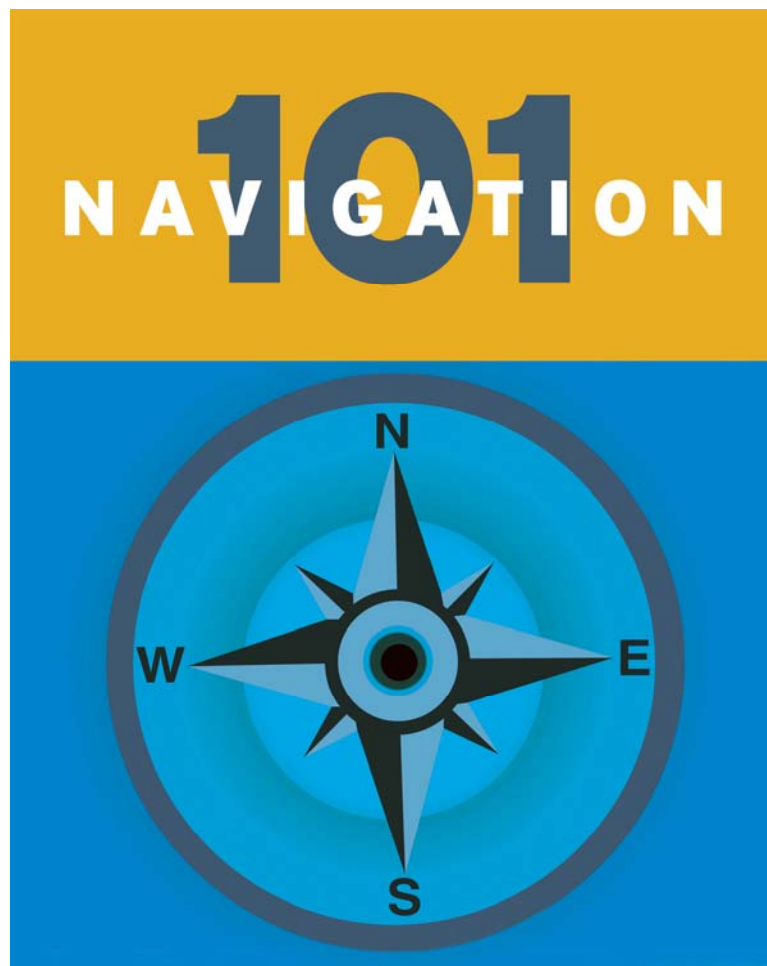

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GRADE 8 RESOURCE GUIDE



AUGUST 2007

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

GRADE 8 RESOURCE GUIDE

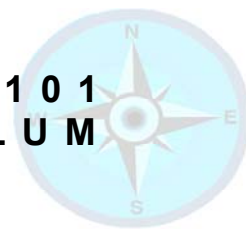


THIS RESOURCE GUIDE IS DESIGNED FOR LEAD ADVISORS. It's meant to be a tool to provide logistical support to help you and the advisors on your team with Navigation 101.

This Grade 8 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 8 Navigation lesson plans <i>Outlines the 20 lesson plans provided for grade 8</i>	Page	3
A Handout List for Grade 8 <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 8

#	THEME	ESSENTIAL QUESTIONS	EALRs Gr 8 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"> Update portfolios Discuss 8th Grade Presentation 	Portfolio (update) 8 th Gr Pres Intro
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 school traditions Speak with new 6th grade students (1/2 and 1/2 mix) 	(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"> Discuss interests and goals Discuss steps students will take during year to explore careers 	(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 (talking with 6th graders) Build community within the group 	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 Discuss steps to graduation 	Academic Inventory
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 Introduce Career Pathways 	Career Pathways Introduction
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"> Explore interests in the context of career pathways Explore careers of interest 	Career Pathways 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"> Explore need for college Learn about financial aid 	Paying for College Handout

SCOPE & SEQUENCE – GRADE 8, Cont’d.

#	THEME	ESSENTIAL QUESTIONS	EALRs Gr 8 GLE	ASCA	ACTIVITIES	STUDENT PRODUCTS
11	Planning for life after high school	<ul style="list-style-type: none"> 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"> Review course needs for high school based (based on overall educational needs) 	High School Course Requirements
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"> Explain HS requirements, electives Prepare High School Plan 	High School Plan
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 	9 th Grade Course Registration Form <i>(begin)</i>
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"> Engage in a team-building activity Plan a gift for the school 	Team 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 	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 	Planning a Student-led Conference worksheet
STUDENT-LED CONFERENCES HERE – Complete HS 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 saving GET saving exercise 	Saving worksheet
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"> Prepare for 8th Grade Presentation <i>(based on SLC and High School Plan)</i> 	8 th Grade Presentation Worksheet
8th GRADE STUDENTS PRESENT TO THEIR NEW ADVISORS AT HIGH SCHOOL						
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, C1 PS:B1	<ul style="list-style-type: none"> Activities to celebrate transition 	Celebrate!

NAVIGATION 101

LIST OF HANDOUTS – GRADE 8

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

#	Handout Name	Description	Where else?
1	8th Grade Portfolio Checklist	Handout provides a list of items students should add to their portfolios during 8 th grade. It should be stored in portfolios; students can use it for portfolio audits.	
1	8th Grade Presentation Introduction	Handout introduces the 8 th Grade Presentation students will make to their new high school advisors before graduating from middle school.	
2	Citizenship Goal Worksheet	Handout helps students develop a goal about volunteering and showing leadership in middle school. This is part of a sequence of community building activities, in which students will be expected to demonstrate more leadership each year. 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 7 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 7 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 7 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 7 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 7 Lesson 6 <i>Students volunteer each year.</i>

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

#	Handout Name	Description	Where else?
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 7 Lesson 7 <i>Students update this plan each year to help them re-evaluate their performance.</i>
8	Career Pathways Introduction	Handout introduces students to career pathways as a way of helping them organize information about possible careers	
9	Career Pathways Worksheet	This handout helps students organize career information by pathway and start thinking about the courses they will need in high school to prepare for their dream career.	
10	Paying for College Handout	This handout introduces different types of financial aid for postsecondary education. Students should be encouraged to share it with their parents.	
11	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 7 Lesson 10 <i>Students prepare for high school by learning what is required.</i>
12	High School Plan	Students prepare for high school and for the development of a four-year course plan next year by setting a general plan for their high school years.	
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 7 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 7 Lesson 16 <i>Students improve their conference presentations each year</i>

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

#	Handout Name	Description	Where else?
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 7 Lesson 16 <i>Students improve their conference presentations each year.</i>
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 7 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 7 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 7 Lesson 16 <i>Advisors are given the opportunity to rate conferences each year.</i>
18	Saving Handout	This handout reviews the basic concepts of saving money and then guides students through a hypothetical college savings exercise.	
19	8th Grade Presentation Worksheet	This handout helps students prepare for their 8 th Grade Presentations at the high school.	

NAVIGATION 101

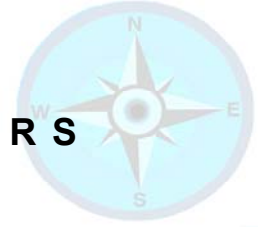
LIST OF MULTIMEDIA RESOURCES

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 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.

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.

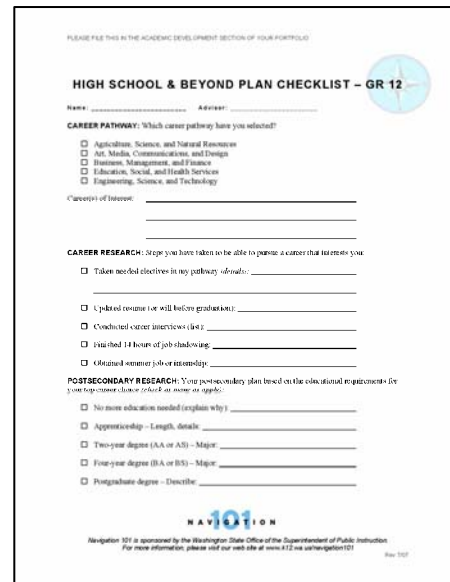
Get a job right away Find an apprenticeship Get a 2-year degree

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

My ideal job is _____

NAVIGATION 101

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 Rev 8/07



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 8

LESSON 1: GETTING ACQUAINTED

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

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

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

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

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

- Ensure that your 8th grade advisors are familiar with the purpose of the portfolio, the contents students will be expected to file in their portfolios, and the format your school uses.
- Help your advisors think up creative ways they can break the ice with both continuing and new students and build trusting, nurturing relationships. (Please see “A Word on Icebreakers.”)
- Discuss the purpose of the 8th Grade Presentation with your advisors.
- Copy the handouts for this lesson (for more information, please see the list of handouts):
 - 8th Grade Portfolio Checklist
 - 8th Grade Presentation Introduction

Additional Resources You Can Provide. Your 8th 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.

NAVIGATION 101

LESSON SUMMARIES – GRADE 8

LESSON 2: BUILDING COMMUNITY

Lesson Summary. Lessons on building community follow a progression from grades 6 through 8, offering students support and scaffolding to become involved. In this lesson, 8th graders will have the chance to show leadership skills by speaking with 6th graders about school activities and traditions.

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

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

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

- Assign each 8th grade advisory group a partner 6th grade advisory group. During the lesson, it is recommended that half the students in each group switch rooms so that each room contains half 6th graders and half 8th graders. The 8th grade lesson plan provides suggestions on how the older students can lead the discussion. Ensure that your advisors understand the logistics for this.
- Copy the handout for this lesson (for more information, please see the list of handouts):
 - Citizenship Goal Worksheet

Additional Resources You Can Provide. Your 8th grade advisors will benefit from information about the logistics of the 6th/8th grade discussion and a good sense of how they can help their students provide meaningful information to the younger students. Here are a few tips for 8th graders:

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

Have the 6th grade students and advisors introduce themselves. Ask them about their interests too.

Be enthusiastic. The 6th grade students might be nervous about getting involved in a new school.

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

Be friendly. Let the 6th graders know that you will help them.

Take questions. Ask if the 6th graders have any questions. Then answer them as well as you can.

NAVIGATION 101

LESSON SUMMARIES – GRADE 8

LESSON 3: IMPROVING ACADEMICALLY

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

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

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

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

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

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

- Print a record of each student’s grades to date, as well as information about any new assessments. Make sure your advisors understand what their students’ core courses in 8th 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?
- **Tutor younger students.** Can your students help 6th or 7th graders with their work?

NAVIGATION 101

LESSON SUMMARIES – GRADE 8

LESSON 4: EXPLORING CAREERS

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

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

Students will have the opportunity to reflect on the career exploration activities they accomplished in 6th and 7th grade and to explore their interests and aptitudes more later this year. As in 6th and 7th grades, career exploration in 8th 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 8th 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 8th grade advisors may wish to use students’ development of career exploration goals as an opportunity to explore careers in the community. You can suggest that they:

- **Organize an 8th 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 8

LESSON 5: SETTING GOALS

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

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

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

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 8th grade advisors have had the opportunity to review students' Academic, Career, and Citizen Goals. Advisors may want to discuss how well students have followed up on their goals since they set them.
- Copy the Portfolio video (from your DVD or the Navigation 101 web site)
- Copy the handout (for more information, please see the list of handouts):
 - Annual Goals

Additional Resources You Can Provide. Your 8th 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 8

LESSON 6: BUILDING COMMUNITY

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

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

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

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

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

- Help your 8th 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 8

LESSON 7: IMPROVING ACADEMICALLY

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

This lesson combines a review of assessment results – from students’ courses, report cards, assessment exams, and 7th 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 8th graders will be covering in their core academic courses this year. And alert your advisors to the resources offered at the school for students who need extra academic help.
- Prepare a list of graduation requirements – course credits, grades, and/or behavior – that students must fulfill to move on to high school next year.
- Copy the handout (for more information, please see the list of handouts):
 - Academic Inventory Handout
- Print copies of students’ assessment results and grades to date and your list of graduation requirements

Additional Resources You Can Provide. Your 8th grade advisors may wish to use students’ development of academic inventories as an opportunity to build community within their advisory groups.

- **Create an advisory study group.** Would it help students to have their advisory group meet as a study group once or twice a week to work on homework together? Can they tutor younger students?

NAVIGATION 101

LESSON SUMMARIES – GRADE 8

LESSON 8: EXPLORING CAREERS

Lesson Summary. This lesson continues the career exploration that students will engage in throughout their time in middle school. Like other career-related lessons, this one is focused around connecting students’ interests today to their dreams and goals for the future, and then showing them what they will need to do to realize their dreams. This lesson plan assumes that your students are able to take a career assessment before this lesson.

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

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

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

- **Ensure that your school has a career assessment** (either free or subscription-based) that all 8th graders can take and have analyzed. You will want to schedule the career assessment for before this lesson so that students will have their results. What is most important is that all students have the opportunity to both complete an assessment and then see what it says about them. The ideal career assessment will provide detailed information about career possibilities based on each student’s interests and skills.
- Take the career assessment yourself – and have your 8th 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 career assessment; it is not meant to be precise or prescriptive, or to lock students into careers that don’t sound interesting to them!

Additional Resources You Can Provide. As noted above, what will be most helpful for your 8th grade advisors is if they have the opportunity to take the career assessment you will be using so that they have a good understanding of the information students will get from it.

This series of lessons will lead students to research careers and educational requirements in more detail. Later this year, they will tentatively select a Career 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 8

LESSON 9: EXPLORING CAREERS

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

Using their career assessment results and research they've conducted to date, students will answer several questions about careers and pathways that interest them and what coursework they think they will need to complete during high school. Navigation 101 schools have found that helping students learn that a certain amount of postsecondary education (or a certain course schedule in high school) is required for a dream career is a very powerful motivator.

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

- **Career Pathways Worksheet.** Students will identify a career pathway that interests them, a career that is most interesting to them, and then reflect on the high school coursework they may need for this pathway or career.

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

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

Additional Resources You Can Provide. You may wish to ask your 8th 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 8

LESSON 10: PLANNING FOR LIFE AFTER HIGH SCHOOL

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

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

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

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

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

- Make sure your 8th 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):
 - Paying for College
- Print basic information about one or two local postsecondary schools – a community college, for instance, or a four-year college.

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

- **Career 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 8

LESSON 11: PLANNING FOR LIFE AFTER HIGH SCHOOL

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

The key point of this lesson is that it is important for students to do more than the minimum. The lesson plan introduces the minimum course load that OSPI requires for graduation... but also shows the course load counselors recommend students should take to prepare themselves for postsecondary plans.

To prepare for this lesson you might also want to provide information about your high school's course requirements, which are likely different from OSPI's requirements.

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

- **High School Course Requirements.** Students will review the minimum requirements mandated by OSPI for graduation from high school, as well as what counselors recommend students should take.

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

- Obtain graduation requirements from your high school to help students and advisors compare OSPI requirements, your district's requirements, and what counselors recommend students take during high school.
- Make sure your 8th grade advisors understand the difference between minimum course requirements and the course load students should take during high school.
- Copy the handout (for more information, please see the list of handouts):
 - High School Course Requirements

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 8

LESSON 12: PLANNING FOR NEXT YEAR

Lesson Summary. This lesson helps students continue to prepare for high school by having them prepare a High School Plan. The High School Plan is a precursor to the Four-year Plan, which students will prepare in 9th grade to outline a course plan for their four years of high school. In the High School Plan they will prepare during this lesson, students tentatively select a Career Pathway and then describe the types of courses they believe they need to take during high school to pursue a career within their pathway.

Students will use their High School Plan during their 8th Grade Presentation to introduce themselves to their new high school advisors. The High School Plan will also help guide students as they register for their 9th grade courses later this year. **To reiterate the importance of this process, have students watch the Scheduling video.**

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

- **High School Plan.** Students will prepare for high school by outlining their tentative choice of Career Pathway and indicating the types of courses they need to take during high school.

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

- Invite a high school counselor to talk with your 8th grade advisors about the process students will go through during 9th grade to develop Four-year course plans. Understanding the level of choice students have about their coursework in high school will help underscore how important it is that students are well prepared to make these choices wisely.
- Have your advisors think back to their own days in high school. What courses did they take? Are there any courses they wished they had taken? What advice do they wish someone had given them in 8th grade?
- Copy the Scheduling video (from your DVD or the Navigation 101 web site)
- Copy the handout (for more information, please see the list of handouts):
 - High School Plan

Additional Resources You Can Provide. Your students will soon have the opportunity to register for their 9th grade classes and to begin orientation activities at the high school. However, if you can schedule a tour of the high school before they begin registering for their 9th grade classes, it would help make the process more meaningful for them.

NAVIGATION 101

LESSON SUMMARIES – GRADE 8

LESSON 13: PLANNING FOR NEXT YEAR

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

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

- **Course Registration Form.** Students will select their courses for 9th grade based on their goals and their plans for the future. Advisors or counselors will need to check students' course registration plans to ensure that they will meet all high school graduation requirements.

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

- Coordinate with high school counselors to provide an orientation either at the high school or at your school and introduce the course registration process and the options your students have for 9th grade.
- Ensure that all 8th graders have developed High School Plans and have also had the opportunity to explore high school and postsecondary education needs for careers that interest them so that they understand the importance of the work they will be doing during 9th grade.
- Make sure that your 8th grade advisors understand the high school course registration process and have had the opportunity to review the course catalog.
- Provide high school course catalogs and course registration forms.

Additional Resources You Can Provide. Because of the importance of students' course choices during high school, students' selection of courses for the next year is a central part of the advisory process. They will revisit their course registration forms with their 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 8

LESSON 14: BUILDING COMMUNITY

Lesson Summary. Lessons on building community follow a progression from grades 6 through 8, offering students support and scaffolding to become involved and to help others. Today’s lesson offers advisors an unstructured opportunity to help build community within their groups. Based on 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. Students can also be given the opportunity to decide on a class gift or class volunteer service project for 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?
- Discuss opportunities for an 8th grade class gift or a class volunteer service project.

Additional Resources You Can Provide. Your 8th 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 8

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 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 8th 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 8th grade advisors may wish to use students’ 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 8

LESSON 16: PREPARING FOR STUDENT-LED CONFERENCES

Lesson Summary. A focal point for the Navigation 101 year is each student’s student-led conference for his or her 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, you may have advisors help students prepare by having them watch the Navigation Conference video.**

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

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

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

- Make sure your 8th 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 8

LESSON 17: PREPARING FOR STUDENT-LED CONFERENCES

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

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

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

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

- Make sure your 8th 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 8th 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 8

LESSON 18: USING MONEY

Lesson Summary. During this lesson, students will have an opportunity to begin preparing for their financial future. They will learn about saving money and learn about the Washington State Guaranteed Education Tuition Program, which allows families to save money for their children’s college educations.

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

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

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

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

* Provide your advisors with background information the GET program. In particular, copy information on the cost of GET “units” and the amount of money needed to buy a year of college tuition for different college start dates. This is available at:

http://www.get.wa.gov/documents/get_sample_001.pdf.

- Copy the handout (for more information, please see the list of handouts):
 - Saving Handout

Additional Resources You Can Provide.

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

More information about the GET program is available at: www.get.wa.gov.

NAVIGATION 101

LESSON SUMMARIES – GRADE 8

LESSON 19: PLANNING FOR LIFE AFTER HIGH SCHOOL

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

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

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

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

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

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

NAVIGATION 101

LESSON SUMMARIES – GRADE 8

LESSON 20: MAKING THE TRANSITION

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

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

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

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

- Review the year with your 8th grade advisors. What went well for them this year? What would they like to change for next year? How are they feeling about their students’ progress and their level of preparation for high school?
- Plan ways that you and your 8th 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 8th graders. What type of celebration would be meaningful for you?
- Plan for how graduating students’ portfolios will be treated, as noted above.