity to prepare a short script for their 8<sup>th</sup> Grade Presentations. Each presentation will be a summary of the student's 8<sup>th</sup> grade student-led conference as well as a summary of that student's High School Plan.

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

- Arrange for logistics for the 8<sup>th</sup> Grade Presentations. Ideally, the 8<sup>th</sup> graders will have the opportunity to visit the high school and make their presentation there. And ideally, each 8<sup>th</sup> grader will already be assigned to an advisor and will be able to introduce him- or herself to the new advisor. Of course, this may not work out exactly... but it is important that your 8<sup>th</sup> grade students have an active role to play at the high school before they leave middle school so as to ease their transition to high school in the fall.
- Help your advisors manage the logistics and ensure that they have had a chance to review the 8<sup>th</sup> Grade Presentation Worksheet.
- Review the year with your 8<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 9<sup>th</sup> grade?



# NAVIGATION 101

## LESSON SUMMARIES – GRADE 8

### 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.** Based on your school’s preferences, students should either: (a) present their full portfolios to their new high school advisor; (b) present selected pieces to their new high school advisor during the 8<sup>th</sup> Grade Presentation and be given the remainder of the portfolio to take home; or (c) be presented with their complete portfolios to take home. As noted in Lesson 19, the recommendation is for option b.

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

- Review the year with your 8<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 high school?
- Plan ways that you and your 8<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 8<sup>th</sup> graders. What type of celebration would be meaningful for you?
- Plan for how outgoing students’ portfolios will be treated, as noted above.

