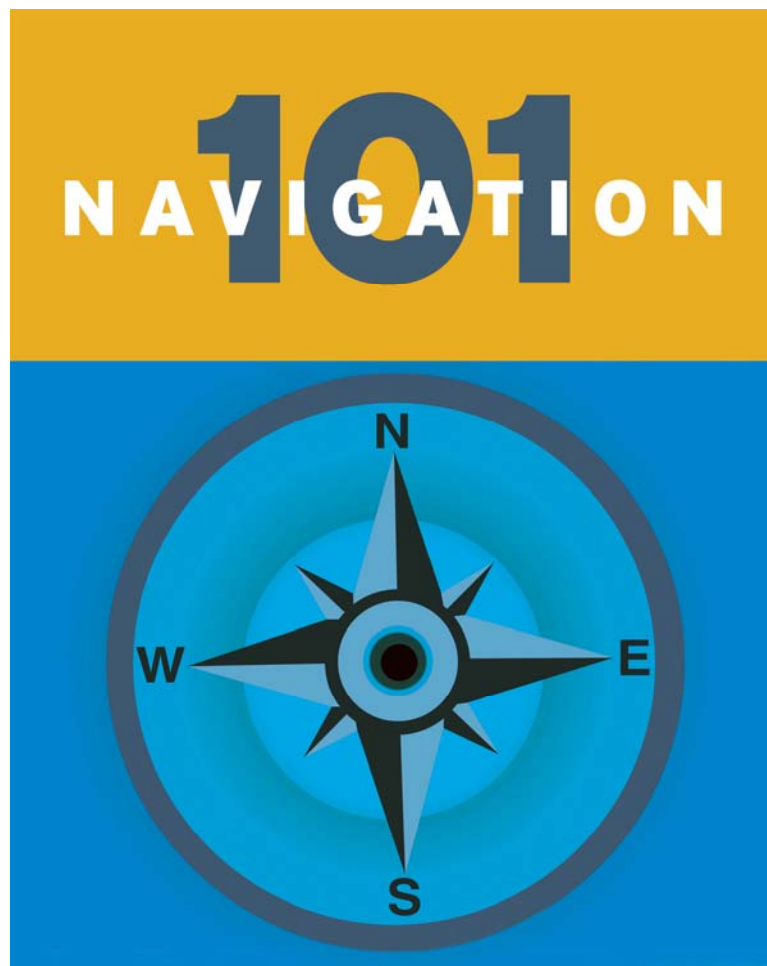


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**N A V I G A T I O N 1 0 1**

**GRADE 6 RESOURCE GUIDE**



**AUGUST 2007**

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

## GRADE 6 RESOURCE GUIDE

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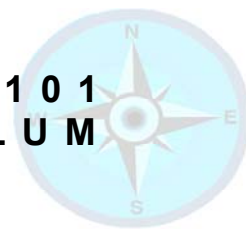


**THIS RESOURCE GUIDE IS DESIGNED FOR LEAD ADVISORS.** It's meant to be a tool to provide logistical support to help you and the advisors on your team with Navigation 101.

**This Grade 6 Resource Guide provides the following information:**

|   |      |    |
|---|------|----|
| <b>An Introduction to Navigation 101 and the 2007-08 Curriculum</b><br><i>Introduces the new and upgraded curriculum materials</i>                      | Page | 2  |
| <b>A Scope &amp; Sequence for Grade 6 Navigation lesson plans</b><br><i>Outlines the 20 lesson plans provided for grade 6</i>                           | Page | 3  |
| <b>A Handout List for Grade 6</b><br><i>Lists the handouts that are included in the lesson plans</i>  | Page | 5  |
| <b>A List of Navigation's Multimedia Resources</b><br><i>Lists the videos that are available for student lessons and advisor training</i>               | Page | 8  |
| <b>A Word About Icebreakers</b><br><i>Introduces icebreaker activities you can incorporate</i>  | Page | 9  |
| <b>Navigation and the High School &amp; Beyond Plan</b><br><i>Describes how Navigation will help students meet this new OSPI graduation requirement</i> | Page | 10 |
| <b>Navigation and Parent Involvement</b><br><i>Provides tips on using Navigation to enhance parent involvement</i>                                      | Page | 12 |
| <b>Lesson Plan Summaries</b><br><i>Summarizes each lesson, with information specifically designed for lead advisors</i>                                 | Page | 13 |

# INTRODUCING NAVIGATION 101 AND THE 2007-08 CURRICULUM



Too many students don't manage to graduate from high school.

And of those who do, many haven't made clear plans for what they're going to do after they graduate. Many, if not most students need help and support – from their parents, teachers, and school counselors – to make the most of their time in school and to make good choices for life after high school.

## NAVIGATION HELPS STUDENTS PREPARE

**Navigation 101 aims to help.** Navigation is a life skills and planning program for students in grades 6 through 12. It helps students make clear, careful, and creative plans for life beyond high school, and:

- **Equalize opportunity** so that ALL students have meaningful choices for life after high school, not just those whose parents can help them along.
- **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 evaluate and then reflect on their skills, interests, and accomplishments.
- **Involve parents** by engaging them in students' decisions and plans.
- **Strengthen community** within schools and in the larger neighborhood by offering students meaningful service-learning and leadership opportunities.

## THE NAVIGATION 101 2007-08 CURRICULUM

The Washington State Navigation 101 team is pleased to present this upgraded curriculum for 2007-08.

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

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 Navigation lesson plans to make them consistent with your school's customs, traditions, and expectations.



# NAVIGATION 101

## SCOPE & SEQUENCE – GRADE 6

| #  | THEME                               | ESSENTIAL QUESTIONS  | EALRs<br>Gr 6 GLE                      | ASCA                   | ACTIVITIES   | STUDENT PRODUCTS   |
|----|-------------------------------------|--|--|------------------------|--|--|
| 1  | Getting Acquainted                  | <ul style="list-style-type: none"> <li>Why advisory?</li> </ul>  | C 1.1.1,<br>1.1.2<br>W 1.5.1,<br>2.2.1 | A:A2<br>A:B2           | <ul style="list-style-type: none"> <li>Introduce selves</li> <li>Explain purpose of portfolio</li> </ul>   | Portfolio (start, and design cover)                                |
| 2  | Building Community (1)              | <ul style="list-style-type: none"> <li>How can I get involved?</li> </ul>                                    | C 1.1.2,<br>2.2.2<br>W 1.5.1,<br>2.4.1 | A:C1<br>PS:A1<br>PS:B1 | <ul style="list-style-type: none"> <li>Introduce extracurricular activities – with 8<sup>th</sup> graders</li> <li>Set citizenship (joining) goal</li> </ul> | (1) Citizenship Goal   |
| 3  | Improving Academically (2)          | <ul style="list-style-type: none"> <li>How am I doing?</li> <li>How can I do better?</li> </ul>              | M 1.1.4,<br>4.2.2<br>W 2.2.1,<br>3.1.2 | A:A2<br>A:A3<br>A:B1   | <ul style="list-style-type: none"> <li>Review assessments</li> <li>Discuss academic goals for MS</li> </ul>  | (2) Academic Goal  |
| 4  | Exploring Careers (3)               | <ul style="list-style-type: none"> <li>What are my interests?</li> <li>What should I do?</li> </ul>          | C 1.1.1,<br>2.2.2<br>W 1.1.1,<br>3.2.2 | C:A2<br>C:B1<br>C:B2   | <ul style="list-style-type: none"> <li>Discuss career goals</li> <li>Discuss steps students will take during year to explore careers</li> </ul>              | (3) Career Goal  |
| 5  | Setting Goals (1)+(2)+(3)           | <ul style="list-style-type: none"> <li>What do I want to achieve this year?</li> </ul>                       | C 1.1.1,<br>1.1.2<br>W 1.5.1,<br>2.2.1 | A:A2<br>A:B2           | <ul style="list-style-type: none"> <li>Discuss purpose of goals</li> <li>Set academic, personal, career goals for year</li> </ul>                            | (1)+ (2) + (3)<br><b>Annual Goals</b>                              |
| 6  | Building Community                  | <ul style="list-style-type: none"> <li>How can I get involved?</li> </ul>                                    | C 1.1.2,<br>2.2.2<br>W 1.5.1,<br>2.4.1 | A:C1<br>PS:A1<br>PS:B1 | <ul style="list-style-type: none"> <li>Follow up on activities</li> <li>Help students become involved</li> <li>Do a group project at school</li> </ul>       | Follow up on activities  |
| 7  | Improving Academically              | <ul style="list-style-type: none"> <li>How can I do better at school?</li> </ul>                             | C 1.1.1,<br>1.1.2<br>W 2.2.1,<br>3.1.2 | A:A2<br>A:A3<br>A:B1   | <ul style="list-style-type: none"> <li>Discuss grades to date</li> <li>Review study skills, plans to improve</li> </ul>                                      | <b>Academic Inventory</b>  |
| 8  | Exploring Careers                   | <ul style="list-style-type: none"> <li>What are my interests?</li> <li>What should I do?</li> </ul>          | C 1.1.1,<br>2.2.2<br>W 1.1.1,<br>3.2.2 | C:A2<br>C:B1<br>C:B2   | <ul style="list-style-type: none"> <li>Discuss interests and goals</li> <li>Take or review interest assessment</li> </ul>                                    | Take or review an interest assessment<br><i>(nothing to write)</i> |
| 9  | Exploring Careers                   | <ul style="list-style-type: none"> <li>What are my interests?</li> <li>What should I do?</li> </ul>          | C 1.1.1,<br>2.2.2<br>W 1.1.1,<br>3.2.2 | C:A2<br>C:B1<br>C:B2   | <ul style="list-style-type: none"> <li>Discuss interests and careers</li> <li>Research careers of interest</li> </ul>  | <b>Career Interests worksheet</b>                                  |
| 10 | Planning for life after high school | <ul style="list-style-type: none"> <li>What will I do after high school?</li> <li>How can I plan?</li> </ul> | C 1.1.1,<br>1.2.2<br>W 1.1.1,<br>2.4.1 | A:B2<br>C:A1           | <ul style="list-style-type: none"> <li>Discuss career research</li> <li>Research educational needs for careers</li> </ul>                                    | Postsecondary Information Handout                                  |

## SCOPE & SEQUENCE – GRADE 6, Cont’d.

| #   | THEME                                 | ESSENTIAL QUESTIONS  | EALRs<br>Gr 6 GLE                | ASCA                   | ACTIVITIES   | STUDENT PRODUCTS                                       |
|---|---------------------------------------|--|----------------------------------|------------------------|--|--|
| 11  | Planning for life after high school   | <ul style="list-style-type: none"> <li>What will I do after high school?</li> <li>How can I plan?</li> </ul> | C 1.1.1, 1.2.2<br>W 1.1.1, 2.4.1 | A:B2<br>C:A1           | <ul style="list-style-type: none"> <li>Discuss postsecondary research</li> <li>Discuss goals for education</li> </ul>                                | <b>Postsecondary Worksheet</b>                         |
| 12  | Planning for next year                | <ul style="list-style-type: none"> <li>What are my goals?</li> <li>What courses do I need?</li> </ul>        | C 1.1.1, 2.2.2<br>W 1.1.1, 1.5.1 | A:A1<br>A:A2<br>A:A3   | <ul style="list-style-type: none"> <li>Review grades and AI</li> <li>Explain requirements, electives</li> <li>Discuss course selection</li> </ul>    | Academic Inventory (review)                            |
| 13  | Planning for next year                | <ul style="list-style-type: none"> <li>What are my goals?</li> </ul>   | C 1.1.1, 2.2.2<br>W 1.1.1, 1.5.1 | A:A1<br>A:A2<br>A:A3   | <ul style="list-style-type: none"> <li>Discuss course selection</li> <li>Select courses</li> </ul>   | 7 <sup>th</sup> Grade Course Registration Form (begin) |
| 14  | Building Community                    | <ul style="list-style-type: none"> <li>How can I get involved?</li> </ul>                                    | C 1.1.2, 2.2.2<br>W 1.5.1, 2.4.1 | A:C1<br>PS:A1<br>PS:B1 | <ul style="list-style-type: none"> <li>Discuss students' involvement in school</li> <li>Conduct group team-building or volunteer activity</li> </ul> | Group activity   |
| 15  | Planning for life after high school   | <ul style="list-style-type: none"> <li>What do I want to do in the future?</li> </ul>                        | C 1.1.1, 1.1.2<br>W 1.1.1, 2.2.1 | A:B2<br>A:C1<br>PS:B1  | <ul style="list-style-type: none"> <li>Review Annual Goals</li> <li>Discuss goals for future</li> <li>Complete HS &amp; Beyond wrksht</li> </ul>     | <b>HS &amp; Beyond Plan worksheet</b>                  |
| 16  | Preparing for student-led conferences | <ul style="list-style-type: none"> <li>Who am I?</li> <li>How can I present myself clearly?</li> </ul>       | C 3.1.1, 3.2.1, 3.3.1, 4.1.1     | PS:A1<br>PS:A2<br>A:A3 | <ul style="list-style-type: none"> <li>Explain format and purpose of student-led conference</li> <li>Plan for conference</li> </ul>                  | Planning a Student-led Conference worksheet            |
| 17  | Preparing for student-led conferences | <ul style="list-style-type: none"> <li>Who am I?</li> <li>How can I present myself clearly?</li> </ul>       | C 3.1.1, 3.2.1, 3.3.1, 4.1.1     | PS:A1<br>PS:A2<br>A:A3 | <ul style="list-style-type: none"> <li>Continue to plan for conference</li> <li>Practice</li> </ul>  | Planning a Student-led Conference worksheet            |
| <b>STUDENT-LED CONFERENCES HERE – Complete course registration forms during conferences</b> |                                       |  |                                  |                        |  |  |
| 18  | Using money                           | <ul style="list-style-type: none"> <li>What are my financial goals?</li> </ul>                               | M 1.1.4, 5.3.1<br>C 1.1.1, 1.1.2 | A:C1<br>PS:B1          | <ul style="list-style-type: none"> <li>Discuss need for a budget</li> <li>Complete budgeting exercise</li> </ul>                                     | Class Budget Handout                                   |
| 19  | Planning for Life after High School   | <ul style="list-style-type: none"> <li>What do I want to do in the future?</li> </ul>                        | C 1.1.1, 1.1.2<br>W 1.1.1, 2.2.1 | A:B2<br>A:C1<br>PS:B1  | <ul style="list-style-type: none"> <li>Learn about resumes</li> <li>Develop a preliminary resume</li> </ul>  | <b>Resume</b>  |
| 20  | Making the transition                 | <ul style="list-style-type: none"> <li>What do I want to do next year?</li> </ul>                            | C 1.1.1, 1.1.2<br>W 1.1.1, 1.5.1 | A:C1<br>PS:B1          | <ul style="list-style-type: none"> <li>Discuss this year and next year</li> <li>Check portfolios</li> </ul>  | Portfolio check  |

# NAVIGATION 101

## LIST OF HANDOUTS – GRADE 6

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

| # | Handout Name                              | Description  | Where else?  |
|---|---|--|--|
| 1 | Portfolio Handout                         | Handout describes the purpose of and protocol for keeping portfolios. <b>Handout is just for reference – no student work is needed.</b> You may wish to have students share this handout with their parents.   |  |
| 1 | 6 <sup>th</sup> Grade Portfolio Checklist | Handout provides a list of items students should add to their portfolios during 6 <sup>th</sup> grade. <b>It should be stored in portfolios;</b> students can use it for portfolio audits.   |  |
| 2 | Citizenship Goal Worksheet                | Handout helps students develop a goal about joining an activity in middle school. This is part of a sequence of community building activities, in which students will be expected to demonstrate more leadership each year. <b>Please ask advisors to collect these.</b> They will return them to students during Lesson 5, when students create Annual Goals. | <ul style="list-style-type: none"> <li>• Gr 7 Lesson 2</li> <li>• Gr 8 Lesson 2</li> </ul> <i>Each year, students develop a goal on a different aspect of participation, service, or leadership.</i> |
| 3 | Academic Goal Worksheet                   | This handout helps students develop at least one academic goal for the year and is the second step toward developing Annual Goals.   | <ul style="list-style-type: none"> <li>• Gr 7 Lesson 3</li> <li>• Gr 8 Lesson 3</li> </ul> <i>Students revisit and update their goals each year.</i>   |
| 4 | Career Goal Worksheet                     | This handout helps students develop at least one career exploration goal for the year and is the third step toward developing Annual Goals.  | <ul style="list-style-type: none"> <li>• Gr 7 Lesson 4</li> <li>• Gr 8 Lesson 4</li> </ul> <i>Students update their career goals each year based on their career exploration activities.</i>         |
| 5 | Annual Goals                              | Students will reflect on their Academic, Career and Citizen goals. They will then develop one or more overall goals in each area for the school year.  | <ul style="list-style-type: none"> <li>• Gr 7 Lesson 5</li> <li>• Gr 8 Lesson 5</li> </ul> <i>Students revisit and update their goals each year.</i>   |
| 7 | Academic Inventory                        | Handout helps students reflect on their academic performance to date and then develop a plan to improve. <b>This handout should be filed in portfolios for future use.</b>   | <ul style="list-style-type: none"> <li>• Gr 7 Lesson 7</li> <li>• Gr 8 Lesson 7</li> </ul> <i>Students see variations on this plan each year to help them re-evaluate their performance.</i>         |

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

| #  | Handout Name                                       | Description  | Where else?  |
|----|--|--|--|
| 7  | <b>Study Skills Handout</b>                        | This handout outlines several basic tips to help students study more effectively. It is specifically designed for students who are new to middle school. Students should be encouraged to share this with their parents.   |  |
| 9  | <b>Career Interests Worksheet</b>                  | This handout helps students interpret the results of the interest assessment they took and then helps them connect interests to possible careers.  | <ul style="list-style-type: none"> <li>• Gr 7 Lesson 9<br/><i>Students continue their career exploration throughout middle school.</i></li> </ul>                  |
| 10 | <b>Postsecondary Information Handout</b>           | This handout introduces different types of options for postsecondary education, and explains the many different options students have available.   | <ul style="list-style-type: none"> <li>• Gr 7 Lesson 10<br/><i>Students continue their career exploration throughout middle school.</i></li> </ul>                 |
| 11 | <b>Postsecondary Worksheet</b>                     | Students record their postsecondary research to date and learn more about the educational requirements for their dream careers.  | <ul style="list-style-type: none"> <li>• Gr 7 Lesson 11<br/><i>Students continue to learn more each year</i></li> </ul>  |
| 15 | <b>High School &amp; Beyond Plan Handout</b>       | Students will begin work on the OSPI-required High School & Beyond Plan. The plan will help them reflect on their goals and accomplishments to prepare for high school and the year following graduation from high school. | <ul style="list-style-type: none"> <li>• Gr 7 Lesson 15</li> <li>• Gr 8 Lesson 15<br/><i>Students revisit and update their plans each year.</i></li> </ul>         |
| 16 | <b>Planning a Student-led Conference Worksheet</b> | This handout guides students through the process of preparing for a student-led conference. It provides an outline to help organize their presentations.   | <ul style="list-style-type: none"> <li>• Gr 7 Lesson 16</li> <li>• Gr 8 Lesson 16<br/><i>Students improve their conference presentations each year</i></li> </ul>  |
| 16 | <b>Conference Evaluation Rubric</b>                | This rubric gives students clear information about how they did and how they can improve.  | <ul style="list-style-type: none"> <li>• Gr 7 Lesson 16</li> <li>• Gr 8 Lesson 16<br/><i>Students improve their conference presentations each year.</i></li> </ul> |

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

| #  | Handout Name                 | Description   | Where else?   |
|----|------------------------------|---|---|
| 16 | <b>Parent Feedback Form</b>  | This form, which is required for schools that receive a Navigation grant from OSPI, gives parents the opportunity to share their thoughts about their students' conferences.  | <ul style="list-style-type: none"> <li>• Gr 7 Lesson 16</li> <li>• Gr 8 Lesson 16</li> </ul> <i>Parents are given the opportunity to rate conferences each year.</i>  |
| 16 | <b>Student Feedback Form</b> | This form, which is required for schools that receive a Navigation grant from OSPI, gives students the opportunity to share their thoughts about their conferences.           | <ul style="list-style-type: none"> <li>• Gr 7 Lesson 16</li> <li>• Gr 8 Lesson 16</li> </ul> <i>Students are given the opportunity to rate conferences each year.</i> |
| 16 | <b>Advisor Feedback Form</b> | This form, which is required for schools that receive a Navigation grant from OSPI, gives advisors the opportunity to share their thoughts about their students' conferences. | <ul style="list-style-type: none"> <li>• Gr 7 Lesson 16</li> <li>• Gr 8 Lesson 16</li> </ul> <i>Advisors are given the opportunity to rate conferences each year.</i> |
| 18 | <b>Class Budget Handout</b>  | This handout reviews the concept and purpose of a budget and then guides students through a budgeting exercise for a hypothetical school dance.                               |   |
| 19 | <b>Resume Handout</b>        | This handout introduces the concept of the resume and helps students take notes and gather information to create a resume.  | <ul style="list-style-type: none"> <li>• Gr 7 Lesson 19</li> </ul> <i>Students update their resumes regularly.</i>  |

# NAVIGATION 101

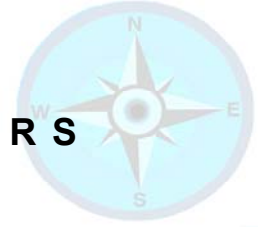
## LIST OF MULTIMEDIA RESOURCES

*All videos 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 parents, 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 parents, 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.   |



# 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 AND THE HIGH SCHOOL & BEYOND PLAN



## WHAT IS THE HIGH SCHOOL & BEYOND PLAN?

Each student graduating from high school in Washington State in 2008 or after 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 when they are high school seniors.**

To help students build these plans, students work on them each year as part of Navigation, starting in 6<sup>th</sup> grade.

## HOW ARE HIGH SCHOOL & BEYOND PLANS DEVELOPED?

The OSPI 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 parents 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 after graduation.

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 high school graduation, students also have structured opportunities during Navigation to research and compare postsecondary opportunities, research the cost of different choices and prepare a financial plan, and discuss their progress with other students and their advisor.

By spring of senior year, students summarize their plans and preparation in a formal essay, which is bound with previous reflections to create the High School & Beyond Plan.

# HIGH SCHOOL & BEYOND PLAN PROGRESSION IN NAVIGATION 101

## Grades 6 & 7

Annual Goals  
Academic Inventory  
Career Interests and Postsecondary worksheets

*Lead to...High School & Beyond Plan worksheet*

## Grade 8

Annual Goals  
Academic Inventory  
High School Plan

*Lead to...High School & Beyond Plan worksheet*

## Grades 9, 10

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

*Lead to...High School & Beyond Plan worksheet*

## Grade 11


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

*Lead to...High School & Beyond Plan checklist*

## Grade 12

**Final High School & Beyond Plan includes:**

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



**HIGH SCHOOL & BEYOND PLAN - GR 6**

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

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

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

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

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

**WHO ARE YOU?**  
*What are you doing 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 want to \_\_\_\_\_

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

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

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

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

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


|  |   |  |
|--|---|--|
| <input type="checkbox"/> Get a job right a way | <input type="checkbox"/> Find an apprenticeship | <input type="checkbox"/> Get a 2-year degree |
| <input type="checkbox"/> Get a 4-year degree   | <input type="checkbox"/> Go to graduate school  | <input type="checkbox"/> Join the military   |

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

**NAVIGATION 101**

Navigation 101 is sponsored by the Washington State Office of the Superintendent of Public Instruction.  
For more information, please visit our web site at [www.k12.wa.us/navigation101](http://www.k12.wa.us/navigation101) Rev 8/07

PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO



**HIGH SCHOOL & BEYOND PLAN CHECKLIST - GR 12**

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

**CAREER PATHWAY:** Which career pathway have you selected?

|  |
|--|
| <input type="checkbox"/> Agriculture, Science, and Natural Resources |
| <input type="checkbox"/> Art, Media, Communication, and Design       |
| <input type="checkbox"/> Business, Management, and Finance           |
| <input type="checkbox"/> Education, Social, and Health Services      |
| <input type="checkbox"/> Engineering, Science, and Technology        |

Concepts of Interest: \_\_\_\_\_

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

Taken needed courses in my pathway *above*: \_\_\_\_\_

Updated resume (or will before graduation): \_\_\_\_\_

Conducted career interviews (at least \_\_\_\_\_)

Completed 14 hours of job shadowing: \_\_\_\_\_

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

**POSTSECONDARY RESEARCH:** Your postsecondary plan based on the educational requirements for your top career choice *check all that apply*:

|  |
|--|
| <input type="checkbox"/> No more education needed (explain why): _____ |
| <input type="checkbox"/> Apprenticeship - Length, details: _____       |
| <input type="checkbox"/> Two-year degree (AA or AS) - Major: _____     |
| <input type="checkbox"/> Four-year degree (BA or BS) - Major: _____    |
| <input type="checkbox"/> Postgraduate degree - Describe: _____         |

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# NAVIGATION AND PARENT 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 parents are interested and involved in what they are doing.

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

- **Student-led Conferences.** Navigation student-led conferences invite parents 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 parents 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 parents in what you are doing in Navigation 101. Here are a few additional ways to involve parents in the work your students are doing at school:

- **Ask discussion questions.** Each Navigation 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 parents... and follow up later to see what students have learned by having conversations with their parents on these topics. Even as students are beginning to pursue their own hopes and dreams, they will have the opportunity to see how their parents 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 parents – 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 parents during student-led conferences.
- **Share handouts with parents.** A number of the Navigation handouts included with the lesson plans are designed to be shared with parents to give them information about preparing for high school, planning high school courses, or learning about financial aid for college.
- **Organize parent nights or events.** The Resource Guide suggests a number of areas where your school might want to host an event for parents. 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.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 1: GETTING ACQUAINTED

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

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

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

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

- Ensure that your 6<sup>th</sup> grade advisors are familiar with the purpose of the portfolio, the contents students will be expected to file in their portfolios, and the format your school uses.
- Help your advisors think up creative ways they can break the ice with their new students and begin to build trusting, nurturing relationships.
- Copy the handouts for this lesson (for more information, please see the list of handouts):
  - Portfolio Handout
  - 6<sup>th</sup> Grade Portfolio Checklist
- Provide portfolio supplies (based on your school’s format, such as binders, dividers, and/or cover sheets).

**Additional Resources You Can Provide.** Your 6<sup>th</sup> grade advisors will benefit from a good understanding of the purpose of Navigation 101. You might wish to provide the following outside resources:

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 2: BUILDING COMMUNITY

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

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

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

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

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

- Assign each 6<sup>th</sup> grade advisory group a partner 8<sup>th</sup> grade advisory group. During the lesson, it is recommended that half the students in each group switch rooms so that each room contains half 6<sup>th</sup> graders and half 8<sup>th</sup> graders. The 8<sup>th</sup> grade lesson plan provides suggestions on how the older students can lead the discussion. Ensure that your advisors understand the logistics for this.
- With the help of counselors or staff from the central office, develop a list of extracurricular activities offered at your school.
- Copy the handout for this lesson (for more information, please see the list of handouts):
  - Citizenship Goal Worksheet

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

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 3: IMPROVING ACADEMICALLY

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

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

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

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

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

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

- Print a record of each student’s grades to date, as well as information about any new assessments. Make sure your advisors understand what their students’ core courses in 6<sup>th</sup> grade will require and what assessments they will be taking this year.
- Copy the handout (for more information, please see the list of handouts):
  - Academic Goal Worksheet

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

- **Meet with their “partner” 8<sup>th</sup> grade advisory group.** It might help 6<sup>th</sup> graders to hear older students talk about their own goals. Your advisors might want to create opportunities to meet regularly with their “partner” groups. In addition, you could also ask older students to mentor new students, particularly new students having trouble with their coursework demands.
- **Have lunch together as an advisory group.** Your advisors might want to give students the opportunity to take a break from their focus on academics and have lunch together as a group. Order pizza or have students bring sack lunches, and have a picnic lunch together.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 4: EXPLORING CAREERS

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

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

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

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

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

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

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

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

- **Organize a 6<sup>th</sup> grade Career Day.** As students begin to explore their interests and to understand how interests relate to careers, you might want to organize a Career Day and invite community members to join you in sharing information about themselves and their career paths.
- **Arrange a college or high school tour.** There are many career and educational opportunities for students after high school. You might want to introduce your students to some of these opportunities by organizing a tour to a local community, technical, or four-year college or to a local workplace. Let students see career interests in action.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 5: SETTING GOALS

**Lesson Summary.** As students become adjusted to life in middle school, they’ll be encouraged to think about their goals for the future and, specifically, about what they can do during the school year to achieve those goals. Through their goal statements, students will be encouraged:

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

Setting goals for the year is particularly important for 6<sup>th</sup> graders. The transition to middle school can be difficult for many, as they struggle to navigate a larger, more complex school. Setting goals and then being encouraged to follow up on them will help students with this key transition in their lives, and will help them make their dreams become reality. **Students will also have the opportunity to revisit their portfolios and view a short student-oriented video about the Navigation portfolio.**

**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.

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

- Ensure that your 6<sup>th</sup> grade advisors have had the opportunity to review students’ Academic, Career, and Citizen Goals. Advisors may want to discuss how well students have followed up on their goals since they set them. Remind advisors that setting goals is only part of the process – students must follow through on them.
- Make copies of the **Portfolio** video (from your DVD or on the Navigation 101 web site).
- Copy the handout (for more information, please see the list of handouts):
  - Annual Goals

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

Remind advisors that it’s a good idea to regularly ask students how they’re doing with respect to their goals. For more information on goal setting and planning, the Navigation team has prepared professional development materials that are located at [www.k12.wa.us/navigation101](http://www.k12.wa.us/navigation101).

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 6: BUILDING COMMUNITY

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

But how are they doing?

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

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

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

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

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

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

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 7: IMPROVING ACADEMICALLY

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

This lesson combines a review of assessment results – from students’ courses, report cards, assessment exams, and 5<sup>th</sup> grade WASL – with a discussion about the tools students can use to improve their academic performance.

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

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

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

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

- Ensure that your advisors have had the opportunity to familiarize themselves with the basic concepts 6<sup>th</sup> graders will be covering in their core academic courses this year. And alert your advisors to the resources offered at the school for students who need extra academic help.
- Copy the two handouts (for more information, please see the list of handouts):
  - Academic Inventory Handout
  - Study Skills Handout
- Print copies of students’ assessment results and grades to date

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

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 8: EXPLORING CAREERS

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

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

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

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

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

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

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

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 9: EXPLORING CAREERS

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

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

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

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

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

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

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

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

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

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

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

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

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

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

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

- **Career Night.** You might want to hold an open house with community members discussing different types of careers.
- **College Night.** Alternatively, you might want to hold an open house with representatives of local postsecondary institutions. This could be a good introduction to postsecondary options for middle school students and their parents.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

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

**Lesson Summary.** This lesson helps students continue to explore their postsecondary options by allowing them to learn about programs and majors at one or two local colleges. This lesson will help students make the connection between careers that sound interesting and the type of education they'll need for that career. In addition, they'll be able to see how local colleges can help them prepare for a future career.

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

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

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

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

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

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 12: PLANNING FOR NEXT YEAR

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

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

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

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

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

- Provide information about students' latest grades and assessment results.
- Make sure your 6<sup>th</sup> grade advisors have had the opportunity to identify any of their students who are falling behind in their work. Students may need help with this self-assessment exercise.
- Provide information on your school's graduation requirements (for courses, grades, and behavior) and for the requirements students must meet during 7<sup>th</sup> grade.

**Additional Resources You Can Provide.** You may want to provide your 6<sup>th</sup> grade advisors with information on the resources available (both within the school and within the district) for students who are falling behind. If students who are falling behind can get help right away, they are more likely to recover and be able to regain their balance. Thus, it's crucial that advisors have resources to which they can refer these students.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 13: PLANNING FOR NEXT YEAR

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

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

- **Course Registration Form.** Students will select their courses for 7<sup>th</sup> grade based on their goals and their plans for the future. Advisors or counselors will need to check students’ course registration plans to ensure that they will meet all graduation requirements.

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

- Ensure that all 6<sup>th</sup> graders have developed Annual Goals and have also had the opportunity to explore high school and postsecondary education needs for careers that interest them so that they understand the importance of the work they are doing in middle school.
- Make sure that your 6<sup>th</sup> grade advisors understand the course registration process and the requirements for 7<sup>th</sup> grade, and have had the opportunity to review the course catalog.
- Provide course catalogs and course registration forms.

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

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 14: BUILDING COMMUNITY

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

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

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

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

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

- Develop a list of possible activities for your advisors. You might want to suggest:
  - **Team-building activities**, including making videos or taking photos or creating a slide show of the advisory group; making posters; bringing in baby photos; going on a group scavenger hunt; or playing a trivia game or charades.
  - **Volunteer service activities**, including cleaning up litter, guiding tours of 5<sup>th</sup> grade students, or helping with a school assembly or fundraiser.
- Talk with your advisors about how they are feeling about their students and about advisory in general. How are their advisory sessions going? What support do they need from you?

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

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

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

**Lesson Summary.** OSPI’s High School & Beyond Plan is required for graduation from high school for the class of 2008 and beyond. 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 six or seven years of their lives.

Help students reflect on what they’ve learned so far this year. How have their goals and dreams changed as they’ve experienced a year of middle school? How has Navigation 101 changed the way they think about school, or about their futures?

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

- **Draft High School & Beyond Plan.** Students will reflect on several questions about their current performance and future plans and then answer a structured questionnaire. Their work will be a first draft of the OSPI-required High School & Beyond Plan.

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

- Give your 6<sup>th</sup> grade advisors the opportunity to review the High School & Beyond Plans prepared by last year’s seniors from a school in your district. By seeing finished plans, they will be better equipped to guide their middle school students to begin drafting these plans in a meaningful way. Also review how the components of the High School & Beyond Plan relate to the work students have done to date in setting goals, exploring career interests, and developing academic plans.
- Copy the handout (for more information, please see the list of handouts):
  - High School & Beyond Plan

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

Your advisors may wish to ask their students to share their High School & Beyond Plans with their parents. Students can talk with their parents about what they want to be doing six or seven years from now. What do the students hope to accomplish? What about their parents? What do they want to accomplish during the next four years? This could be an interesting way for students to realize that their parents’ lives are not static, and for students to encourage their parents to reach goals, even as the students work toward their own.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

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

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

The student-led conference, which is held each spring, summarizes students’ accomplishments in the year to date, showcases their plans and goals for the coming years, and lets them share what makes them unique. The conference allows students to take responsibility for directing their own educational careers and also provides a tangible way to involve parents in their children’s lives at school, by ensuring that they understand what their children are studying, how they are doing, and why their studies matter.

As advisors help students prepare for their student-led conferences, the essential questions students answer illustrate what they are trying to achieve: knowledge about themselves and the ability to articulate that knowledge clearly. **Advisors can use the Conference video to help students prepare.**

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

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

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

- Make sure your 6<sup>th</sup> grade advisors understand the logistics of the conferences: when and where they will be held, how parents should be scheduled and invited, and how students should participate in inviting their parents.
- Review the evaluation rubric with advisors and explain how students’ presentations should be evaluated. Also explain how advisors can share this information with students.
- Copy the Navigation Conference video (from your DVD or the Navigation 101 web site)
- Copy the handouts (for more information, please see the list of handouts):
  - Planning a Student-led Conference Handout
  - Conference Evaluation Rubric (double copies – one for each student to use to prepare; and one per student for each advisor to use at the conference)
  - Parent Feedback Form (will need these at conferences)
  - Student Feedback Form (will need these at conferences)
  - Advisor Feedback Form (distribute to advisors after conferences)

**Additional Resources You Can Provide.** Work with school administrators and counselors to prepare supplemental resources for parents: information about high school courses, postsecondary information, financial, summer school or camps, and information about extracurricular activities and events. You may also wish to arrange refreshments or coffee.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

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

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

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

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

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

- Make sure your 6<sup>th</sup> grade advisors understand the logistics of the conferences, and have a clear way to alert you and get help if they are having trouble reaching parents or scheduling conferences.
- Make sure your 6<sup>th</sup> grade advisors still have enough copies of the handouts from Lesson 16, or make new copies as needed. During this lesson, students will need their own **Planning a Student-led Conference Handouts**. Advisors may wish to review the **Conference Evaluation Rubric**. Advisors will need the **Rubrics** and **Feedback Forms** at the actual conferences.
- Review advisors' experience with Lesson 16 – students' first opportunity to prepare for a full-fledged middle school student-led conference. How do advisors feel about their students' progress? Do any advisors – or students – need extra help to prepare?

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 18: USING MONEY

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

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

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

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

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

**Additional Resources You Can Provide.** Please provide this answer key to your advisors:

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

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

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

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

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

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

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

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

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 20: MAKING THE TRANSITION

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

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

- **Portfolio.** Students should have the opportunity to view their portfolios and review the work they've completed during 6<sup>th</sup> grade. The portfolios should then be stored at school until the fall.

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

- Review the year with your 6<sup>th</sup> grade advisors. What went well for them this year? What would they like to change for next year? How are they feeling about their students' progress and their level of preparation for 7<sup>th</sup> grade?
- Plan ways that you and your 6<sup>th</sup> grade advisors can celebrate the end of Navigation 101 for the year. Can you order pizza? Give students an opportunity to create fun videos or slide shows? You might want to hold an assembly to celebrate your school's graduating 8<sup>th</sup> graders. What type of celebration would be meaningful for you?
- Plan for how students' portfolios will be stored during the summer.