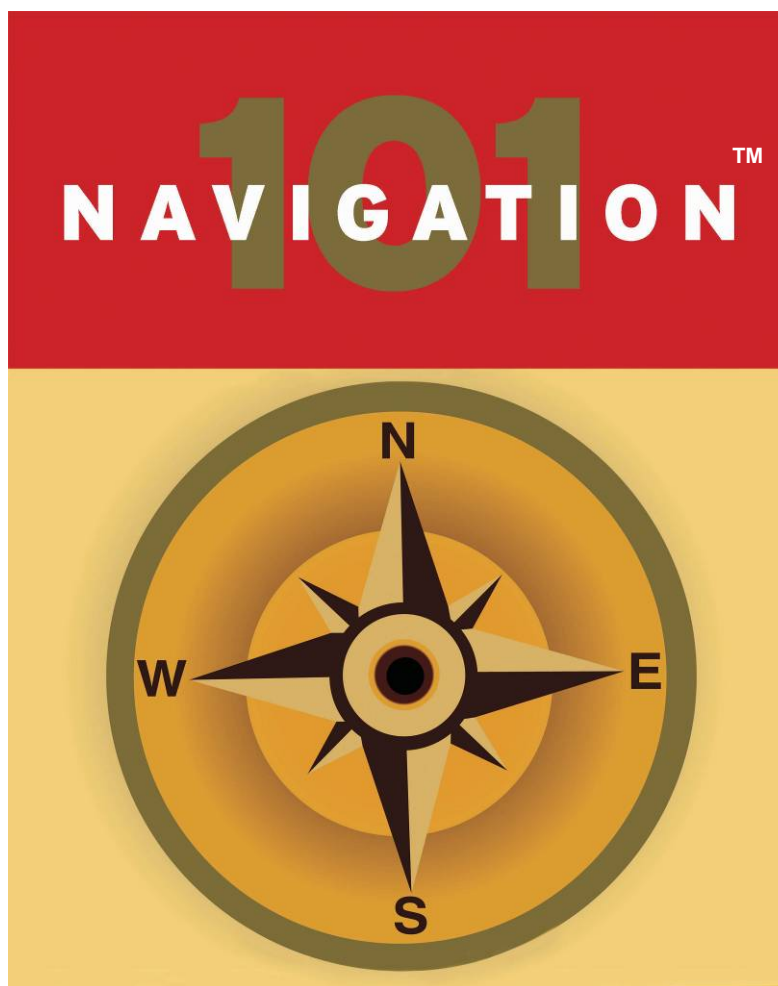


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**N A V I G A T I O N 1 0 1™**

**GRADE 12 LESSON BOOK  
& RESOURCE GUIDE**



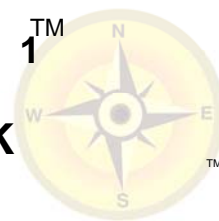
**UPDATED: APRIL 2009**

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**N A V I G A T I O N 1 0 1<sup>TM</sup>**  
**GRADE 12 LESSON BOOK**  
**& RESOURCE GUIDE**

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

## GRADE 12 LESSON BOOK

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**This document contains the Navigation 101 lesson plans and Resource Guide for Grade 12.**

### **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 12 LESSON PLANS

#	THEME	ESSENTIAL QUESTIONS	EALRs Gr 10 GLE	ASCA	ACTIVITIES	STUDENT PRODUCTS
1	<b>Getting Acquainted</b>	<ul style="list-style-type: none"> <li>Why advisory?</li> <li>Why portfolios?</li> </ul>	C 1.1.1, 1.1.2 W 1.5.1	A:A2 A:B2	<ul style="list-style-type: none"> <li>Re-introduce selves</li> <li>Check portfolios, sign up SAT <b>and/or ACT</b></li> </ul>	Portfolio check Sr Presentation 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 B1	<ul style="list-style-type: none"> <li>Check service hours</li> <li>Learn about culminating project</li> <li>Set Citizenship Goal</li> </ul>	Citizenship Goal worksheet (1) Service Worksheet
3	<b>Improving Academically</b>	<ul style="list-style-type: none"> <li>How am I doing?</li> <li>How can I do better?</li> </ul>	M 1.1.4, 4.2.2 W 2.2.1, 3.1.2	A:A2 A:A3 A:B1	<ul style="list-style-type: none"> <li>Review milestones for fall</li> <li>Discuss applications</li> <li>Prepare academic goals</li> </ul>	(2) Academic Goal worksheet Postsec Milestones
4	<b>Exploring Careers</b>	<ul style="list-style-type: none"> <li>What are my interests?</li> <li>What should I do?</li> </ul>	C 1.1.1, 2.2.2 W 1.1.1, 3.2.2	C:A2 C:B1 C:B2	<ul style="list-style-type: none"> <li>Review milestones for fall</li> <li>Discuss applications</li> <li>Set career exploration goals</li> </ul>	(3) Career Goal worksheet
5	<b>Setting Goals</b>	<ul style="list-style-type: none"> <li>What do I want to achieve this year?</li> </ul>	C 1.1.1, 1.1.2 W 1.5.1, 2.2.1	A:A2 A:B2	<ul style="list-style-type: none"> <li>Update academic, personal, career goals for year</li> <li>(Optional) Prepare for fall conference</li> </ul>	(1)+ (2) + (3) <b>Annual Goals worksheet</b> <b>(OPT) Conf Planner</b>
<b>NEW 11/08: OPTIONAL FALL STUDENT-LED CONFERENCE HERE</b>						
6	<b>Building Community</b>	<ul style="list-style-type: none"> <li>How can I get involved?</li> </ul>	C 1.1.2, 2.2.2 W 1.5.1	A:C1 PS:A1 B1	<ul style="list-style-type: none"> <li>Review service requirement</li> <li>Plan to complete service</li> </ul>	Service worksheet
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>Check credits for graduation, <b>CADRs</b></li> <li>Review postsec progress</li> </ul>	<b>Academic Inventory</b> Postsecondary Checklist
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>Complete Financial Plan</li> </ul>	<b>Financial Plan</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>Review Financial Plan</li> <li>Begin Career Exploration Reflection</li> </ul>	<b>Career Exploration Reflection (optional)</b>
10	<b>Planning for life after high school</b>	<ul style="list-style-type: none"> <li>What do I want to do in the future?</li> </ul>	C 1.1.1, 1.1.2 W 1.1.1	A:B2 A:C1 PS:B1	<ul style="list-style-type: none"> <li>Review application status</li> <li>Continue preparations for Culminating Project</li> </ul>	Check on postsecondary progress

## GRADE 12 LESSON PLANS, Cont'd.

#	THEME	ESSENTIAL QUESTIONS	EALRs Gr 10 GLE	ASCA	ACTIVITIES	STUDENT PRODUCTS
11	Planning for life after high school	<ul style="list-style-type: none"> <li>What do I want to do in the future?</li> </ul>	C 1.1.1, 1.1.2 W 1.1.1, 2.2.1	A:B2 A:C1 PS:B1	<ul style="list-style-type: none"> <li>Review application status</li> <li>Continue preparations for Culminating Project</li> </ul>	Check on Postsecondary Progress
12	Planning for next year	<ul style="list-style-type: none"> <li>What courses do I need to reach my goals?</li> </ul>	C 1.1.1, 2.2.2 W 1.1.1, 1.5.1	A:A1 A:A2 A:A3	<ul style="list-style-type: none"> <li>Begin work on HS &amp; Beyond Checklist <b>and/or Program of Study</b></li> </ul>	<b>HS &amp; Beyond Plan Checklist (Gr 12)</b> <b>This lesson can be counselor-led</b> (Opt Program of Study)
13	Planning for next year	<ul style="list-style-type: none"> <li>What courses do I need to reach my goals?</li> </ul>	C 1.1.1, 2.2.2 W 1.1.1, 1.5.1	A:A1 A:A2 A:A3	<ul style="list-style-type: none"> <li>Begin work on HS &amp; Beyond essay</li> <li>Compile materials needed for HS &amp; Beyond Plan</li> </ul>	HS & Beyond Plan Requirements
14	Building Community	<ul style="list-style-type: none"> <li>How can I get involved?</li> </ul>	C 1.1.2, 2.2.2 W 1.5.1, 2.4.1	A:C1 PS:A1 B1	<ul style="list-style-type: none"> <li>Organize class gift to school?</li> <li>Continue HS &amp; Beyond Plan</li> </ul>	Service Worksheet
15	Planning for life after high school	<ul style="list-style-type: none"> <li>What do I want to do in the future?</li> </ul>	C 1.1.1, 1.1.2 W 1.1.1, 2.2.1	A:B2 A:C1 PS:B1	<ul style="list-style-type: none"> <li>Finalize HS &amp; Beyond Plan <b>and/or Program of Study</b></li> </ul>	<b>HS &amp; Beyond Plan FINAL</b> (Opt Program of Study)
16	Preparing for Student-led conferences	<ul style="list-style-type: none"> <li>Who am I?</li> <li>How can I present myself clearly?</li> </ul>	C 3.1.1, 3.2.1, 3.3.1, 4.1.1	PS:A1 PS:A2 A:A3	<ul style="list-style-type: none"> <li>Review format and purpose of conference/Sr. Presentation</li> <li>Plan for Sr. Presentation</li> </ul>	Planning a Senior Presentation worksheet
17	Preparing for Student-led conferences	<ul style="list-style-type: none"> <li>Who am I?</li> <li>How can I present myself clearly?</li> </ul>	C 3.1.1, 3.2.1, 3.3.1, 4.1.1	PS:A1 PS:A2 A:A3	<ul style="list-style-type: none"> <li>Prepare presentations</li> <li>Practice in small groups</li> </ul>	Planning a Senior Presentation
<b>STUDENT-LED CONFERENCES or SR PRESENTATIONS HERE</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 credit reports</li> <li>Learn about credit scores</li> </ul>	Financial Credit Reports Handout
19	Planning for life after high school	<ul style="list-style-type: none"> <li>What do I want to do in the future?</li> </ul>	C 1.1.1, 1.1.2 W 1.1.1, 2.2.1	A:B2 A:C1 PS:B1	<ul style="list-style-type: none"> <li>Finalize resume</li> </ul>	<b>Resume</b>
20	Making the transition	<ul style="list-style-type: none"> <li>What do I want to do next year?</li> </ul>	C 1.1.1, 1.1.2 W 1.1.1, 1.5.1	A:B2 A:C1 PS:B1	<ul style="list-style-type: none"> <li>Celebrate!</li> </ul>	Present portfolios

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

GRADE: 12

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 senior presentation requirements.
- Help students check their credits to ensure they're on track to graduate next spring.

## ESSENTIAL QUESTIONS:

- Why advisory?
- Why portfolios?

## MATERIALS NEEDED:

- **12<sup>th</sup> Grade Portfolio Checklist** (*last page of this lesson plan*)
- **Senior Presentation Introduction** (*next page of this lesson plan*)
- **Grade, credit, or transcript information for each student**

## CLASSROOM ACTIVITIES:

- **Get re-acquainted.** Re-introduce yourself to the students in your advisory group. Introduce any new students. Welcome them back to school and discuss your plans for the year. (*5 minutes*)
- **Encourage students to register for the SAT and/or ACT or other exams.** The SAT and ACT are the primary college entrance exams. They are helpful even for students who are not sure what they will do after high school. Tell students how to register. (*5 minutes*)
- **Check credits and grades.** Help students check their credits or grades to ensure they are progressing toward graduation. (*5 minutes*)
- **Introduce the senior presentation.** Distribute copies of the **Senior Presentation Introduction**. Explain what students will be required to achieve in terms of portfolio contents, written reflections, and oral presentation to graduate. Then ask students to update their portfolios and prepare them for senior year using the **12<sup>th</sup> Grade Portfolio Checklist**. (*10 minutes*)

## STUDENT PRODUCTS:

- **Updated Portfolio.** Each student should prepare his or her portfolio for 12<sup>th</sup> grade.

# SENIOR PRESENTATION INTRODUCTION



## WHAT IS A SENIOR PRESENTATION?

All students in Washington State must complete a **culminating project** to graduate. The project must:

- Encourage students to think analytically, logically and creatively and to integrate experience and knowledge to solve problems.
- Give students a chance to explore a topic in which they have a great interest.
- Offer students an opportunity to apply their learning in a “real world” way.

In addition, as part of the culminating project, each student must have the opportunity to demonstrate essential skills through reading, writing, speaking, production and/or performance.

Students at Navigation 101 schools may be asked to complete a Senior Presentation based on their portfolios to satisfy the culminating project requirement.

## WHAT ARE THE REQUIREMENTS FOR THE SENIOR PRESENTATION?

Seniors will be assessed as either ‘proficient’ (the required level for graduation) or ‘distinguished’ in their senior presentations. Two elements must be completed to earn a ‘proficient’ ranking; three elements must be completed (all of the highest caliber) to earn a ‘distinguished’ ranking.

### REQUIRED FOR ALL STUDENTS:

- **Completed Portfolio.** Your portfolio must be complete. It must be well organized and must include all contents outlined in your annual portfolio checklists. You must earn a ranking of either ‘proficient’ or ‘distinguished’ on your portfolio.
- **Oral Presentation.** You will be asked to present your portfolio – and your plans for the future – in a 12-minute presentation to a panel of advisors and community members. You will be assessed on your preparation, appearance, introduction, poise, communication skills, and your ability to demonstrate the contents of your portfolio and their relationship to your plans for life after graduation. You must earn a ranking of either ‘proficient’ or ‘distinguished’ on your presentation.

### REQUIRED FOR ‘DISTINGUISHED’ RANKING:

- **Career Exploration Reflection.** To earn a ranking of ‘distinguished,’ your portfolio must include (in addition to a completed High School & Beyond Plan) a typed essay of at least two pages on one career that interests you. Your essay must explain how you became interested in the career, what education or training you will need, and how you have used your high school years to learn about this career. You may base your essay on research or workplace experience.



# PORTFOLIO CHECKLIST – GR 12

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 senior year.
- High School & Beyond Plan.** Your completed HS & Beyond Plan.
- Transcript:** Printout summarizing your grades and credits from high school.
- Student Learning Plan (optional):** Your Student Learning Plan, if applicable.
- Academic Inventory:** The plan you prepared to strengthen your academic performance.
- Work Samples:** Work samples (at least **one** from **each** of your core courses):
  - Science
  - Social Studies
  - Math
  - Language Arts
- Optional:*
  - Foreign Language
  - CTE
  - Other Elective: \_\_\_\_\_

## CAREER DEVELOPMENT:

- Resume:** Your final resume.
- Financial Plan:** Your financial plan.
- Career Exploration Reflection.** Your typed essay (for a ‘distinguished’ evaluation) on a career of interest and the steps you’ve taken during high school to explore that career.

## PERSONAL & SOCIAL DEVELOPMENT:

- Service Worksheet:** Your completed handouts about your volunteer service hours to date.
- Other Activity Information:** Work samples, certificates of accomplishment, awards, photos, or other mementos from extracurricular activities you participated in during 12<sup>th</sup> grade.

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# N A V I G A T I O N 1 0 1™

GRADE: 12

LESSON: 2



THEME: BUILDING COMMUNITY

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## LESSON GOALS:

- Help students reflect on their involvement in the school community as they prepare to graduate.
- Help students reflect on volunteer service activities to date.
- 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*)
- **Service Worksheet** (*final page of this lesson plan – one copy for each student*)

## CLASSROOM ACTIVITIES:

- **Discuss how students have become involved at school and in the community.** Your students are now in their final year of high school. How have they gotten involved in the school? How have they gotten involved in their communities? How will their responsibilities change as they graduate from high school (voting, registering for military service, etc.)? (*5 minutes*)
- **Reflect on your students' service activities.** Continuing students should have participated in both group and individual volunteer service projects. What did they do? What have they learned? What would they like to do next? Why? If your school has a service requirement for graduation, share the **Service Worksheet**, and remind students to complete a worksheet for each completed volunteer project. (*15 minutes*)
- **Have students update Citizenship Goals.** Distribute a copy of the **Citizenship Goal Handout** to each student. Ask each student to update his or her goals from prior years. Note that they have a responsibility to participate in the life of the school, as well as a responsibility to participate in the life of your community. **Please collect these.** (*5-10 minutes*)

## STUDENT PRODUCTS:

- **Citizenship Goal.** Each student should write at least one goal. Save these for Lesson 5.

# CITIZENSHIP GOAL WORKSHEET – Gr 12



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

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

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

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

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

As a member of a larger community, the community where you live, your responsibilities are increasing as you get older. Once you turn 18, your responsibilities will increase dramatically: if you are a U.S. citizen, for example, you will be able to vote and serve on a jury; and you must register for military service if you are a male. You will also be expected to be more involved in your community after your graduation, whether you are joining the workforce or the military or going on to postsecondary education.

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

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

What are you doing to prepare for life after graduation: ? \_\_\_\_\_

## CITIZENSHIP GOAL

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

**CITIZENSHIP GOAL:**

# SERVICE WORKSHEET – Gr 12



You must complete at least \_\_ hours of volunteer service to graduate. Please complete this worksheet for each volunteer service activity you complete. **Turn this form in to the Counseling Office.** You may wish to save a copy in your portfolio to total your hours.

## **Guidelines:**

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

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

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

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

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

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

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

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

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

GRADE: 12

LESSON: 3

THEME: IMPROVING ACADEMICALLY

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## LESSON GOALS:

- Help students take stock of what they've accomplished and update their **Academic Goal**.
- Review postsecondary milestones for the remainder of the year.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Academic Goal Worksheet** (*next page of this lesson plan – one copy for each student*)
- **Postsecondary Milestones** (*next two pages – share with families*)
- **Information about students' credits, assessment results, course loads**

## CLASSROOM ACTIVITIES:

- **Discuss how classes are going.** Your students are now seniors and will soon be graduating. How are they doing? Are they on track to graduate on time? How many are taking advanced, honors, AP, Tech Prep, or Running Start classes? Make sure students remember how to check their grades. Make a note of students who seem to be struggling, as you may wish to refer them for more help. (*5-10 minutes*)
- **Review postsecondary milestones.** You have discussed the postsecondary process many times and reviewed the assessment exams students will need to take. Distribute the **Postsecondary Milestones** handout and focus on page 2, the major milestones that will occur over the remainder of this year. Are students prepared? Are they making progress? (*5-10 minutes*)
- **Have students update Academic Goals.** Distribute the **Academic Goal Worksheet**. Ask each student to complete the goal statement. *Please collect these.* (*5-10 minutes*)

## STUDENT PRODUCTS:

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

# ACADEMIC GOAL WORKSHEET – Gr 12



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

## WHAT DO YOU WANT TO ACHIEVE THIS YEAR?

You're now a senior. What do you want to achieve this year before you graduate?

This will be an important year for you: you'll decide what to do after high school and apply to get there. Whether you're going to a four-year college, a community or technical college, an apprenticeship, the military, or into the workforce, you'll have to prove your skills.

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

- Get a certain GPA (say, 3.0)?
- Pass all your classes? Complete CTE course work?
- Take postsecondary assessment exams (such as the SAT, ACT, or ASSET)?
- Take AP tests next spring?
- Get accepted to the postsecondary program of your choice?
- Graduate on time?

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

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

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

**ACADEMIC GOAL:**

# POSTSECONDARY MILESTONES



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

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

### Begin taking required assessment exams

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

### Research postsecondary programs

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

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

## POSTSECONDARY MILESTONES, CONTINUED

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

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

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

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

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

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

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

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

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

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



**LESSON GOALS:**

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

**ESSENTIAL QUESTIONS:**

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

**MATERIALS NEEDED:**

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

**CLASSROOM ACTIVITIES:**

- **Discuss students' Academic and Citizenship Goals.** Over the last several lessons, your students have been asked to develop goals for participating, volunteering, and becoming leaders at school and for succeeding academically this year. Discuss these goals with them. How can you help students become prepare for graduation? What do they need to do? *(5-10 minutes)*
- **Review students' postsecondary preparation.** Your students should now be well along in preparing for postsecondary opportunities. They should be taking entrance exams, preparing applications, and reviewing different options for next year. What are their biggest priorities to accomplish this year (and, specifically, over the next several months) to prepare for postsecondary opportunities? What do they need to do? Discuss students' postsecondary progress to date. You may wish to review the Milestones handout from Lesson 3. *(5-10 minutes)*
- **Have students develop Career Goals.** Distribute a copy of the **Career Goal Worksheet** to each student. Help students answer the questions and then ask each student to complete the goal statement by indicating the postsecondary tasks they must complete this year. Remind them that these goals should be based on their dreams for the future. ***Please collect these.*** *(5-10 minutes)*

**STUDENT PRODUCTS:**

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

# CAREER GOAL WORKSHEET – Gr 12



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

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

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

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

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

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

- Finish taking entrance exams, such as the SAT, ACT, COMPASS, ASSET, ACCUPLACER or ASVAB?
- Complete applications to programs and colleges?
- Apply for scholarships and financial aid?
- Finish advanced, dual credit, or CTE courses, or register for AP exams?
- Find a pre-apprenticeship, internship, or job in your chosen career area?

What do you need to do? When does it need to happen? Please write your most important goals below for your career and postsecondary progress this year. Focus on what must happen by January.

**CAREER GOAL:**

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

GRADE: 12

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) becoming a leader at school and participating in the life of the community; (2) preparing academically for graduation; and (3) developing specific plans to apply to postsecondary programs. Discuss these goals with them. Have they taken any steps to achieve their goals? What might help them achieve their goals? (*5-10 minutes*)
- **Develop Annual Goals.** Distribute a copy of the **Annual Goals** handout to each student. Ask students to combine their goals into a set of overall goals for the school year. If you are not holding fall conferences, spend the rest of the lesson helping students add to their portfolios (watch the Navigation 101 portfolio video if you wish). (*5-20 minutes*)
- **OPTIONAL: Re-introduce the fall conference.** If your school will be holding fall conferences, distribute a copy of the **Fall Conference Planner** to students and review the first page with them. Remind them that this conference will be their chance to share their goals and progress from the year to date with you and their families. This will be a good way for them to share their postsecondary plans and the steps they are taking to prepare for postsecondary. (*5-20 minutes*)

## STUDENT PRODUCTS:

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



# ANNUAL GOALS – GR 12

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

## WHAT DO YOU WANT TO ACCOMPLISH THIS YEAR?

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

- **Academic** – how you will successfully manage your coursework and prepare for graduation
- **Career** – how you will set specific plans to apply to postsecondary programs
- **Citizen** – how you will demonstrate leadership at school and in the community

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

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

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

ANNUAL GOALS
ACADEMIC
CAREER
CITIZEN

# FALL CONFERENCE PLANNER



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

## WHAT IS THE FALL CONFERENCE?

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

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

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

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

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

## HOW WILL THE FALL CONFERENCE WORK?

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

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

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

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

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

### INTRODUCTION

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

### EXPLAIN THE PURPOSE OF THE CONFERENCE

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

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

- Share your academic goals for the year and explain what you hope to accomplish by graduation.
- Share any assessment results you have received (SAT, ACT, ACCUPLACER, 1<sup>st</sup> quarter grades).
- Discuss your classes (their level of rigor, whether you have enough credits).

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

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

- Share your career goals and explain what you have done to prepare for your career interests.
- Explain how your classes this year will help you prepare for graduation and postsecondary.
- Discuss what you have done to date to apply to postsecondary programs.

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

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

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

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

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

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

# FALL CONFERENCE

## FAMILY CONFERENCE FEEDBACK

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

Was your student's conference worthwhile?

Yes

No

Don't know

Should the school hold student-led conferences next year?

Yes

No

Don't know

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

# FALL CONFERENCE

## STUDENT CONFERENCE FEEDBACK

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

Let us know what you think.

Overall, was your student-led conference worthwhile?

Yes

No

Should the school hold student-led conferences next year?

Yes

No

*Please share additional comments about your conference below:*

# FALL CONFERENCE

## ADVISOR CONFERENCE FEEDBACK

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

Let us know what you think about the conference structure.

Overall, were the student-led conferences worthwhile?

Yes

No

Should the school hold student-led conferences next year?

Yes

No

*Please share additional comments about your conferences below:*

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

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

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

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

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

Sincerely,

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

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

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



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

GRADE: 12

LESSON: 6



THEME: BUILDING COMMUNITY

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## LESSON GOALS:

- Review your school's service requirements and help any students who need more hours.
- 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 school's service requirements.** Your students should be aware of your school's volunteer service requirements (if any) and should be well along to completing the required hours. Review what your students have done and provide ideas to students who still need to complete their hours. Distribute the **Service Worksheet** and remind students to complete a worksheet for each volunteer service project they complete. (*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. It is particularly important that your students have the opportunity during senior year to solidify their bonds with you and with each other. How can they do that? Think of activities your group can carry out. You might want to make a video or slide show about your group, make posters, find an activity at school you can help, or volunteer to help at a nearby elementary or middle school or childcare. (*15-20 minutes*)

## STUDENT PRODUCTS:

- **Service Worksheet.** Each student should complete a Service Worksheet outlining the results of individually completed volunteer service projects.

# SERVICE WORKSHEET – GR 12



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

## ***Guidelines:***

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

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

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

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

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

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

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

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

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

GRADE: 12

LESSON: 7

THEME: IMPROVING ACADEMICALLY

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## LESSON GOALS:

- Discuss progress with postsecondary applications and review or write a personal statement.
- 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*)
- **Postsecondary Checklist** (*final pages of this lesson plan*)
- **Information about students' grades and/or assessment results** (*from your lead advisor*)

## CLASSROOM ACTIVITIES:

- **Discuss current academic performance.** Discuss to students' current classes and their progress toward graduation. Ask students what has contributed to their performance in their classes. Have students check their credits against high school graduation requirements and college admission requirements. (*5 minutes*)
- **Discuss the postsecondary application process.** Students should be in the midst of working on postsecondary applications. Discuss how they are doing. Distribute the **Postsecondary Checklist** and ask students to update the checklist. If students haven't yet prepared personal statements, now is a good time to start. *See Sparking the Future Grade 11-12 Lesson 7 for support.* (*10 minutes*)
- **Have students develop Academic Inventories.** Distribute a copy of the **Academic Inventory** to each student. Help students complete the handout and develop a plan to improve their academic performance, prepare for graduation, and prepare for postsecondary education. Ask students to file their plans in the Academic Development section of their portfolios. (*10 minutes*)

## STUDENT PRODUCTS:

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



# ACADEMIC INVENTORY – Gr 12

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

Please use information from your transcript to answer the questions on this handout.

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

*(Note your grade, how you are doing, how rigorous the class is, and whether it will help you meet graduation requirements and/or College Admission Distribution Requirements.)*

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

Elective (            ): \_\_\_\_\_

\_\_\_\_\_

Elective (            ): \_\_\_\_\_

\_\_\_\_\_

List advanced, CTE, and dual credit courses you have taken during high school (*Tech Prep, Running Start, AP, IB, honors classes, etc.*)

## ACADEMIC INVENTORY, Continued

### PROGRESS TOWARD GRADUATION

How are you doing at meeting graduation requirements (the minimum needed to graduate) and College Application Distribution Requirements (the minimum needed to be admitted to college in Washington)?

SUBJECT AREA	STATE GRADUATION REQUIREMENT	YOUR HIGH SCHOOL'S REQUIREMENT	COLLEGE ACADEMIC DISTRIBUTION REQUIREMENT	YOUR TRANSCRIPT
English	3		4	
Math	2 <i>(through class of 2012)</i> 3 <i>(beginning class of 2013)</i>		3 <i>(including 1 credit senior year)</i>	
Science	2		2	
World Language	0		2	
Social Studies	2.5		3	
Arts	1		1	
Health/PE	2		<i>Depends on institution</i>	
Occupational Ed	1		<i>Depends on institution</i>	
Electives	5.5		<i>Depends on institution</i>	

### WHAT DO YOU NEED TO DO TO GRADUATE?

Do you have enough credits to meet your school's graduation requirements? If not, what can you do?

Do you have enough credits to meet the College Academic Distribution Requirements? If not, what can you do?

Do you have enough credits to meet your top choice postsecondary program's requirements?

**WHAT WILL YOU DO TO IMPROVE THIS YEAR?** *(Please write a short response about how you can strengthen your academic performance between now and graduation.)*



# POSTSECONDARY CHECKLIST

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

Education I am pursuing (*check as many as apply*):

- Apprenticeship – Length, details: \_\_\_\_\_
- Certificate or credential – Program: \_\_\_\_\_
- Two-year degree (AA or AS) – Major: \_\_\_\_\_
- Four-year degree (BA or BS) – Major: \_\_\_\_\_
- Postgraduate degree – Describe: \_\_\_\_\_

Postsecondary programs I am applying to:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Application tasks I am working on (*please check all that apply*):

**Assessment tests (*registered for or completed*):**

- SAT Reasoning
- SAT Subject Tests
- ASSET/COMPASS
- ACT
- ASVAB
- ACCUPLACER

**Letters of Recommendation**

- Have identified people for recommendations
- Have given materials to these people

**Financial Aid**

- Working on FAFSA and/or CSS
- Have identified at least one scholarship

**Applications**

- Have obtained applications
- Have begun work on applications
- Have a draft of personal statement

**Personal Statement:** If you have not done so already, please write a 500-word sample college admissions essay on a personal accomplishment, future goals, influences on your life, or a past achievement.

Remember that your essay will be read by someone who does not know you. How can you present yourself in a way that will make your story interesting to that person? Make sure to follow all the rules of good writing you've learned over the years: correct grammar and punctuation, a strong opening "hook," and smooth transitions between ideas.

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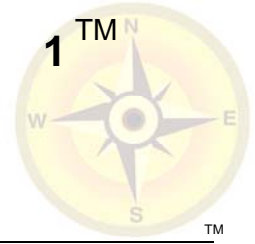
# N A V I G A T I O N 1 0 1™

GRADE: 12

LESSON: 8

THEME: EXPLORING CAREERS

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## LESSON GOALS:

- Help students review their postsecondary application progress.
- Help students update their Financial Plans.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

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

## CLASSROOM ACTIVITIES:

- **Discuss postsecondary progress.** By now, your seniors should be well along with their postsecondary plans and applications. Talk about how they're doing. Are there any students who do not appear to have clear plans for next year? How can you help them? (*5 minutes*)
- **Update Financial Plans.** Many students make clear and ambitious postsecondary plans, only to find that they cannot afford to stay in school. Or they go into the workforce and move out of home, only to be unpleasantly surprised by how much it costs to live on their own. The **Financial Plan** – which is a part of the High School & Beyond planning process – helps students understand more about what they will need to spend during the years immediately after high school, and how they will fund their plans. Students should have begun this worksheet as juniors. Ask them to complete it now, using their top postsecondary choice as the baseline, and using the Internet or information they've already collected. (*15-20 minutes*)

## STUDENT PRODUCTS:

- **Financial Plan.** Each student should complete a Financial Plan Worksheet.



# 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 \_\_\_\_\_  
**TOTAL** \_\_\_\_\_

**Living Costs**

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

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

**What is your available income?**

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

**What resources will your family provide?**

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

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

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

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# N A V I G A T I O N 1 0 1™

GRADE: 12

LESSON: 9



THEME: EXPLORING CAREERS

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## LESSON GOALS:

- Help students review their Financial Plans.
- Help students begin their Career Exploration Reflections (needed for a “Distinguished” ranking).

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Career Exploration Reflection Worksheet** (*final two pages of this lesson plan*)

## CLASSROOM ACTIVITIES:

- **Review students’ Financial Plans.** Have students retrieve their Financial Plan worksheets from their portfolios and take a few minutes to discuss them. How firm are students’ plans? How many of them have a clear financial plan for next year? Students will incorporate this information into their High School & Beyond Plans. For now, though, you may wish to refer any students who do not have clear plans to your Counseling or Career Center for additional help. (*5-10 minutes*)
- **Help students begin their optional Career Exploration Reflection.** At the beginning of the year, seniors were told that to earn a ranking of ‘distinguished,’ their portfolio must include a typed essay of at least two pages on one career that interests them. The essay must explain how they became interested in the career, what education or training they will need, and how they have used their high school years to learn about this career. Help students complete the worksheet, which will be a guide for those who wish to then prepare a typed essay to submit. (*10-15 minutes*)

## STUDENT PRODUCTS:

- **Career Exploration Reflection Worksheet.** Students should begin work and file this in their portfolios for later use (for those who wish to use it to complete a formal essay).



# CAREER EXPLORATION REFLECTION

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

## WHAT WILL YOU DO AFTER HIGH SCHOOL?

And what education or training will you need to achieve your goals? Use this worksheet as the start of your optional Career Exploration Reflection (if you wish to earn a “Distinguished” rating on your Senior Presentation, you must complete a two-page typed essay using this information).

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

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

## NEXT, WHAT HAVE YOU LEARNED ABOUT THIS CAREER?

What career research have you completed? What did you learn? Check each category that applies, and write what career you studied and what you learned.

- Group career information interview
- Individual career information interview
- Job shadow
- Internship
- Other research
- Career & Technical Education course, such as a Tech Prep course, Running Start for the Trades, CTE AP course, or other CTE coursework

What was the most important career exploration exercise you completed? Why?

## FINALLY, HOW WILL YOU ACHIEVE YOUR DREAMS?

What will you need to do to achieve your career goal?

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

What have you done to prepare for this postsecondary plan?

What will you study during postsecondary?

What is your backup career plan?

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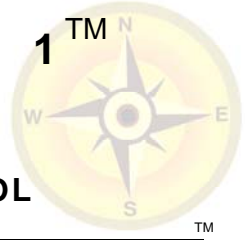
# N A V I G A T I O N 1 0 1™

GRADE: 12

LESSON: 10

THEME: PLANNING FOR LIFE AFTER HIGH SCHOOL

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## LESSON GOALS:

- Help students review the status of their postsecondary applications.
- Help students assess their progress for their Senior Presentations (if desired).

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- Students' portfolios

## CLASSROOM ACTIVITIES:

- **Review students' plans and their progress with postsecondary applications.** How are your students doing? Have they completed needed entrance exams? Have they completed their applications? Have they applied for scholarships or other forms of financial aid? Discuss students' progress. You may want to give them time during this lesson to organize their materials or conduct research for postsecondary plans if needed. *(5-15 minutes)*
- **Begin organizing portfolios.** Students will either be leading their final student-led conferences in a few months or they will be using their portfolios as the basis for their Senior Presentations/Culminating Projects. No matter which option your school chooses, it is important that students have well-organized and complete portfolios that reflect their growth and development during high school. Give students time to review their portfolios and begin to organize the contents. Ask them to check for missing materials and to be sure to file work samples they are proud of. *(5-15 minutes)*

## STUDENT PRODUCTS:

- Students should begin organizing their portfolios for their final Student-led Conferences or Senior Presentations.

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# N A V I G A T I O N 1 0 1™

GRADE: 12

LESSON: 11

THEME: PLANNING FOR LIFE AFTER HIGH SCHOOL

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## LESSON GOALS:

- Help students review the status of their postsecondary applications.
- Help students assess their progress for their Senior Presentations (if desired).

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- Students' portfolios

## CLASSROOM ACTIVITIES:

- **Continue to review students' plans and their progress with postsecondary applications.** How are your students doing? Have they completed needed entrance exams? Have they completed their applications? Have they applied for scholarships or other forms of financial aid? Discuss students' progress. You may want to give them time during this lesson to organize their materials or conduct research for postsecondary plans if needed. *(5-15 minutes)*
- **Continue organizing portfolios.** Students will either be leading their final student-led conferences in a few months or they will be using their portfolios as the basis for their Senior Presentations/Culminating Projects. No matter which option your school chooses, it is important that students have well-organized and complete portfolios that reflect their growth and development during high school. Give students time to review their portfolios and begin to organize the contents. Ask them to check for missing materials and to be sure to file work samples they are proud of. *(5-15 minutes)*

## STUDENT PRODUCTS:

- Students should continue organizing their portfolios for their final Student-led Conferences or Senior Presentations.



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

**LESSON GOALS:**

- Ensure that students are on track with postsecondary applications.
- Review students' work on the HS & Beyond Plan checklist from 11<sup>th</sup> grade.
- Help students update their checklists to prepare them to finalize the plan this year.

**ESSENTIAL QUESTIONS:**

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

**MATERIALS NEEDED:**

- **HS & Beyond Plan Checklist (Gr 12)** (*next pages of this lesson plan*)
- **Program of Study Template (optional)** (*last page of this lesson plan*)

**CLASSROOM ACTIVITIES:**

- **Discuss postsecondary applications.** Most applications for four-year colleges are due during January. School counselors may want to lead this lesson to check that those planning to apply to a postsecondary program are on track. (*5 minutes*)
- **Review HS & Beyond Checklists from last year.** Have students retrieve their Grade 11 HS & Beyond Checklists from their portfolios. Discuss the work they've completed. How many of the students have a clear idea of what to do? What progress have they made? (*5-10 minutes*)
- **Update HS & Beyond Checklist.** Have students update the HS & Beyond Plan Checklist with the tasks they have completed to date (this year's checklist includes some updated items focused on seniors). Make sure students focus on the steps they still need to complete to be ready for life after graduation. Remind students that they will be finishing their Plans by turning these checklists into essays over the next several few weeks. Students may use the Program of Study to supplement – or as an alternative to – their plans. (*10-15 minutes*)

**STUDENT PRODUCTS:**

- **HS & Beyond Plan Checklist (Gr 12).** Each student should complete this year's checklist.



# HIGH SCHOOL & BEYOND PLAN CHECKLIST – GR 12

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

## CAREER CLUSTER: Which career cluster have you selected?

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

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

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

- Taken CTE courses or electives in cluster area (*details*): \_\_\_\_\_  
\_\_\_\_\_
- Updated resume (or will before graduation): \_\_\_\_\_
- Conducted career interviews (list): \_\_\_\_\_
- Completed a job shadow: \_\_\_\_\_
- Obtained summer job or internship: \_\_\_\_\_

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

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

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

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

**POSTSECONDARY PLANNING:** Postsecondary institutions you have researched and decided to apply to. (*list institution and the major you wish to pursue; list military here if you plan to enlist*):

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

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

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

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

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

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

PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

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

# PROGRAM OF STUDY

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

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

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

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



Rev 4/09

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# N A V I G A T I O N 1 0 1™

GRADE: 12

LESSON: 13

THEME: PLANNING FOR NEXT YEAR

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## LESSON GOALS:

- Help students use their High School & Beyond checklists and other materials from their portfolios to begin preparing a final High School & Beyond Plan.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED: *(All but the first handout are from students' portfolios)*

- **HS & Beyond Plan Requirements** *(final page of this lesson plan)*
- **HS & Beyond Plan Checklist (Gr 12)** *(from Lesson 12 – in students' portfolios)*
- **OPTIONAL Program of Study** *(from Lesson 12, if desired)*
- **Most recent Four-year Plan or transcript** *(from grade 11)*
- **Financial Plan** *(completed during Grade 12 Lesson 8)*

## CLASSROOM ACTIVITIES:

- **Explain format of final High School & Beyond Plan.** Students' High School & Beyond Plans will represent the culmination of the work they have done during Navigation 101. Students will be able to formally present their Plans during their Senior Presentations (or final student-led conferences). Distribute the **HS & Beyond Plan Requirements** handout and discuss the work students will need to complete. Then, discuss substance – what do your students want to do after graduation? How can they share their goals through the HS & Beyond Plan? *(5-10 minutes)*
- **Retrieve materials from portfolios.** Ask students to use the **HS & Beyond Plan Requirements** handout as a guide to help them retrieve the needed materials from their portfolios *(5-10 minutes)*
- **Begin work on final HS & Beyond essays.** You may organize small group discussions or have students work individually on the essays that are required as part of their High School & Beyond Plans. *(10-15 minutes)*

## STUDENT PRODUCTS:

- **HS & Beyond Plan Essay.** Each student should begin working on an essay.

# 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 advisories to plan for the future. By now, you should have a good idea of what you hope to do next year – and you should have already completed many of the steps needed to prepare for next year.

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

Your High School & Beyond Plan will consist of:

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

The essay, which you will write should be headed with your name, the title “**High School & Beyond Plan,**” and the date. It should include the following information, which you may gather from documents in your portfolio:

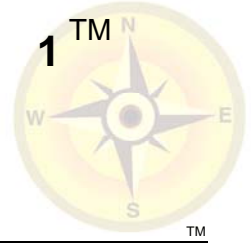
- Your career cluster, the career that is most interesting to you, and the reasons you selected this career and cluster;
- The postsecondary education or training you will need to pursue this career;
- The courses you took during high school to prepare for postsecondary and for your chosen career, noting, in particular, honors, advanced, CTE, or dual credit courses or programs;
- The career exploration activities you completed during high school to prepare for your career, including job shadows, internships, or research; and a description of your volunteer service;
- The steps you've taken during junior and senior year to prepare for and apply to your top postsecondary choices;
- The plan you've made to finance the next several years of your life;
- Your backup plan, in case you can't attend your top-choice postsecondary school; and, if you have one
- Your Program of Study.

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# N A V I G A T I O N 1 0 1™

GRADE: 12

LESSON: 14



THEME: BUILDING COMMUNITY

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## LESSON GOALS:

- Review your school's **volunteer service requirements** (if applicable).
- Discuss students' volunteer activities to date and review their progress.
- Help students continue to work on their High School & Beyond Plans.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Service Worksheet** (*final page of this lesson plan*)
- Information on students' volunteer service hours to date (*if your school has a service requirement*)

## CLASSROOM ACTIVITIES:

- **Review your school's volunteer service requirements.** If your school has a volunteer service requirement for graduation, review it with your students. Many schools require students to complete a certain number of hours of service before graduation. Discuss students' volunteer service work to date and see how they are doing in meeting your school's requirements. As they are well along in senior year, your students should have completed the requirement by now. Review with students how to contact organizations for volunteer projects. Distribute the **Service Worksheet** and remind students to complete one for each volunteer project completed. Refer students who are having trouble to the Counseling Office. (*5-10 minutes*)
- **Help students work on their High School & Beyond Plans.** Then take some time to discuss students' work on their High School & Beyond Plan essays. Give them time to continue writing, as they will be expected to complete these during your next lesson. (*15-20 minutes*)

## STUDENT PRODUCTS:

- **High School & Beyond Plan essays.** Give students the opportunity to continue to work on their essays.

# SERVICE WORKSHEET – GR 12



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

## ***Guidelines:***

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

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

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

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

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

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

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

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

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# N A V I G A T I O N 1 0 1™

GRADE: 12

LESSON: 15

THEME: PLANNING FOR LIFE AFTER HIGH SCHOOL

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## LESSON GOALS:

- Help students use their High School & Beyond Plan checklists and other materials from their portfolios to finalize their High School & Beyond Plans.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **HS & Beyond Plan Requirements** (*final page of this lesson plan*)

## CLASSROOM ACTIVITIES:

- **Review the format of final High School & Beyond Plan.** Students' High School & Beyond Plans will represent the culmination of the work they have done during Navigation 101. Students will be able to formally present their Plans during their Senior Presentations (or final student-led conferences). Distribute the **HS & Beyond Plan Requirements** handout (if needed) and review the work students will need to complete. Review the progress students have made. (*5-10 minutes*)
- **Retrieve materials from portfolios.** Ask students to use the **HS & Beyond Plan Requirements** handout as a guide to help them retrieve needed materials (if not completed). (*5-10 minutes*)
- **Finish HS & Beyond essays.** You may organize small group discussions or have students work individually on the essays that are required as part of their High School & Beyond Plans. (*10-15 minutes*)

## STUDENT PRODUCTS:

- **HS & Beyond Plan Essay.** Each student should finalize his or her essay.

# 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 advisories 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:

6. High School & Beyond Plan essay (*typed, at least two pages in length – see below*)
7. High School & Beyond Plan Checklist from grade 12 (*from your portfolio*)
8. Most recent four-year course plan (or transcript) that shows all your courses in high school
9. Financial Plan completed during grade 12 (*from your portfolio*)
10. OPTIONAL – A Program of Study

The essay, which you will write should be headed with your name, the title “**High School & Beyond Plan,**” and the date. It should include the following information, which you may gather from documents in your portfolio:

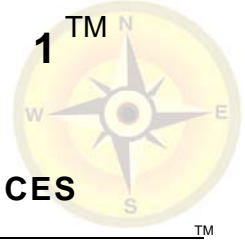
- Your career cluster, the career that is most interesting to you, and the reasons you selected this career and cluster;
- The postsecondary education or training you will need to pursue this career;
- The courses you took during high school to prepare for postsecondary and for your chosen career, noting, in particular, honors, advanced, CTE, or dual credit courses or programs;
- The career exploration activities you completed during high school to prepare for your career, including job shadows, internships, or research; and a description of your volunteer service;
- The steps you've taken during junior and senior year to prepare for and apply to your top postsecondary choices;
- The plan you've made to finance the next several years of your life;
- Your backup plan, in case you can't attend your top-choice postsecondary school; and, if you have one
- Your Program of Study.

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# N A V I G A T I O N 1 0 1™

GRADE: 12

LESSON: 16



THEME: PREPARING FOR STUDENT-LED CONFERENCES

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## LESSON GOALS:

- Review the purpose of the Senior Presentation (*or Student-led Conference, your choice*).
- Review presentation (*or conference*) logistics and evaluation and help students prepare. *This lesson is designed to help students use a Senior Presentation format to complete their culminating projects. If you do not wish to do this, please use Navigation Grade 11 Lesson 16.*

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Senior Presentation Introduction** (*one for each student*)
- **Planning a Senior Presentation Handout** (*one for each student*)
- **Senior Presentation Evaluation Rubric** (*one for each student and for each presentation*)
- **Conference video** (*if you wish, from your lead advisor*)

## CLASSROOM ACTIVITIES:

- **Introduce the senior presentation.** Distribute copies of the **Senior Presentation Introduction**. Remind students that they saw this at the beginning of the year. Review what they will be required to achieve to graduate. (*5-10 minutes*)
- **Review presentation logistics and evaluation.** Explain when and where presentations will be held. Tell students about who will participate on their panels. Distribute the **Senior Presentation Evaluation Rubric** and explain how students will be rated. If you wish, help students prepare by having them watch the Conference video, which shows several students making Senior Presentations. (*10-15 minutes*)
- **Begin planning presentations.** Distribute a copy of the **Planning a Senior Presentation Handout** to each student. Review the instructions. Give students time to prepare by developing an outline for the presentation. (*5-10 minutes*)

## STUDENT PRODUCTS:

- **Prepare for Presentations.** Students should begin their draft outlines for their presentations.

# SENIOR PRESENTATION INTRODUCTION



## WHAT IS A SENIOR PRESENTATION?

All students in Washington State must complete a **culminating project** to graduate. The project must:

- Encourage students to think analytically, logically and creatively and to integrate experience and knowledge to solve problems.
- Give students a chance to explore a topic in which they have a great interest.
- Offer students an opportunity to apply their learning in a “real world” way.

In addition, as part of the culminating project, each student must have the opportunity to demonstrate essential skills through reading, writing, speaking, production and/or performance.

Students at Navigation 101 schools may be asked to complete a Senior Presentation based on their portfolios to satisfy the culminating project requirement.

## WHAT ARE THE REQUIREMENTS FOR THE SENIOR PRESENTATION?

Seniors will be assessed as either ‘proficient’ (the required level for graduation) or ‘distinguished’ in their senior presentations. Two elements must be completed to earn a ‘proficient’ ranking; three elements must be completed (all of the highest caliber) to earn a ‘distinguished’ ranking.

### REQUIRED FOR ALL STUDENTS:

- **Completed Portfolio.** Your portfolio must be complete. It must be well organized and must include all contents outlined in your annual portfolio checklists. You must earn a ranking of either ‘proficient’ or ‘distinguished’ on your portfolio.
- **Oral Presentation.** You will be asked to present your portfolio – and your plans for the future – in a 12-minute presentation to a panel of advisors and community members. You will be assessed on your preparation, appearance, introduction, poise, communication skills, and your ability to demonstrate the contents of your portfolio and their relationship to your plans for life after graduation. You must earn a ranking of either ‘proficient’ or ‘distinguished’ on your presentation.

### REQUIRED FOR ‘DISTINGUISHED’ RANKING:

- **Career Exploration Reflection.** To earn a ranking of ‘distinguished,’ your portfolio must include (in addition to a completed High School & Beyond Plan) a typed essay of at least two pages on one career that interests you. Your essay must explain how you became interested in the career, what education or training you will need, and how you have used your high school years to learn about this career. You may base your essay on research or workplace experience.

# PLANNING A SENIOR PRESENTATION



Your senior presentation is the culmination of your time in high school. It will demonstrate that you have accomplished what is required to graduate and that you are prepared for the future. Your presentation should include who you are, what is best about you, your academic achievements, your goals, and your plans for next year.

## PREPARATION

- Find out where and when you are to present
- Organize your portfolio so you know where everything is located
- Prepare an outline for your presentation
- Rehearse - you will have **only** 12 minutes - use your limited time effectively and efficiently

## APPEARANCE

- Your personal appearance affects your credibility. You should wear business clothing – a suit or other workplace-appropriate dress outfit. No revealing necklines, shorts, flip-flops, etc.

## ORAL PRESENTATION

### Introduction

- Greet your guests, shake hands, and make eye contact with each person.
- Smile, be enthusiastic & confident.
- Introduce yourself by saying your name and that you are happy to be there
- Tell your guests the purpose of your presentation: that you will be presenting your accomplishments from high school and your goals for life after graduation.

### Poise

- Be well prepared.
- Avoid distracting mannerisms (such as tugging at you hair).
- Be enthusiastic.
- Stand straight and with confidence.
- Make eye contact with each of your guests sometime during your presentation.

### Communication Skills

- Speak clearly, don't mumble or speak too quickly or softly. Remember that your audience should be able to hear and understand what you say.
- Rehearse – practice for a friend or for your family.
- Speak in complete sentences – do not use “umm” or “like.”

## PORTFOLIO CONTENT

Please use your presentation to answer the following questions. Use your portfolio to show evidence to support your presentation.

### Academic Development *(What have I accomplished in high school?)*

- How did you decide which courses to take during high school? *You might want to show your most recent Four-year Plan and discuss how and why you chose key courses.*
- How have you used information about your own strengths and weaknesses to improve? *You might want to show your most recent Academic Inventory or discuss your progress over time.*
- What have you accomplished? *You may want to show work you are proud of.*

### Career Development *(What do I want to do in the future? How will I get there?)*

- What are you planning to do next year? What have you done – such as taking advanced, CTE, or dual credit courses or applying to college – to achieve that plan? *Share your HS & Beyond Plan.*
- Have your goals for the future stayed the same since freshman year or have they changed? Why? *You may want to share your Career Reflection, if you wrote one.*
- What has most influenced your plans for the future? *You might want to talk about a job shadow or meeting someone in an interesting career – whatever influenced you most.*

### Personal and Social Development *(Who am I? How do I contribute?)*

- What extracurricular activities have you been involved with in and out of school? *(You might want to talk about how your activities reflect who you are.)*
- What awards and honors have you received? *(Share any awards you've collected.)*
- How have you served your school and community? *(Discuss your volunteer service.)*

### Conclusion

- Summarize your goals for the future.
- Ask your guests if they have any questions, and then answer the questions as well as you can.
- Thank your guests for their time!

# SENIOR PRESENTATION EVALUATION RUBRIC



**DIRECTIONS:** Students are expected to be proficient in each of the following areas. Please evaluate each student's performance in each area. Share these results with each student at the conclusion of his or her senior presentation.

Please note that a student must have received a **Distinguished Portfolio** rating by completing the Career Exploration Reflection to be eligible for a **Distinguished Presentation** rating.

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

RATING	Distinguished	Proficient	Below Proficient (Comments)
<b>Introduction</b>	<input type="checkbox"/> 6 of 6 boxes checked	<input type="checkbox"/> Greets guests <input type="checkbox"/> Introduces self <input type="checkbox"/> Initiates hand shake <input type="checkbox"/> Has good eye contact <input type="checkbox"/> Provides personal introduction <input type="checkbox"/> Explains purpose of presentation <i>(Must have 4 boxes checked)</i>	
<b>Appearance</b>	<input type="checkbox"/> Wearing business-professional clothing, groomed appearance	<input type="checkbox"/> Clothing is acceptable	
<b>Poise</b>	<input type="checkbox"/> Poised and consistent throughout the presentation	<input type="checkbox"/> Has acceptable posture <input type="checkbox"/> Makes eye contact <input type="checkbox"/> Shows enthusiasm	
<b>Communication Skills</b>	<input type="checkbox"/> 5 of 5 boxes checked	<input type="checkbox"/> Has appropriate voice quality <input type="checkbox"/> Uses proper grammar <input type="checkbox"/> Paces self, doesn't rush <input type="checkbox"/> Shows preparation <input type="checkbox"/> Conveys thought and meaning <i>(Must have 3 boxes checked)</i>	

*Continued on next page*

SENIOR PRESENTATION EVALUATION RUBRIC, Cont'd.

RATING	Distinguished	Proficient	Below Proficient (Comments)
<b>Academic Development</b> <i>(What have I accomplished in high school?)</i>	<input type="checkbox"/> 4 of 4 boxes checked	<input type="checkbox"/> Relates course choices to long-term goals <input type="checkbox"/> Discusses how he or she used information about strengths and weaknesses to improve academically <input type="checkbox"/> Clearly discusses and presents academic achievements <input type="checkbox"/> Uses portfolio to back up presentation <i>(Need 3 of 4 boxes checked)</i>	
<b>Career Development</b> <i>(What do I want to do in the future?)</i>	<input type="checkbox"/> 3 of 3 boxes checked	<input type="checkbox"/> Shares plan for next year and discusses preparation to next year's plan (applications, etc.) <input type="checkbox"/> Discusses development of goals throughout high school and exploration of goals and careers <input type="checkbox"/> Shares the influence for his or her future goals <i>(Need 2 of 3 boxes checked)</i>	
<b>Personal &amp; Social Development</b> <i>(Who am I? How do I contribute?)</i>	<input type="checkbox"/> 3 of 3 boxes checked	<input type="checkbox"/> Discusses involvement in activities and how they relate to personal interests <input type="checkbox"/> Mentions honors or awards receives and discusses why those honors were merited <input type="checkbox"/> Discusses volunteer service and lessons learned <i>(Need 2 of 3 boxes checked)</i>	
<b>Conclusion</b>	<input type="checkbox"/> 3 of 3 boxes checked	<input type="checkbox"/> Provides a short summary statement <input type="checkbox"/> Answers questions promptly <input type="checkbox"/> Thanks guests <i>(Need 1 of 3 boxes checked)</i>	

Please circle student's rating:                      Distinguished                      Proficient

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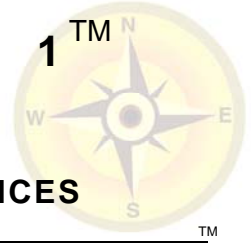
# N A V I G A T I O N 1 0 1™

GRADE: 12

LESSON: 17

THEME: PREPARING FOR STUDENT-LED CONFERENCES

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## LESSON GOALS:

- Review the requirements for a Senior Presentation.
- Review presentation logistics and evaluation.
- Help students continue planning for their presentations

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Senior Presentation Introduction** (*from last lesson*)
- **Planning a Senior Presentation Handout** (*from last lesson*)
- **Senior Presentation Evaluation Rubric** (*from last lesson*)

## CLASSROOM ACTIVITIES:

- **Review the senior presentation.** Discuss the main components of the senior presentation. Ask students if they have any questions about what is expected of them. (*2-3 minutes*)
- **Review presentation logistics and evaluation.** Review when and where presentations will be held. 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 presentations.** 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. (*15-20 minutes*)

## STUDENT PRODUCTS:

- **Prepare for Presentations.** Students should continue to prepare for their senior presentations.

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

GRADE: 12

LESSON: 18



THEME: USING MONEY

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## LESSON GOALS:

- Help students learn about financial needs after high school.
- Discuss credit reports and credit rules.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Financial Credit Report Handout** (*final pages of this lesson plan*)

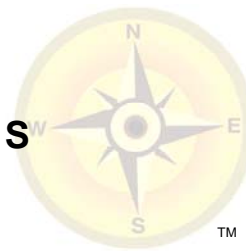
## CLASSROOM ACTIVITIES:

- **Review students' Senior Presentations.** Discuss your students' experience with their senior presentations. What did they think? How did they feel about their portfolios? About their ability to present themselves? How have they changed since the beginning of high school? How have student-led conferences and the senior presentation helped them? (*5-10 minutes*)
- **Introduce credit reports.** Students have already had the opportunity to learn about banking, budgeting, and using credit. This lesson will cover credit reports and financial goals. Distribute the **Financial Credit Reports Handout** to your students. Focus your discussion in particular on what credit reports are; how credit reports are scored; and what their credit scores will mean for your students. (*5-10 minutes*)
- **Discuss credit rules.** Within the next year or two (if they haven't been already) your students will be deluged with credit card offers. By college age, in fact, students hold an average of three credit cards. And by college graduation, the average student has amassed \$2,700 in credit card debt (10% owe more than \$7,000). This much debt can be hard to repay. In the context of learning about the importance of a good credit rating, have students discuss how they plan to use credit – and credit cards – after graduation. (*5-10 minutes*)

## STUDENT PRODUCTS:

Nothing to write this lesson, but students should develop personal rules for using credit wisely.

# FINANCIAL CREDIT REPORTS



## WHAT IS A CREDIT REPORT?

Do you have a credit report? What does it say about you?

You may not know this, but you may already have a credit report. If you have a credit card or if you've ever borrowed money (from someone other than your family, that is) you already have a credit report... and keeping it positive will make a big difference in how you are able to live your life.

A credit report is simply a collection of facts about you that tells lenders whether you're a good risk to lend money to. A credit report has two basic components:

- **Information about your credit history:** that is, every loan and credit card you've applied for or received (including the amount you received, how much you owe each month, whether or not you've made your payments on time, and whether other lenders have asked to see your credit report); and
- **Your three-digit FICO score:** the FICO score (short for Fair Isaac Company, the firm that invented the score) tells lenders in a single number how good a credit risk you are. The FICO score can be between 300 and 850. Here's what different scores say about you:
  - > 750: Excellent credit risk
  - 720 – 750: Very good credit risk
  - 660 – 720 : Acceptable credit risk
  - 620 – 660: Uncertain credit risk
  - < 620: Risky

Three companies publish credit reports: Equifax, TransUnion, and Experian. You can (and should) regularly review your credit report to learn what it says about you and to correct any mistakes.

## WHAT DOES YOUR CREDIT REPORT MEAN FOR YOU?

Your credit report may not sound like much... but it can affect many different areas of your life.

If you want to buy a car or a home, for instance, your credit report will determine whether a bank or other lender will be willing to loan you money.

It will also determine what interest rate you get. If your credit score is above 720, you will generally be able to get a lower interest rate, which will save you money every month while you are repaying the loan.

The same is true with credit cards. People with bad credit reports generally have more trouble getting credit and have to pay a higher interest rate when they do get it.

## CREDIT REPORTS, *Continued*

Sometimes your credit report might have incorrect information, or may show a mistaken picture of you because of identity theft. If that's the case, you should take steps immediately to get your credit report repaired. A bad credit report can cost you, so it makes sense to keep it good.

### HOW CAN YOU KEEP YOUR CREDIT REPORT GOOD?

Even if you already have a credit report, it's probably fairly new. That means that now is a good time to make sure you understand how to keep your credit report strong. Here are a few tips:

- **Check your credit report regularly** and promptly report any incorrect information or identity theft problems.
- **Don't hold or apply for too many credit cards** (more than one or two). Lenders may be concerned about someone who has many credit cards and therefore a greater temptation to spend money. Even applying for a new card will show up on your credit report, so don't apply for new cards just to get a free gift or promotion.
- **Pay all your bills on time:** car payments, mortgage or rent payments, credit cards, and student loans. If you have entered into an agreement to pay a bill, be sure you pay it on time, and always try to pay it in full. Your bill-paying history will become part of your credit report and will affect your credit score.
- **Don't run up large balances you can't repay** on your credit cards. Lenders will be concerned if they see you haven't been able to pay off your credit cards.
- **Do apply for *some* credit** to get your credit history started. Lenders will also be concerned if you don't have any credit history... so it's a good idea to apply for a small line of credit or a single credit card and then prove that you can use it wisely.



#### LESSON GOALS:

- Discuss summer plans and opportunities.
- Help students review and update their resumes.

#### ESSENTIAL QUESTIONS:

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

#### MATERIALS NEEDED:

- **Students' Resumes** (*from their portfolios*)
- **Summer Activities** (*from your lead advisor, a list of summer jobs and other opportunities*)

#### CLASSROOM ACTIVITIES:

- **Discuss summer plans.** It's nearly summer. What are your students planning to do after graduation and before they begin postsecondary? Share a list of Summer Activities, including summer school classes, jobs, internships, and other opportunities for recent high school graduates in your community. Your school counselors may have additional information about opportunities for student leaders. *(5-10 minutes)*
- **Discuss students' resumes.** Your students have had the opportunity to develop and update resumes. They have likely used information from their resumes already, for college or job applications. Discuss how they've used their resumes, and how they feel about their resumes. Do their resumes accurately reflect their interests and skills? Why or why not? Have students retrieve their resumes from their portfolios. Let them work in small groups to critique and edit each other's resumes. *(5-10 minutes)*
- **Update resumes.** If you have access to computers and printers, give students the chance to update and print their resumes. This will be their final opportunity to update their resume during high school. Make sure your students save an electronic copy of their resume – perhaps they could e-mail it to themselves at home so that they will have it handy. *(10-15 minutes)*

#### STUDENT PRODUCTS:

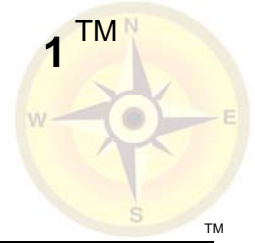
- **Resume.** Each student should update his or her resume.

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

GRADE: 12

LESSON: 20



THEME: MAKING THE TRANSITION

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## LESSON GOALS:

- Review students' experiences in high school.
- Present students with their completed high 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 save students' complete portfolios at the high school or present students' portfolios to them to save at home*)

## CLASSROOM ACTIVITIES:

- **Review the year.** Look back at the high school years. Discuss with students what they thought was best – and worst – about high school. Did advisory help? Why or why not? What advice would they give to incoming freshmen about succeeding in high 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 four 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 when they begin college or start jobs or apprenticeships. How will they get involved in clubs, activities, or leadership positions? What classes will they be taking? How will life be different? (*5 minutes*)
- **Celebrate.** You might want to celebrate with pizza or other treats. (*10-15 minutes*)

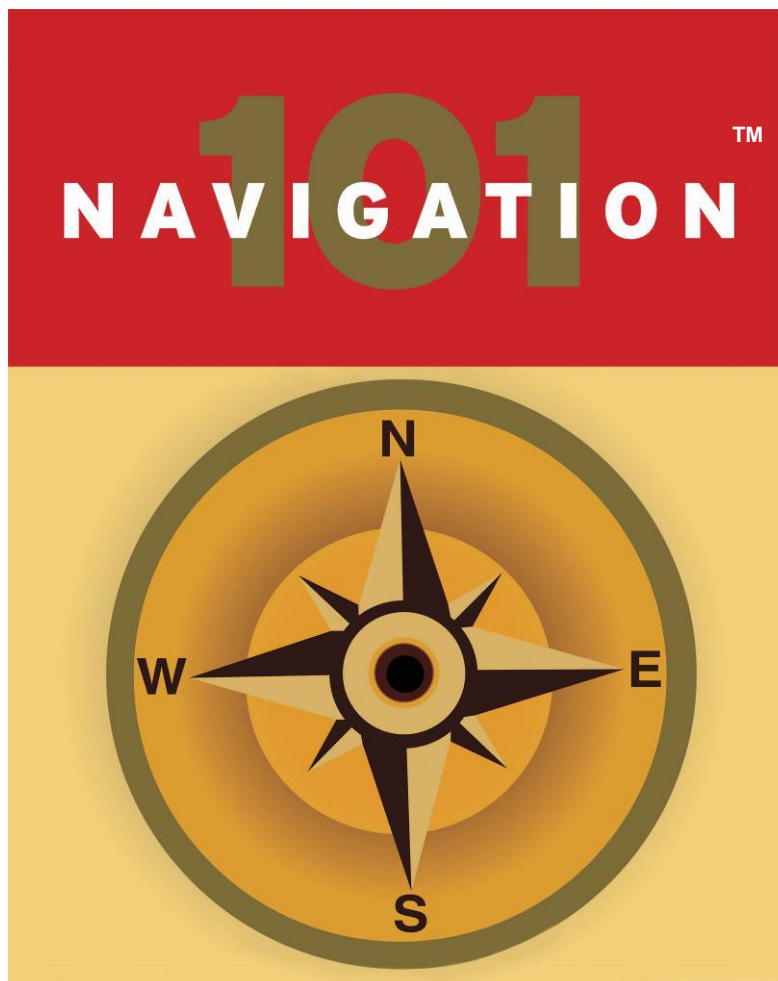
## STUDENT PRODUCTS:

- **Completed portfolios.** Each student's portfolio should be either: (a) saved permanently at the high school; or (b) presented to students to take home and save.

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

## GRADE 12 RESOURCE GUIDE



UPDATED: APRIL 2009

# INTRODUCING NAVIGATION 101 AND THE CURRICULUM UPDATES



## NAVIGATION 101: HELP ME BE WHAT I DREAM

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

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

## NAVIGATION 101: A DIRECTION AND A PLAN

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

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

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

## 2008-09 CURRICULUM UPDATE

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

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

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

However, in late 2008 the team decided to update and upgrade approximately three-quarters of the existing lesson plans to provide grantee schools with additional and enriched information on a number of topics. **The underlying structure of the lesson plans has remained the same from 2007-08; the 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 where Navigation 101 lesson plans can be re cross-referenced to the new Sparking the Future lesson plans, for more detailed postsecondary preparation exercises, such as preparing an application or completing an admissions essay.
- **Fall Conferences.** Lesson 5 at each grade level has been updated to provide for an optional fall conference, to reflect the fact that many school districts have found a fall conference to be a helpful addition to the spring conference already outlined in the curriculum.
- **Student Learning Plans.** Lessons on student self-assessment now suggest that schools can incorporate Student Learning Plans into the Navigation 101 collection of academic reflection and assessment materials.
- **College Admission Requirements.** Lessons on high school course planning incorporate the newly adopted College Academic District Requirements (CADRs) to ensure that students and advisors understand the difference between minimum high school graduation requirements and college entrance requirements.
- **Transitions.** Lessons for grades 6, 8, 9, and 12 provide supplemental activities to help students successfully transition into middle school, into high school, and then beyond high school.
- **Scholarship information.** We have added information about two new state-sponsored scholarships for low income students: the College Bound Scholarship and the GET Ready for Math & Science Scholarship to ensure that students around Washington understand the application process for these scholarships.

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

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

# NAVIGATION 101

## LIST OF HANDOUTS – GRADE 12

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

#	Handout Name	Description	Where else?
1	<b>12<sup>th</sup> Grade Portfolio Checklist</b>	Handout provides a list of items students should add to their portfolios during 12 <sup>th</sup> grade. <b>It should be stored in portfolios;</b> students can use it for portfolio audits.	
1	<b>Senior Presentation Introduction</b>	This handout introduces the Senior Presentation, which seniors can do (instead of a 12 <sup>th</sup> grade Student-led Conference) to meet the Culminating Project requirement. Navigation provides all the tools needed to help students organize and conduct Senior Presentations.	<ul style="list-style-type: none"> <li>• Gr 12 Lesson 16</li> </ul>
2	<b>Citizenship Goal Worksheet</b>	Handout helps students develop a goal about being a contributing citizen in high school. This is part of a sequence of community building activities, in which students will be expected to demonstrate more leadership each year. <b>Please ask advisors to collect these.</b> They will return them to students during Lesson 5, when students create Annual Goals.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 2</li> <li>• Gr 10 Lesson 2</li> <li>• Gr 11 Lesson 2</li> </ul> <i>Each year, students develop a goal on a different aspect of participation, service, or leadership.</i>
2	<b>Service Worksheet</b>	Handout helps students reflect on volunteer service activities. If your school requires volunteer service, students can be asked to complete one of these worksheets after each service activity.	<ul style="list-style-type: none"> <li>• Gr 10 Lesson 6</li> <li>• Gr 10 Lesson 14</li> <li>• Gr 11 Lesson 14</li> <li>• Gr 12 Lesson 6</li> <li>• Gr 12 Lesson 14</li> </ul>
3	<b>Academic Goal Worksheet</b>	This handout helps students develop at least one academic goal for the year and is the second step toward developing Annual Goals.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 3</li> <li>• Gr 10 Lesson 3</li> <li>• Gr 11 Lesson 3</li> </ul> <i>Students revisit and update their goals each year.</i>
3	<b>Postsecondary Milestones</b>	This handout provides key milestones for junior and senior year for the postsecondary application process.	<ul style="list-style-type: none"> <li>• Gr 11 Lesson 3</li> </ul>
4	<b>Career Goal Worksheet</b>	This handout helps students develop at least one postsecondary or career exploration goal for the year and is the third step toward developing Annual Goals.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 4</li> <li>• Gr 10 Lesson 4</li> <li>• Gr 11 Lesson 4</li> </ul> <i>Students update their career goals each year based on their career exploration activities.</i>

# NAVIGATION 101

## LIST OF HANDOUTS – GRADE 12, Cont’d.

#	Handout Name	Description	Where else?
5	<b>Annual Goals</b>	Students will reflect on their Academic, Career and Citizen goals. They will then develop one or more overall goals in each area for the school year.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 5</li> <li>• Gr 10 Lesson 5</li> <li>• Gr 11 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 checklist to help students connect their goals with their overall performance in high school and their plans for the future.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 5</li> <li>• Gr 10 Lesson 5</li> <li>• Gr 11 Lesson 5</li> </ul>
5	<b>(Optional) Family Invitation</b>	If you wish, use this letter to invite families to your school's (optional) fall conference.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 5</li> <li>• Gr 10 Lesson 5</li> <li>• Gr 11 Lesson 5</li> </ul>
5	<b>(Optional) Family Feedback Form</b>	This form or an on-line survey can be used for your own information to assess family feedback if you hold a fall conference. Note that fall conference information is NOT required to be submitted to OSPI.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 5</li> <li>• Gr 10 Lesson 5</li> <li>• Gr 11 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 9 Lesson 5</li> <li>• Gr 10 Lesson 5</li> <li>• Gr 11 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 9 Lesson 5</li> <li>• Gr 10 Lesson 5</li> <li>• Gr 11 Lesson 5</li> </ul> <i>Advisors are given the opportunity to rate conferences each year.</i>
6	<b>Service Worksheet</b>	See above, Lesson 2	

**NAVIGATION 101**  
**LIST OF HANDOUTS – GRADE 12, Cont’d.**

#	Handout Name	Description	Where else?
7	<b>Academic Inventory</b>	Handout helps students reflect on their academic performance to date and then develop a plan to improve. <b>This handout should be filed in portfolios for future use.</b>	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 7</li> <li>• Gr 10 Lesson 7</li> <li>• Gr 11 Lesson 7</li> </ul> <i>Students update this plan each year to help them re-evaluate their performance.</i>
7	<b>Postsecondary Checklist</b>	This handout gives students a structured opportunity to review their progress on postsecondary applications.	
8	<b>Financial Plan Worksheet</b>	This handout will give students an opportunity to finalize the financial plan, which will become part of their High School & Beyond Plan.	* Gr 11 Lesson 18
9	<b>Job Shadow Worksheet</b>	This handout provides students a structured opportunity to reflect on and record a job shadow experience.	
9	<b>Career Exploration Reflection Worksheet</b>	This handout helps students prepare an optional reflection on their career exploration activities during high school. For seniors using the Navigation Senior Presentation as a culminating project, this reflection is necessary for a Distinguished rating.	
12	<b>High School &amp; Beyond Plan Checklist (Gr 12)</b>	Students will continue to work on the required High School & Beyond Plan. The checklist will function as an updated “pre-write” to help them complete the plan over the next several months.	
15	<b>Program of Study Template (OPTIONAL)</b>	This template from OSPI shows students how they can plan carefully for classes during high school and postsecondary. It can be used to supplement or as an alternative to the HS & Beyond Plan.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 15</li> <li>• Gr 10 Lesson 15</li> <li>• Gr 11 Lesson 15</li> </ul>
13	<b>High School &amp; Beyond Plan Requirements</b>	The final High School & Beyond Plan will be a compilation of materials students have already completed, combined with a short essay on their plans. This handout explains those requirements.	• Gr 12 Lesson 15
14	<b>Service Worksheet</b>	See above at Lesson 6.	

**NAVIGATION 101**  
**LIST OF HANDOUTS – GRADE 12, Cont’d.**

#	Handout Name	Description	Where else?
15	High School & Beyond Plan Requirements	See above at Lesson 13.	<i>Final HS &amp; Beyond Plans should be filed in portfolio by the end of this lesson.</i>
16	Senior Presentation Introduction	See above, Lesson 1.	
16	Planning a Senior Presentation Handout	This handout guides students through the process of preparing for a senior presentation. It provides an outline to help organize their presentations.	
16	Senior Presentation Evaluation Rubric	This rubric gives students clear information about how they did. It is based on the rubrics from student-led conferences.	
18	Financial Credit Reports Handout	This handout will introduce the concept of credit reports and help students learn how to establish and keep good credit.	

## NAVIGATION 101 LIST OF MULTIMEDIA RESOURCES

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

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

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

# A WORD ABOUT ICEBREAKERS

## HOW? WHEN? WHY?

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

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

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

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

## A FEW SAMPLE ICEBREAKERS

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

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

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

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

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



# NAVIGATION 101 AND THE HIGH SCHOOL & BEYOND PLAN

## WHAT IS THE HIGH SCHOOL & BEYOND PLAN?

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

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

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

## HOW ARE HIGH SCHOOL & BEYOND PLANS DEVELOPED?

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

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

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

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

Sample HS & Beyond Plan worksheet for middle school

## Grades 6 & 7 Lesson Plans

Annual Goals +  
Academic Inventory +  
Career Interests and Postsecondary worksheets

Lead to... High School & Beyond Plan worksheet

## Grade 8 Lesson Plans

Annual Goals +  
Academic Inventory +  
High School Plan

Lead to... High School & Beyond Plan worksheet

## Grades 9, 10 Lesson Plans

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

Lead to... High School & Beyond Plan worksheet

## Grade 11 Lesson Plans

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

Lead to... High School & Beyond Plan checklist

PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

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

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

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

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

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

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

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

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

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

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

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

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

Get a GED  Take honors classes  Take four years of math

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

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

Learn more about careers  Learn more about postsecondary  Graduate on time

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

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

Get a 4-year degree (BA/BS)  Go to graduate school  Join the military

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

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

PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

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

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

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

Agriculture, Food, and Natural Resources  Architecture and Construction

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

Education and Training  Government and Public Administration

Hospitality & Tourism  Information Technology

Manufacturing  Science, Technology, Engineering & Mathematics

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

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

Registered for CTE courses or electives in my class

Updated resume (or will update senior year)

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

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

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

**CAREER PREPARATION:** How do you describe how your choice of postsecondary program and/or career goal \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

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

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

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

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

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Postsecondary visits, workplace interviews or discussions with a recruiter

PSAT or PLAN (for 4-year college)

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

ASSET, ACTFL, ACTE and/or COMPASS (for community or technical college)

ASVAB (for military)

Have researched entrance requirements for all institutions listed above

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

Have completed the FAFSA with family

Have researched scholarship opportunities

Have researched tuition and living expenses at postsecondary institutions listed above

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

Have researched insurance issues related to training: 18, health and auto

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

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

Have registered to vote (when 18)

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

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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.

**Objectives:**

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

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

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

Tap choose postsecondary plan: \_\_\_\_\_

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

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

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

**What is your available income?**

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

**What resources will your family provide?**

From the student's 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
Foreign Language _____	Foreign Language _____
Mathematics _____	Mathematics _____
Science _____	Science _____
Social Studies _____	Social Studies _____
Elective _____	Elective _____
Elective (Language?) _____	Elective (Language?) _____

**SOPHOMORE YEAR**

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

**JUNIOR YEAR**

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

**SENIOR YEAR**

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

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

Sample Instructions in Grade 12 lesson plans

### HIGH SCHOOL & BEYOND PLAN REQUIREMENTS

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

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

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

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

Your High School & Beyond Plan will consist of:

- 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)

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

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

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## Coordination with the Program of Study

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

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

Sample Program of Study from OSPI

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

### PROGRAM OF STUDY

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

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

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

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

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

OSPI logo and CTE logo.

# NAVIGATION 101 AND FAMILY INVOLVEMENT

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

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

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

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

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

### 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 lesson gives students an opportunity to check their credits and grades and ensure that they are on track to graduate, and to hear a reminder to register for the SAT **and/or ACT**, as well as other postsecondary entrance exams.

New 11/08: 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, this lesson will introduce the Senior Presentation.

**NOTE:** All seniors in Washington State are required to complete a Culminating Project before graduation.

To assist with this requirement, Navigation 101 provides support to help your students – if you wish – complete a formal Senior Presentation in place of their senior Student-led Conference. The Senior Presentation is designed to be a formal presentation of a senior's portfolio to a panel of teachers and community members, with a focus on the completed High School & Beyond Plan. **This style of Senior Presentation is optional. Your school may handle Culminating Projects however you wish.** If you do want to use the Navigation-style Senior Presentation, the 12<sup>th</sup> grade lessons will contain everything you need.

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

- **An updated portfolio.** Students will review their portfolios and add 12<sup>th</sup> grade portfolio checklists.

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

- Ensure that your advisors are familiar with the purpose of the portfolio, the contents students will be expected to file in their portfolios, and the format your school uses.
- Help your advisors think up creative ways they can break the ice with both continuing and new students and build trusting, nurturing relationships.
- Discuss how your school will handle culminating projects. If you will use the Navigation-style Senior Presentation, discuss logistics with your advisors.
- Copy the handouts for this lesson (for more information, please see the list of handouts):
  - 12<sup>th</sup> Grade Portfolio Checklist
  - Senior Presentation Introduction

**Additional Resources You Can Provide.** Your advisors will benefit from a good understanding of the purpose of Navigation 101. Please refer to the Navigation web site for more information: [www.k12.wa.us/navigation101](http://www.k12.wa.us/navigation101).

- **Navigation 101 Who's Who.** You may wish to create a list for your advisors to provide names and contact information for each grade level's lead advisors, all advisors listed by grade, counselors, and other resources.
- **Information on the College Academic Distribution Requirements (CADRs).** Your students face three different levels of course requirements between now and graduation: (1) minimum course requirements for Washington State that must be met to graduate (currently 19 credits in a specified set of subjects, will increase to 20 credits beginning with the class of 2013); (2) your own school district's high school course requirements (which may be more rigorous than the statewide minimums); and (3) the College Academic Distribution Requirements (CADRs) which were set by the Washington State Higher Education Coordinating Board and are the minimum required for entrance to a Washington State college or university. (Students' postsecondary programs of choice may have more rigorous requirements.) Lesson 12 provides more information on these three types of requirements. It may be helpful to familiarize your advisors with these requirements so that they can help students prepare for what they will need to accomplish.
- **Navigation planning sessions.** Successful schools have found that they can increase staff buy-in by organizing opportunities for advisors to become familiar with the Navigation 101 lesson plan in advance. Schools may wish to preview the lesson plan at a weekly staff meeting or hold a drop-in session at which your building leadership team can offer suggestions and tips.
- **Information on the SAT, ACT and other postsecondary entrance exams.** Seniors will likely need to take at least one postsecondary entrance exam before graduation. The exam(s) they take will be determined by their postsecondary plans: whether four-year college or university, two-year community college, one-year certificate program, apprenticeship, or military. However, even students who are not sure if they plan to go on to a postsecondary program should be encouraged to take either the SAT or the ACT or other assessment exams. Share information with your advisors about when and where exams will be scheduled, what students must do to register, and what (if any) financial aid is available for students who cannot afford the test fee.
- **Using portfolios.** If students know that they will be able to use their portfolios, they won't find them so onerous. They will use their portfolios for their Culminating Projects (if you wish) but you also might want to share with advisors other ways that students may find their portfolios helpful:
  - **For jobs, internships, or apprenticeships.** 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 postsecondary applications.** Having access to work samples and up-to-date transcript and credit information will be a very helpful part of the application process.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

### LESSON 2: BUILDING COMMUNITY

**Lesson Summary.** Lessons on building community follow a progression throughout high school, offering students support and scaffolding to become involved, to volunteer, and to provide leadership at school and in the community. In this lesson, seniors will have the chance to reflect on their involvement at school, their leadership at school, and their volunteer service in the community.

If your school has a volunteer service requirement for graduation, this lesson will give students an opportunity to check their progress toward the requirement.

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

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

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

- Review your school's volunteer service requirement (if any) with advisors and tally the hours completed to date by each senior. This will be a good opportunity to ensure that seniors are on track to meet the service requirement.
- Discuss resources the school can provide to students who are having trouble finding volunteer service opportunities. Your Counseling Office may have a list of community service organizations and may be able to help students who are not making progress.
- Copy the handouts for this lesson (for more information, please see the list of handouts):
  - Citizenship Goal Worksheet
  - Service Worksheet

**Additional Resources You Can Provide.** To mark their last year of high school, your seniors may wish to engage in a group volunteer service project. Can they organize a Saturday or after-school work party to paint, landscape, build benches, or otherwise spruce up the school? How can your seniors leave a lasting mark on the school... and demonstrate leadership in the school community at the same time?

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

### LESSON 3: IMPROVING ACADEMICALLY

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

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

This lesson also reviews the key milestones in the postsecondary application process for senior year. No matter what your students hope to do after high school, they will have to meet many of these milestones.

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

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

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

- Print a record of each student's grades to date, as well as information about any new assessments. Make sure your advisors understand what their students' core courses during senior year will require and what assessments they will be taking this year.
- Compare students' credits and course distribution with your school's graduation requirements and the **College Academic Distribution Requirements**. Make plans to provide support for students who are not on track to accumulate enough credits.
- Copy the handouts (for more information, please see the list of handouts):
  - Academic Goal Worksheet
  - Postsecondary Milestones
- Provide your advisors with information about what students should do to register for assessment exams.

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

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

### LESSON 4: EXPLORING CAREERS

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

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

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

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

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

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

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

- **Arrange a college or workplace tour.** There are many career and educational opportunities for students after high school. You might want to introduce your students to some of these opportunities by organizing a tour to a local community, technical, or four-year college or to a local workplace. Let students see career interests in action.
- **Learn about non-four-year postsecondary opportunities and nontraditional career opportunities.** Educators typically know quite a bit about the process to apply and get accepted to a four-year college or university, but may know much less about community or technical colleges, apprenticeships, and other nontraditional career opportunities. You might want to invite your district’s CTE director, representatives from local community or technical colleges, or staff from the Department of Labor & Industries (coordinator of apprenticeships) to speak with your advisors about CTE and nontraditional postsecondary opportunities.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

### LESSON 5: SETTING GOALS

**Lesson Summary.** As students progress through high school, they'll be encouraged to think about their goals for the future and, specifically, about what they can do during the school year to achieve those goals. Seniors' goals should be specifically focused around what they must do between now and graduation and what specific steps they are taking to prepare for and apply to postsecondary programs.

Setting goals and then being encouraged to follow up on them will help students prepare for their lives after graduation. **In addition, to continue to prepare for their Senior Presentations next spring, your students will have the opportunity to view the Navigation Portfolio video.**

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

The fall conference gives students the chance to present the goals they have just developed for the school year and explain to their families and advisors what steps they will be taking during the school year to realize their goals. They will also share any assessment results or grades they have received this year (results from the SAT, ACT, ACCUPLACER or other college entrance exams) and explain what they will be doing to succeed academically, graduate on time, and succeed in the postsecondary program of their choice.

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

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

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

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

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

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

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

**Additional Resources You Can Provide.** Your advisors may wish to review their students' progress in their classes to date so that they can identify any students who need additional assistance. Students who are short the credits they need to graduate may need particularly focused attention.

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 advanced (or "gatekeeper") course opportunities for students; about college entrance exams; about graduation requirements and College Academic Distribution Requirements; about postsecondary options and preparation, financial aid, and information about extracurricular activities and events. You may also wish to arrange for refreshments or coffee.

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

### LESSON 6: BUILDING COMMUNITY

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

To provide seniors support, this lesson plan suggests that each student reflect on their volunteer service activities to date, and that advisors help students who do not appear to be on track to fulfill their service requirements by graduation. In addition, the lesson plan suggests that advisory groups complete a group activity to build community.

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

- **Complete a Service Worksheet (as needed).** Students will complete Service Worksheets for each completed volunteer service project.

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

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

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

### 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. Seniors are in the midst of preparing for postsecondary options and need to be able to understand how they are doing and where they need to improve. In particular, they need to understand how the credits they have earned compare with your school’s graduation requirements (the minimum required to graduate), the state’s College Academic Distribution Requirements (the minimum required to be admitted to college in Washington State), and the requirements of their top postsecondary choices.

This lesson combines a review of assessment results – from students’ courses, report cards, and assessment exams – with a discussion about the tools students can use to improve their academic performance and prepare for graduation and postsecondary.

It also gives students a structured opportunity to review their progress on postsecondary applications and to verify that they are moving forward with their plans for next year.

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

- **Academic Inventory.** Students will reflect on their academic performance to date, evaluate their progress toward graduation and postsecondary, and prepare a detailed plan to improve. These plans should be filed in students’ portfolios for future reference.
- **Postsecondary Checklist.** Students will review their progress to date on postsecondary applications and will complete the checklist.

**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 seniors will be covering in their core academic courses this year.
- Prepare a list of the graduation requirements that students must fulfill to graduate on time. Also ensure that advisors have access to information about State of Washington minimum graduation requirements, your school district’s graduation requirements, and the Higher Education Coordinating Board’s **College Academic Distribution Requirements**.
- Copy the handouts (for more information, please see the list of handouts):
  - Academic Inventory Handout
  - Postsecondary Checklist
- Print copies of students’ assessment results and grades to date and your list of graduation requirements.

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

- **Review Student Learning Plans.** Your school may prepare Student Learning Plans for some or all students. Make sure advisors have the chance to review these plans so that they can help student incorporate strategies and information from their Student Learning Plans into their strategies for improvement.
- **Review College Academic Distribution Requirements.** Make sure that your advisors – and their students – understand the difference between your school's high school graduation requirements (the minimum required to graduate) and the College Academic Distribution Requirements (CADRs), which represent the number and type of credits students must earn during high school to be eligible to enter college in Washington State. This lesson includes a handout that specifies the CADRs that are required through 2011 and beginning in 2012. Students have had – and will continue to have – multiple opportunities to review their credits and course plans in the context of the CADRs, but it is good to reinforce this notion as they are completing Academic Inventories. For more information on the CADRs, please see the Higher Education Coordinating Board's web site at <http://www.hecb.wa.gov/research/issues/documents/MCASCADRGuidelineBinder.pdf>.
- **Provide help with students' personal statements.** For additional help on writing college admissions essays, your advisors might want to schedule an extra lesson using **Sparking the Future Grade 11-12 Lesson #7**. Sparking the Future lessons can be downloaded at: <http://www.k12.wa.us/navigation101/SparkingFuture.aspx>.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

### LESSON 8: EXPLORING CAREERS

**Lesson Summary.** During this lesson, students will finalize their Financial Plan, which they must complete before graduation – and which will become a part of the High School & Beyond Plan.

The Financial Plan is a key part of students' preparation for life after graduation: too many students make good plans academically but don't line up the financial resources to pursue their postsecondary dreams and end up disappointed, having to leave school because they cannot pay their expenses. By developing a Financial Plan, students can think clearly about their options and about the implications of different college and work choices.

Seniors will finalize a Financial Plan based on information they have already collected and the worksheets they began during junior year.

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

- **Financial Plan.** Students should complete a Financial Plan.

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

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

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

### LESSON 9: EXPLORING CAREERS

**Lesson Summary.** This lesson builds on the career exploration students have completed to date by asking them to synthesize their research to date into a Career Exploration Reflection worksheet.

For seniors who will be using the Navigation Senior Presentation as a culminating project, completing a typed Career Exploration Reflection essay is necessary to receive a distinguished rating.

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

- **Career Exploration Reflection Worksheet.** Students should complete the worksheet to summarize the career and postsecondary exploration they have completed to date. Those who wish to earn a distinguished rating should turn the checklist into a typed essay of at least two pages.

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

- Review the postsecondary application process and key milestones with advisors. Ensure that advisors understand the steps students should be taking during senior year to move forward with the process of learning about – and then applying to – postsecondary programs.
- Share examples of Career Exploration Reflections from last year’s seniors (if applicable) so that your advisors – and seniors – can get a sense of what is expected.
- Copy the handout (for more information, please see the list of handouts):
  - Career Exploration Reflection Worksheet

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

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

You can download this handbook at

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

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

**Lesson Summary.** This lesson will give students the opportunity to reflect on their postsecondary preparation progress to date and, if necessary, organize their application or financial aid materials. It will also give students the opportunity to review and organize their portfolios and begin preparing them for their Senior Presentations (or senior Student-led Conferences) next spring.

Students should be making good progress on their plans for next year. This lesson gives them a chance to share their progress – and to catch up if they have been having trouble staying organized.

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

- **Portfolio review.** Students should organize their portfolios to ensure that they are organized and complete.

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

- Ensure that students have access to Internet resources so that they can make progress on their postsecondary applications as needed. (If desired.)
- Remind your advisors of the basic college application deadlines so that they can understand whether students are on track.
- Share portfolio samples from last year’s seniors with students and advisors so that they understand what a complete portfolio should look like.

**Additional Resources You Can Provide.** Students should be well along in the postsecondary application process by now. You may wish to help by:

- Inviting a financial aid officer from a local college to present to students and their families and help them understand how the financial aid process works.
- Inviting an admissions officer from a local college to present to students and their families and help them understand how the college admissions (four-year, community, and/or technical) process works.
- **Sparking the Future.** The Sparking the Future Grade 11-12 Lesson 8 lesson plan provides a primer in completing a college application. Your advisors might wish to consult these lesson plans, particularly for students who need additional support. The lesson plans can be found at: <http://www.k12.wa.us/navigation101/SparkingFuture.aspx>.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

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

**Lesson Summary.** This lesson will continue from Lesson 10 by giving students the opportunity to reflect on their postsecondary preparation progress to date and, if necessary, organize their application or financial aid materials. It will also give students the opportunity to review and organize their portfolios and begin preparing them for their Senior Presentations (or senior Student-led Conferences) next spring.

Students should be making good progress on their plans for next year. This lesson gives them a chance to share their progress – and to catch up if they have been having trouble staying organized.

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

- **Portfolio review.** Students should organize their portfolios to ensure that they are neat and complete to date.

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

- Ensure that students have access to Internet resources so that they can make progress on their postsecondary applications as needed. (If desired.)
- Remind your advisors of the basic college application deadlines so that they can understand whether students are on track.
- Share portfolio samples from last year’s seniors with students and advisors so that they understand what a complete portfolio should look like.

**Additional Resources You Can Provide.** Students should be well along in the postsecondary application process by now. You may wish to help by:

- Inviting a financial aid officer from a local college to present to students and their families and help them understand how the financial aid process works.
- Inviting an admissions officer from a local college to present to students and their families and help them understand how the college admissions (four-year, community, and/or technical) process works.
- **Supplementing with Sparking the Future.** Grade 11-12 Sparking the Future Lesson 9 provides a detailed look at the financial aid process, which may be helpful for seniors. The Sparking the Future lesson plans can be downloaded at:  
<http://www.k12.wa.us/navigation101/SparkingFuture.aspx>.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

### LESSON 12: PLANNING FOR NEXT YEAR

**Lesson Summary.** The High School & Beyond Plan is required for graduation from high school. By combining information about themselves and who they are with information from their Academic Inventories, annual goals, long-term dreams, and career explorations, your students will have the opportunity to synthesize what they've explored so far during Navigation 101 and turn it into a blueprint for the next several years of their lives.

During high school, Navigation 101 will give students the opportunity to complete an increasingly sophisticated analysis of their plans each year, culminating in a final High School & Beyond Plan prior to graduation. (See the information on the High School & Beyond Plan at the beginning of this Resource Guide for more information.)

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

Help students reflect on what they've learned so far this year. How have their goals and dreams changed over the last year? How has Navigation 101 changed the way they think about school, or about the future?

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

- **Grade 12 High School & Beyond Plan Checklist.** Students will reflect on career and postsecondary preparation questions and answer based on their current performance, future plans, and progress toward those plans, and then write a short “Beyond and Backup” plan. Their work will be a pre-write of the final High School & Beyond Plan they will complete over the next several months.

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

- Give your advisors the opportunity to review the High School & Beyond Plans prepared by last year's seniors. By seeing finished plans, they will be better equipped to guide their students to begin drafting these plans in a meaningful way. Also review how the components of the High School & Beyond Plan relate to the work students have done to date in setting goals, exploring career interests, and developing academic plans.
- Copy the handout (for more information, please see the list of handouts):
  - High School & Beyond Plan Checklist (Gr 12)

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

dreams for the future. Your advisors may wish to ask their students to share their High School & Beyond Plan worksheets and/or their Programs of Study with their families.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

### LESSON 13: PLANNING FOR NEXT YEAR

**Lesson Summary.** The High School & Beyond Plan is required for graduation from high school. By combining information about themselves and who they are with information from their Academic Inventories, annual goals, long-term dreams, and career explorations, your students will have the opportunity to synthesize what they've explored so far during Navigation 101 and turn it into a blueprint for the next several years of their lives.

#### THE NAVIGATION 101 HIGH SCHOOL & BEYOND PLAN INCLUDES:

11. High School & Beyond Plan essay (*typed, at least two pages in length*)
12. High School & Beyond Plan Checklist from grade 12 (*from Grade 12 Lesson 12*)
13. Most recent four-year course plan (or transcript) that shows all courses in high school
14. Financial Plan completed during grade 12 (*from Grade 12 Lesson 8*)
15. OPTIONAL – A Program of Study

This lesson helps students combine all these materials and begin writing the HS & Beyond Plan essay.

This lesson plan includes a Program of Study template from OSPI. You may wish to give students the option to prepare a Program of Study to enhance – or as an alternative to – their High School & Beyond Plans.

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

- **Begin writing High School & Beyond Plan Essay.** Students will review the requirements for the High School & Beyond Plan and then begin writing their essays.

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

- Review the Navigation High School & Beyond Plan requirements with your advisors. Note how the High School & Beyond Plan gives students the opportunity to synthesize much of their Navigation work into a robust plan for next year.
- Share High School & Beyond Plans from last year's seniors.
- Copy the handout (for more information, please see the list of handouts):
  - High School & Beyond Plan Requirements

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

At this point in senior year, it might be helpful for your seniors to hear from a recent graduate about what postsecondary life is like. Do you have a recent alum who still lives nearby – and has successfully followed through on this or her plans – who could visit your seniors and share a few words of advice with them?

**Information on 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. For more information from OSPI on the Program of Study, please see <http://www.k12.wa.us/CareerTechEd/resources.aspx>.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

### LESSON 14: BUILDING COMMUNITY

**Lesson Summary.** Lessons on building community follow a progression during high school, offering students support and scaffolding to become involved, help others, and demonstrate leadership in school and in the community.

Today’s lesson allows a final chance to help seniors complete their required volunteer service (if applicable at your school) and then gives them time to continue working on their High School & Beyond Plan essays.

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

- **Review volunteer service activities.** Students should review and reflect on their volunteer service to date, complete Service Worksheets as needed, and make plans to complete the service requirement (if applicable at your school).
- **Continue writing High School & Beyond Plan Essay.** Students will review the requirements for the High School & Beyond Plan and then continue work on their essays.

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

- Talk with your advisors about how they are feeling about their students and about advisory in general. How are their advisory sessions going? What support do they need from you?
- Review your school’s volunteer service requirements and discuss ways you can help students pursue and complete volunteer service requirements.
- Review the requirements for the High School & Beyond Plan and discuss how students are doing in completing it.

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

### 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 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.

Seniors have prepared detailed checklists and pre-writes for each aspect of the High School & Beyond Plan. During this lesson, they will complete their plans and prepare to present them as a Culminating Project before graduation.

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

- **High School & Beyond Plan and/or Program of Study.** Students should complete their essays and package the essay with the other materials that are required as part of the High School & Beyond Plan. This entire packet should then be filed in students' portfolios.

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

- Give your advisors the opportunity to review the High School & Beyond Plans prepared by last year's seniors. By seeing finished plans, they will be better equipped to guide their students to finish 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 Requirements

**Additional Resources You Can Provide.** If students will be using these High School & Beyond Plans as part of a Senior Presentation that will not include families, you may wish to copy each students' plan (all components) and encourage students to share these plans with their families.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

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

**Lesson Summary.** Navigation 101 is based around annual student-led conferences, at which students share their progress – and their plans for the future – with their families and their advisor.

Many Navigation schools build on the student-led conference during senior year by asking seniors to complete **Senior Presentations** in front of a panel of teachers and community members. These presentations function as students’ Culminating Projects. They allow students to share their completed High School & Beyond Plans. And they give students an opportunity to summarize what they have accomplished, what they hope to do in the future, and who they are.

**NOTE:** It is **not required** that Navigation schools use the Navigation Senior Presentation as a way to help students complete their Culminating Projects. You may do something completely different for students’ Culminating Projects if you wish.

If your school **DOES** use the Navigation Senior Presentation, these Grade 12 lesson plans contain all the information your advisors and students will need.

If your school **DOES NOT** use the Navigation Senior Presentation, please use the Student-led Conference preparation materials found in Navigation Grade 11 Lesson 16 as an alternative to the Senior Presentation materials found in the Grade 12 lesson plans.

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

- **Draft Outline for Senior Presentation.** Students will use the handout provided to prepare an outline for their presentations. They will have more time to prepare during the next lesson.

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

- Make sure your advisors understand the logistics of the presentations: when and where they will be held, and how community members should be scheduled and invited.
- 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. If you wish, students may watch it to prepare.
- Copy the handouts (for more information, please see the list of handouts):
  - Senior Presentation Introduction
  - Planning a Senior Presentation Handout
  - Senior Presentation Evaluation Rubric

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

### 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 senior presentations. This lesson gives advisors a chance to review presentation 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 Senior Presentation.** Students will continue to use the handout provided in Lesson 16 to prepare an outline for their presentations. They will have the opportunity to practice in small groups.

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

- Make sure your advisors understand the logistics of the presentations, and have a clear way to alert you and get help if they are having trouble with logistics.
- Make sure your advisors still have enough copies of the handouts from Lesson 16, or make new copies as needed.
- Review advisors' experience with Lesson 16 – students' opportunity to prepare for a senior presentation. How do advisors feel about their students' progress? Do any advisors – or students – need extra help to prepare?

**Additional Resources You Can Provide.** You may wish to share videos or materials from previous years' senior presentations with your current seniors.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

### LESSON 18: USING MONEY

**Lesson Summary.** During this lesson, students will have an opportunity to continue preparing for their financial future. They will learn about credit reports and will learn how to establish – and keep – good credit. This is particularly important as many of your students will be financially independent after graduation; even students who will still rely on their families after graduation may be living away from home and may need to open credit accounts or take out loans.

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

- **Credit rules.** Students will be expected to review the Financial Credit Report handout and then come up with credit rules they can use to ensure that they establish and keep a good credit rating.

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

- Discuss the importance of student financial literacy with your advisors. Students have now prepared a Financial Plan and are nearly ready to graduate. It is important that they have all the tools needed to achieve the Financial Plans they created.
- Copy the handout (for more information, please see the list of handouts):
  - Financial Credit Reports Handout

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

- **Help students review a sample credit report.** You can download a sample credit report from any of the credit reporting services (for example, [http://www.experian.com/credit\\_report\\_basics/pdf/samplecreditreport.pdf](http://www.experian.com/credit_report_basics/pdf/samplecreditreport.pdf)). Help your students understand the amount and types of information included in a credit report. Make sure they understand that credit reporting agencies can – and do – collect information on every transaction they make.
- **Ask students to discuss their family’s financial goals with their families.** Ask students to learn more about their family’s financial goals, and the rules their families use to manage debt and savings.
- **Discuss identity theft.** As students become users of credit, they will have to contend with the growing problem of identity theft. Invite a financial professional to help students and their families learn how to guard against identity theft.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

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

**Lesson Summary.** During this lesson, students will finalize their resumes so that they will have an up-to-date resume available after they graduate.

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

- **Resume.** Students will be expected to update their resumes as needed for summer jobs or internships or other opportunities after graduation.

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

- Prepare a list of summer opportunities for your advisors. You might want to include information on summer school, internships, and other opportunities in your community for high school graduates. Many students may already have plans for the summer; but those who don't might need some help planning for a productive summer.
- Discuss students' resumes. Your students should all have resumes by now. Students should be reminded to update their resumes to reflect their senior year accomplishments.

**Additional Resources You Can Provide.** If possible, you may want to arrange for a school counselor or other career counseling professional to review and critique each senior's resume.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 12

### LESSON 20: MAKING THE TRANSITION

**Lesson Summary.** This last lesson of the students' time in high school is a chance to reflect on the year in review, prepare for future challenges, and celebrate!

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

- **Portfolio.** Students' portfolios should be either: (a) stored permanently at the high school; or (b) presented to them to save at home.

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

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