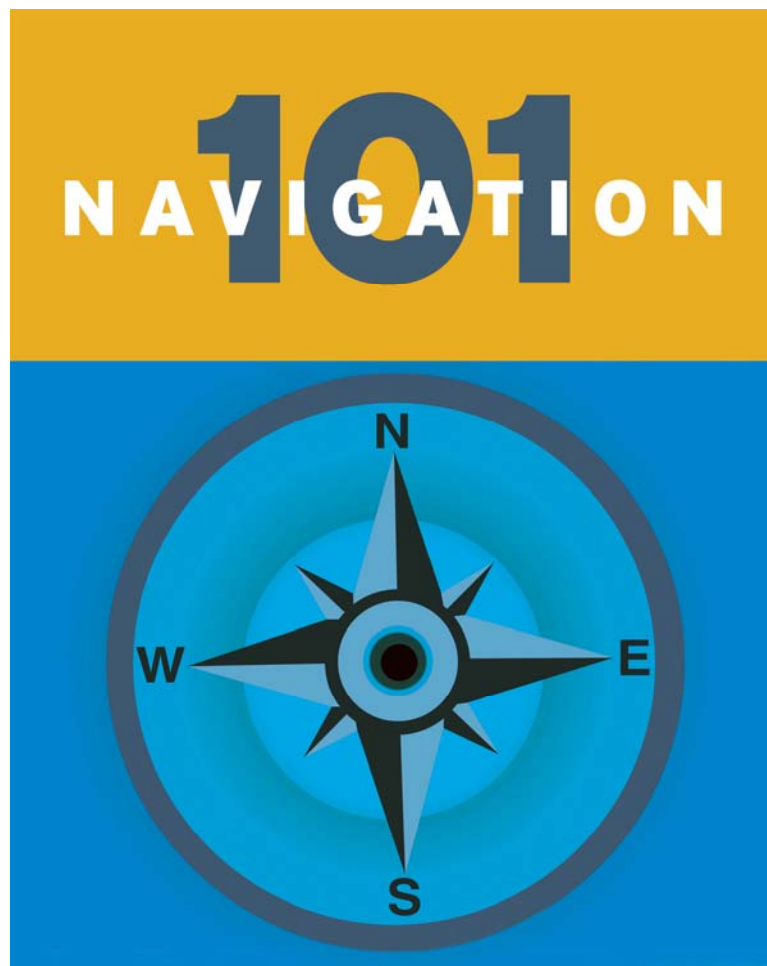

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GRADE 7 RESOURCE GUIDE



AUGUST 2007

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

GRADE 7 RESOURCE GUIDE

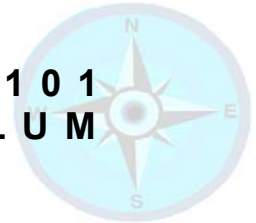


THIS RESOURCE GUIDE IS DESIGNED FOR LEAD ADVISORS. It's meant to be a tool to provide logistical support to help you and the advisors on your team with Navigation 101.

This Grade 7 Resource Guide provides the following information:

An Introduction to Navigation 101 and the 2007-08 Curriculum <i>Introduces the new and upgraded curriculum materials</i>	Page	2
A Scope & Sequence for Grade 7 Navigation lesson plans <i>Outlines the 20 lesson plans provided for grade 7</i>	Page	3
A Handout List for Grade 7 <i>Lists the handouts that are included in the lesson plans</i>	Page	5
A List of Navigation's Multimedia Resources <i>Lists the videos that are available for student lessons and advisor training</i>	Page	8
A Word About Icebreakers <i>Introduces icebreaker activities you can incorporate</i>	Page	9
Navigation and the High School & Beyond Plan <i>Describes how Navigation will help students meet this new OSPI graduation requirement</i>	Page	10
Navigation and Parent Involvement <i>Provides tips on using Navigation to enhance parent involvement</i>	Page	12
Lesson Plan Summaries <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 7

#	THEME	ESSENTIAL QUESTIONS	EALRs Gr 7 GLE	ASCA	ACTIVITIES	STUDENT PRODUCTS
1	Getting Acquainted	<ul style="list-style-type: none"> Why advisory? 	C 1.1.1, 1.1.2 W 1.5.1, 2.2.1	A:A2 A:B2	<ul style="list-style-type: none"> Re-introduce selves Update portfolios 	Portfolio (update for 7 th grade)
2	Building Community	<ul style="list-style-type: none"> How can I get involved? 	C 1.1.2, 2.2.2 W 1.5.1, 2.4.1	A:C1 PS:A1 PS:B1	<ul style="list-style-type: none"> Discuss volunteer service Carry out a group service project at school 	(1) Citizenship goals worksheet
3	Improving Academically	<ul style="list-style-type: none"> How am I doing? How can I do better? 	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"> Review assessments Discuss academic goals 	(2) Academic goals worksheet
4	Exploring Careers	<ul style="list-style-type: none"> What are my interests? What should I do? 	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"> Review interests and goals Update career exploration goals 	(3) Career Goals worksheet
5	Setting Goals	<ul style="list-style-type: none"> What do I want to achieve this year? 	C 1.1.1, 1.1.2 W 1.5.1, 2.2.1	A:A2 A:B2	<ul style="list-style-type: none"> Discuss purpose of goals Update academic, personal, career goals for year 	(1)+ (2) + (3) Annual Goals worksheet
6	Building Community	<ul style="list-style-type: none"> How can I get involved? 	C 1.1.2, 2.2.2 W 1.5.1, 2.4.1	A:C1 PS:A1 PS:B1	<ul style="list-style-type: none"> Reflect on service project Discuss opportunities for more service 	Service worksheet
7	Improving Academically	<ul style="list-style-type: none"> How can I do better at school? 	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"> Discuss 1st quarter grades Review multiple intelligences 	Academic Inventory Learning styles
8	Exploring Careers	<ul style="list-style-type: none"> What are my interests? What should I do? 	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"> Discuss career interests Discuss possible careers 	Take or review an interest assessment (nothing to write)
9	Exploring Careers	<ul style="list-style-type: none"> What are my interests? What should I do? 	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"> Discuss careers of interest Begin to research postsecondary needs 	Career Interests worksheet
10	Planning for life after high school	<ul style="list-style-type: none"> What will I do after high school? How can I plan? 	C 1.1.1, 1.2.2 W 1.1.1, 2.4.1	A:B2 C:A1	<ul style="list-style-type: none"> Discuss course needs for high school Research educational needs 	Postsecondary Information Handout HS Requirements

SCOPE & SEQUENCE – GRADE 7, Cont’d.

#	THEME	ESSENTIAL QUESTIONS	EALRs Gr 7 GLE	ASCA	ACTIVITIES	STUDENT PRODUCTS
11	Planning for life after high school	<ul style="list-style-type: none"> What will I do after high school? How can I plan? 	C 1.1.1, 1.2.2 W 1.1.1, 2.4.1	A:B2 C:A1	<ul style="list-style-type: none"> Identify interesting careers Research postsecondary options 	Postsecondary Worksheet
12	Planning for next year	<ul style="list-style-type: none"> What are my goals? What courses do I need? 	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"> Review grades, update AI Explain requirements, electives 	Academic Inventory (update)
13	Planning for next year	<ul style="list-style-type: none"> What are my goals? What courses do I need? 	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"> Discuss course selection Select courses 	8 th Grade Course Registration Form (begin)
14	Building Community	<ul style="list-style-type: none"> How can I get involved? 	C 1.1.2, 2.2.2 W 1.5.1, 2.4.1	A:C1 PS:A1 PS:B1	<ul style="list-style-type: none"> Discuss students' involvement in school Conduct group team-building or volunteer activity 	Group activity
15	Planning for life after high school	<ul style="list-style-type: none"> What do I want to do in the future? 	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"> Review Annual Goals Update HS & Beyond Plan 	HS & Beyond Plan worksheet
16	Preparing for student-led conferences	<ul style="list-style-type: none"> Who am I? How can I present myself clearly? 	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"> Review format and purpose of student-led conference Plan for conference 	Planning a Student-led Conference worksheet
17	Preparing for student-led conferences	<ul style="list-style-type: none"> Who am I? How can I present myself clearly? 	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"> Continue to plan for conference Practice 	Planning a Student-led Conference worksheet
STUDENT-LED CONFERENCES HERE – Complete course registration forms during conference						
18	Using money	<ul style="list-style-type: none"> What are my financial goals? 	M 1.1.4, 5.3.1 C 1.1.1, 1.1.2	A:C1 PS:B1	<ul style="list-style-type: none"> Discuss banking services Learn to balance a checkbook 	Banking Handout
19	Planning for Life after High School	<ul style="list-style-type: none"> What do I want to do in the future? 	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"> Review 6th grade resume Update resume 	Resume
20	Making the transition	<ul style="list-style-type: none"> What do I want to do next year? 	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"> Discuss this year and next year Check portfolios! 	Portfolio check

NAVIGATION 101

LIST OF HANDOUTS – GRADE 7

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

#	Handout Name	Description	Where else?
1	7th Grade Portfolio Checklist	Handout provides a list of items students should add to their portfolios during 7 th grade. It should be stored in portfolios; students can use it for portfolio audits.	
2	Citizenship Goal Worksheet	Handout helps students develop a goal about joining an activity and volunteering 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. Please ask advisors to collect these. They will return them to students during Lesson 5, when students create Annual Goals.	<ul style="list-style-type: none"> • Gr 6 Lesson 2 • Gr 8 Lesson 2 <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"> • Gr 6 Lesson 3 • Gr 8 Lesson 3 <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"> • Gr 6 Lesson 4 • Gr 8 Lesson 4 <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"> • Gr 6 Lesson 5 • Gr 8 Lesson 5 <i>Students revisit and update their goals each year.</i>
6	Service Worksheet	Students reflect on the volunteer service activity they performed as a group during Lesson 2. The worksheet is modeled on forms high school students will complete.	<ul style="list-style-type: none"> • Gr 8 Lesson 6 <i>Students volunteer each year.</i>
7	Academic Inventory	Handout helps students reflect on their academic performance to date and then develop a plan to improve. This handout should be filed in portfolios for future use.	<ul style="list-style-type: none"> • Gr 6 Lesson 7 • Gr 8 Lesson 7 <i>Students update this plan each year to help them re-evaluate their performance.</i>

NAVIGATION 101
LIST OF HANDOUTS – GRADE 7, Cont’d.

#	Handout Name	Description	Where else?
7	Learning Styles Handout	This handout outlines several different multiple intelligences or learning styles. Students should be encouraged to share it with their parents.	
9	Career Interests Worksheet	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"> • Gr 6 Lesson 9 <i>Students continue their career exploration throughout middle school.</i>
10	Postsecondary Information Handout	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"> • Gr 6 Lesson 10 <i>Students continue their career exploration throughout middle school.</i>
10	High School Course Requirements	This handout summarizes the high school course requirements to graduate in Washington state. It makes the point that students should do more than the minimum.	<ul style="list-style-type: none"> • Gr 8 Lesson 11 <i>Students prepare for high school by learning what is required.</i>
11	Postsecondary Worksheet	Students record their postsecondary research to date and learn more about the educational requirements for their dream careers.	<ul style="list-style-type: none"> • Gr 6 Lesson 11 <i>Students continue to learn more each year</i>
15	High School & Beyond Plan Handout	Students will continue to 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"> • Gr 6 Lesson 15 • Gr 8 Lesson 15 <i>Students revisit and update their plans each year.</i>
16	Planning a Student-led Conference Worksheet	This handout guides students through the process of preparing for a student-led conference. It provides an outline to help organize their presentations.	<ul style="list-style-type: none"> • Gr 6 Lesson 16 • Gr 8 Lesson 16 <i>Students improve their conference presentations each year</i>
16	Conference Evaluation Rubric	This rubric gives students clear information about how they did and how they can improve.	<ul style="list-style-type: none"> • Gr 6 Lesson 16 • Gr 8 Lesson 16 <i>Students improve their conference presentations each year.</i>

NAVIGATION 101
LIST OF HANDOUTS – GRADE 7, Cont’d.

#	Handout Name	Description	Where else?
16	Parent Feedback Form	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"> • Gr 6 Lesson 16 • Gr 8 Lesson 16 <i>Parents are given the opportunity to rate conferences each year.</i>
16	Student Feedback Form	This form, which is required for schools that receive a Navigation grant from OSPI, gives students the opportunity to share their thoughts about their conferences.	<ul style="list-style-type: none"> • Gr 6 Lesson 16 • Gr 8 Lesson 16 <i>Students are given the opportunity to rate conferences each year.</i>
16	Advisor Feedback Form	This form, which is required for schools that receive a Navigation grant from OSPI, gives advisors the opportunity to share their thoughts about their students' conferences.	<ul style="list-style-type: none"> • Gr 6 Lesson 16 • Gr 8 Lesson 16 <i>Advisors are given the opportunity to rate conferences each year.</i>
18	Banking Handout	This handout reviews the basic concepts of banking services and then guides students through a hypothetical checkbook balancing exercise.	
19	Resume Handout	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"> • Gr 6 Lesson 19 <i>Students update their resumes regularly.</i>

NAVIGATION 101

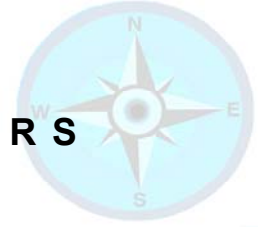
LIST OF MULTIMEDIA RESOURCES

All videos are available at the Navigation 101 web site: www.k12.wa.us/navigation101

Video Name	Description	How to use?
Navigation Introduction	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.
Advisories	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.
Portfolio	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 Lesson 5 to help students take stock of their portfolios and understand how they will use their portfolios during the year.
Conferences	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 Lesson 16 or share it with parents, advisors, or School Board members to explain the purpose and format of the Navigation student-led conference.
Scheduling	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 8, 9, 10, and 11 to help them develop course registration plans. Incorporate this video into Lesson 12 as your students undertake the Four-year Plan process each year.
Data	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 6th 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 6-7

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 6th grade, and then copy them here. You can update them or change them if you want.

GOAL 1 (Academic): This year I will _____

GOAL 2 (Career): This year I will _____

GOAL 3 (Citizen): This year I will _____

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

I am interested in _____ When I grow up, I 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 _____ GPA 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.

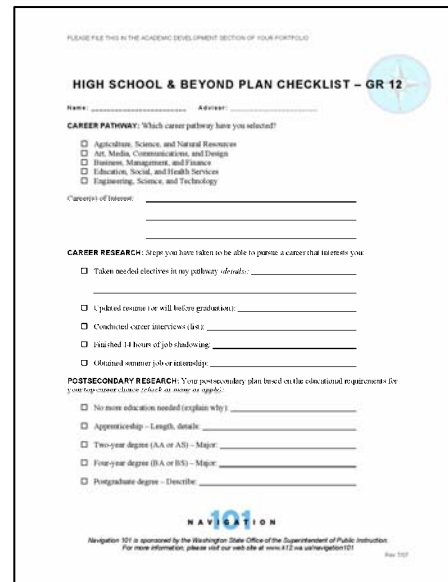
Get a job right a way Find an apprenticeship Get a 2-year degree

Get a 4-year degree Go to graduate school Join the military

My ideal job is _____

NAVIGATION 101

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HIGH SCHOOL & BEYOND PLAN CHECKLIST - GR 12

Name: _____ Address: _____

CAREER PATHWAY: Which career pathway have you selected?

Agriculture, Science, and Natural Resources

Art, Media, Communication, and Design

Business, Management, and Finance

Education, Social, and Health Services

Engineering, Science, and Technology

Career(s) 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*:

No more education needed (explain why): _____

Apprenticeship - Length, details: _____

Two-year degree (AA or AS) - Major: _____

Four-year degree (BA or BS) - Major: _____

Postgraduate degree - Describe: _____

NAVIGATION 101

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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 7

LESSON 1: GETTING ACQUAINTED

Lesson Summary. This first lesson helps re-introduce students to the advisory program and get re-acquainted with their advisor and with each other. This is an important lesson because it helps continue the trusting relationships – between students and advisor and among the students in the advisory – that make advisory such a powerful learning tool. Students will also have the opportunity to review and update their portfolios for 7th grade.

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

- **An updated portfolio.** Students will review their portfolios and add 7th grade portfolio checklists.

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

- Ensure that your 7th grade advisors are familiar with the purpose of the portfolio, the contents students will be expected to file in their portfolios, and the format your school uses.
- Help your advisors think up creative ways they can break the ice with both continuing and new students and build trusting, nurturing relationships. (Please see “A Word on Icebreakers.”)
- Copy the handout for this lesson (for more information, please see the list of handouts):
 - 7th Grade Portfolio Checklist

Additional Resources You Can Provide. Your 7th grade advisors will benefit from a good understanding of the purpose of Navigation 101. You might wish to provide the following outside resources:

- **Information on Navigation 101.** Navigation 101 is sponsored by OSPI. The Navigation web site provides a number of resources for advisors, including Power Point presentations, videos, and “how-to” handouts on Navigation overall, and on each of Navigation’s key elements. These resources can be downloaded at: www.k12.wa.us/navigation101.
- **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 7

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 lesson, students discuss what it means to become contributing “citizens” of the school by participating in activities and volunteering at school.

Checking that students have joined activities and have become part of the school’s traditions will help ensure that they stay engaged and motivated during their second year of middle school. Helping students participate in a group volunteer service activity at school will remind them that each of them has a responsibility to the school and that their responsibilities increase as they get older.

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

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

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

- Develop a list of possible volunteer service activities your 7th grade advisory groups can do during the lesson. Advisory groups may pick up litter, create posters for an event, organize a school event such as a pep rally, tutor younger students, or help teachers. These activities should be short and easy to accomplish within an advisory lesson – they are meant to give students the tangible experience of serving the school community.
- With the help of counselors or staff from the central office, develop a list of extracurricular activities offered at your school. You might want to share this with 7th grade advisors for any students who have not yet become involved in school activities.
- Copy the handout for this lesson (for more information, please see the list of handouts):
 - Citizenship Goal Worksheet

Additional Resources You Can Provide. Your 7th grade advisors will benefit from information about volunteer service, specifically any requirements your school district has for students to complete volunteer service projects during middle or high school.

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 additional volunteer service projects together.

NAVIGATION 101

LESSON SUMMARIES – GRADE 7

LESSON 3: IMPROVING ACADEMICALLY

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

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

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

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

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

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

- Print a record of each student's grades to date, as well as information about any new assessments. Make sure your advisors understand what their students' core courses in 7th 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:

- **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.
- **Start an advisory study group.** Would your students like to get together once a week to do homework as a group? How could students in your group help each other by doing this?

NAVIGATION 101

LESSON SUMMARIES – GRADE 7

LESSON 4: EXPLORING CAREERS

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

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

Students will have the opportunity to reflect on the career exploration activities they accomplished in 6th grade and to explore their interests and aptitudes more later this year. As in 6th grade, career exploration in 7th grade is focused around the theme, “Who am I?”

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

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

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

- Ensure that your 7th 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 7th 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 7th grade Career Day.** As students continue to explore their interests and to research how interests relate to careers, you might want to organize a Career Day and invite community members to join you in sharing information about themselves and their career paths.
- **Arrange a college or high school tour.** There are many career and educational opportunities for students after high school. You might want to introduce your students to some of these opportunities by organizing a tour to a local community, technical, or four-year college or to a local workplace. Let students see career interests in action.

NAVIGATION 101

LESSON SUMMARIES – GRADE 7

LESSON 5: SETTING GOALS

Lesson Summary. As students progress through middle school, they'll be encouraged to think about their goals for the future and, specifically, about what they can do during the school year to achieve those goals. Through their goal statements, students will be encouraged:

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

Setting goals and then being encouraged to follow up on them while they are in the familiar territory of middle school will help students approach the transition to high school. **Students will also have the opportunity to revisit their portfolios, and – if you wish – to view a short video on portfolios.**

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 7th grade advisors have had the opportunity to review students' Academic, Career, and Citizen Goals. Advisors may want to discuss how well students have followed up on their goals since they set them.
- Copy the handout (for more information, please see the list of handouts):
 - Annual Goals
- Copy the Portfolio video (from your DVD or the Navigation 101 web site)

Additional Resources You Can Provide. Your 7th grade advisors may wish to review their students' progress in their classes to date so that they can identify any students who are having trouble.

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

NAVIGATION 101

LESSON SUMMARIES – GRADE 7

LESSON 6: BUILDING COMMUNITY

Lesson Summary. Earlier lessons have discussed the importance of helping students become involved and engaged at school. During Lesson 2, your students had the opportunity to carry out a group volunteer service activity. This activity not only reinforced the notion that students must become “contributing citizens” within the school community, but also will help prepare students for high school, when a certain number of hours of volunteer service may be required.

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

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

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

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

- Help your 7th grade advisors develop a list of possible activities for their groups to carry out during this lesson. Activities should be simple and require little or no preparation or travel. Activities could include picking up litter, setting up for a school event, making posters for a school event, helping with a school fundraiser; or doing spirit-building activities with the advisory group: making a video or slide show, taking photos, making posters, celebrating their first year of middle school, etc.

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

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

NAVIGATION 101

LESSON SUMMARIES – GRADE 7

LESSON 7: IMPROVING ACADEMICALLY

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

This lesson combines a review of assessment results – from students’ courses, report cards, assessment exams, and 6th 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 7th 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
 - Learning Styles Handout
- Print copies of students’ assessment results and grades to date

Additional Resources You Can Provide. Your 7th 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 7

LESSON 8: EXPLORING CAREERS

Lesson Summary. This lesson continues the career exploration that students will engage in throughout their time in middle school. Like other career-related lessons, this one is focused around connecting students’ interests today to their dreams and goals for the future, and then showing them what they will need to do to realize their dreams. This lesson 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 7th 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 7th 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 7th 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 8th grade they will tentatively select a Career Pathway, and then develop a High School Plan, which will prepare them to develop a Four-Year course plan as freshmen in high school.

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

NAVIGATION 101

LESSON SUMMARIES – GRADE 7

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 interpretation 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 schools have found that helping students learn that a certain amount of postsecondary education (or a certain course schedule in high school) is required for a dream career is a very powerful motivator.

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

- **Career 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 8th grade.

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

- Ensure that all 7th 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 7th 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 7th 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 7th 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/.

NAVIGATION 101

LESSON SUMMARIES – GRADE 7

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. This lesson also introduces the courses students must take in high school to graduate and encourages them to do more than the minimum, by pointing out that going to college requires more than the minimum courseload.

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

- **Review postsecondary information and high school course requirements.** Students will not write anything during this lesson. Instead, they will be expected to review and discuss the different options that are available for postsecondary education and learn about the course requirements for high school.

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

- Make sure your 7th 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 handouts (for more information, please see the list of handouts):
 - Postsecondary Information Handout
 - High School Course Requirements

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.

NAVIGATION 101

LESSON SUMMARIES – GRADE 7

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 7th 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 7th grade advisors. Please note that you DON'T need or want detailed course catalogs – those would simply be too overwhelming for 7th 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 7th 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 7

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 8th 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 7th 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 8th grade.

Additional Resources You Can Provide. You may want to provide your 7th 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 7

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 8th 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 8th 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 7th 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 7th grade advisors understand the course registration process and the requirements for 8th 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 8th grade, it is important that they understand WHY they are registering for the courses they will take during 8th 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 7

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 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 7th 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.

NAVIGATION 101

LESSON SUMMARIES – GRADE 7

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 after. 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 five or six years of their lives.

Help students reflect on what they’ve learned so far this year. How have their goals and dreams changed during their first two years of middle school? How has Navigation 101 changed the way they think about school, or about their future?

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

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

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

- Give your 7th grade advisors the opportunity to review the High School & Beyond Plans prepared by last year’s seniors from a school in your district. By seeing finished plans, they will be better equipped to guide their middle school students to begin drafting these plans in a meaningful way. Also review how the components of the High School & Beyond Plan relate to the work students have done to date in setting goals, exploring career interests, and developing academic plans.
- Copy the handout (for more information, please see the list of handouts):
 - High School & Beyond Plan Worksheet

Additional Resources You Can Provide. Your 7th 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 Plan worksheets with their parents. Students can talk with their parents about what they want to be doing five or six 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 7

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.

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

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

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

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

- Make sure your 7th 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 options, financial aid, 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 7

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 7th 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 7th grade advisors still have enough copies of the handouts from Lesson 16, or make new copies as needed. During this lesson, students will need their own **Planning a Student-led Conference Handouts**. Advisors may wish to review the Conference **Evaluation Rubric**. Advisors will need the **Rubrics** and **Feedback Forms** at the actual conferences.
- Review advisors' experience with Lesson 16 – students' opportunity to prepare for a student-led conference. How do advisors feel about their students' progress? Do any advisors – or students – need extra help to prepare?

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

NAVIGATION 101

LESSON SUMMARIES – GRADE 7

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 banking services and learn how to balance a checkbook – a necessary preparation for having a debit card or checking account.

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

- **Banking Handout.** Students will be expected to complete the checkbook balancing exercise.

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

- Discuss the importance of student financial literacy with your advisors. By the time they graduate from high school, students will be expected to prepare a Financial Plan for their lives after high school. To be able to do that, students must achieve a basic level of financial literacy: they must learn how to budget, how to balance a checkbook, how to use banking services, how to use credit wisely, and they must understand basic financial concepts.
- Copy the handout (for more information, please see the list of handouts):
 - Banking Handout

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

Check or Receipt #	Date	Description of Transaction	(-) Amount of Withdrawal	(+) Amount of Deposit	BALANCE
					\$150.00
1150	15-Jan	School movie night (2 tickets)	\$10.00		\$140.00
	16-Jan	Payment for dogsitting		\$75.00	\$215.00
	17-Jan	Debit – new shoes	\$80.00		\$135.00
	17-Jan	Debit – music service	\$10.00		\$125.00
	20-Jan	Allowance		\$20.00	\$145.00
1151	25-Jan	Ticket for school play	\$10.00		\$135.00
	28-Jan	Debit – movie and popcorn	\$15.00		\$120.00
	29-Jan	Allowance		\$20.00	\$140.00
	30-Jan	Debit – dinner with friends	\$25.00		\$115.00

NAVIGATION 101

LESSON SUMMARIES – GRADE 7

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 review and update their resumes. 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 an updated 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 7th 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. Discuss the logistics of having students review and update their resumes.
- Decide with your 7th 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
 - List of summer activities you have compiled

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 7

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