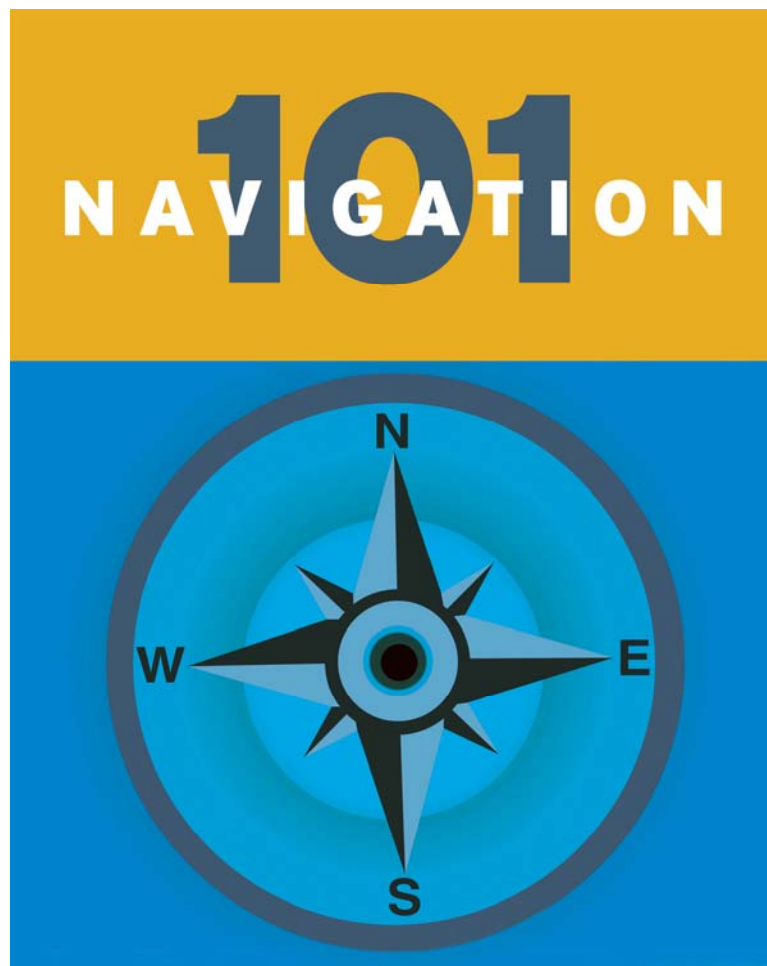


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**N A V I G A T I O N 1 0 1**

**GRADE 9 RESOURCE GUIDE**



**AUGUST 2007**

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

## GRADE 9 RESOURCE GUIDE

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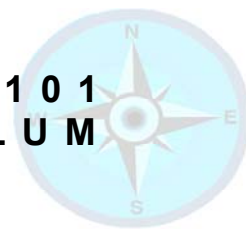


**THIS RESOURCE GUIDE IS DESIGNED FOR LEAD ADVISORS.** It's meant to be a tool to provide logistical support to help you and the advisors on your team with Navigation 101.

**This Grade 9 Resource Guide provides the following information:**

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

#	THEME	ESSENTIAL QUESTIONS	EALRs Gr 9 GLE	ASCA	ACTIVITIES	STUDENT PRODUCTS
1	<b>Getting Acquainted</b>	<ul style="list-style-type: none"> <li>Why advisory?</li> <li>Why portfolios?</li> </ul>	C 1.1.1, 1.1.2 W 1.5.1, 2.2.1	A:A2 A:B2	<ul style="list-style-type: none"> <li>Introduce selves &amp; advisory</li> <li>Start portfolios</li> </ul>	Portfolio (start)
2	<b>Building Community</b>	<ul style="list-style-type: none"> <li>How can I get involved?</li> </ul>	C 1.1.2, 2.2.2 W 1.5.1, 2.4.1	A:C1 PS:A1 B1	<ul style="list-style-type: none"> <li>Discuss school activities with juniors</li> <li>Set Citizenship goal</li> </ul>	(1) Citizenship Goal worksheet
3	<b>Improving Academically</b>	<ul style="list-style-type: none"> <li>How am I doing?</li> <li>How can I do better?</li> </ul>	M 1.1.4, 4.2.2 W 2.2.1, 3.1.2	A:A2 A:A3 A:B1	<ul style="list-style-type: none"> <li>Review early grades, assessments</li> <li>Prepare academic goals</li> </ul>	(2) Academic Goal worksheet
4	<b>Exploring Careers</b>	<ul style="list-style-type: none"> <li>What are my interests?</li> <li>What should I do?</li> </ul>	C 1.1.1, 2.2.2 W 1.1.1, 3.2.2	C:A2 C:B1 C:B2	<ul style="list-style-type: none"> <li>Discuss interests and goals</li> <li>Set career exploration goals for year</li> </ul>	(3) Career Goal worksheet
5	<b>Setting Goals</b>	<ul style="list-style-type: none"> <li>What do I want to achieve this year?</li> </ul>	C 1.1.1, 1.1.2 W 1.5.1, 2.2.1	A:A2 A:B2	<ul style="list-style-type: none"> <li>Discuss purpose of goals</li> <li>Develop academic, citizen, career goals for year</li> </ul>	(1)+(2)+(3) <b>Annual Goals worksheet</b>
6	<b>Building Community</b>	<ul style="list-style-type: none"> <li>How can I get involved?</li> </ul>	C 1.1.2, 2.2.2 W 1.5.1, 2.4.1	A:C1 PS:A1 B1	<ul style="list-style-type: none"> <li>Review activities</li> <li>Discuss joining</li> </ul>	Group activity
7	<b>Improving Academically</b>	<ul style="list-style-type: none"> <li>How can I do better at school?</li> </ul>	C 1.1.1, 1.1.2 W 2.2.1, 3.1.2	A:A2 A:A3 A:B1	<ul style="list-style-type: none"> <li>Discuss grades, assessments</li> <li>Discuss study skills</li> </ul>	<b>Academic Inventory</b> Study skills tips
8	<b>Exploring Careers</b>	<ul style="list-style-type: none"> <li>What are my interests?</li> <li>What should I do?</li> </ul>	C 1.1.1, 2.2.2 W 1.1.1, 3.2.2	C:A2 C:B1 C:B2	<ul style="list-style-type: none"> <li>Discuss interests and goals</li> <li>Take or review interest assessment</li> <li>Learn about Career Pathways</li> </ul>	Career Pathways Introduction
9	<b>Exploring Careers</b>	<ul style="list-style-type: none"> <li>What are my interests?</li> <li>What should I do?</li> </ul>	C 1.1.1, 2.2.2 W 1.1.1, 3.2.2	C:A2 C:B1 C:B2	<ul style="list-style-type: none"> <li>Discuss career interests, goals</li> <li>Select Career Pathway</li> </ul>	<b>Career Pathways Worksheet</b>
10	<b>Planning for life after high school</b>	<ul style="list-style-type: none"> <li>What do I want to do in the future?</li> </ul>	C 1.1.1, 1.1.2 W 1.1.1, 2.2.1	A:B2 A:C1 PS:B1	<ul style="list-style-type: none"> <li>Prepare for group Career Information Interviews at school</li> <li>Discuss career interests</li> </ul>	Career Information Interview Handout

## SCOPE & SEQUENCE – GRADE 9, Cont’d.

#	THEME	ESSENTIAL QUESTIONS	EALRs Gr 9 GLE	ASCA	ACTIVITIES	STUDENT PRODUCTS
11	Planning for life after high school	<ul style="list-style-type: none"> <li>What do I want to do in the future?</li> </ul>	C 1.1.1, 1.1.2 W 1.1.1, 2.2.1	A:B2 A:C1 PS:B1	<ul style="list-style-type: none"> <li>Conduct group interviews</li> <li>Reflect on interviews</li> </ul>	<b>Career Information Interview Handout</b>
12	Planning for next year	<ul style="list-style-type: none"> <li>What courses do I need to reach my goals?</li> </ul>	C 1.1.1, 2.2.2 W 1.1.1, 1.5.1	A:A1 A:A2 A:A3	<ul style="list-style-type: none"> <li>Discuss coursework needs</li> <li>Four-year Plan (for HS course selection)</li> </ul>	<b>Four-year Plan HS Coursework Needs</b>
13	Planning for next year	<ul style="list-style-type: none"> <li>What courses do I need to reach my goals?</li> </ul>	C 1.1.1, 2.2.2 W 1.1.1, 1.5.1	A:A1 A:A2 A:A3	<ul style="list-style-type: none"> <li>Review goals and Four-year Plan</li> <li>Begin course registration</li> </ul>	10 <sup>th</sup> grade Course Registration (begin)
14	Building Community	<ul style="list-style-type: none"> <li>How can I get involved?</li> </ul>	C 1.1.2, 2.2.2 W 1.5.1, 2.4.1	A:C1 PS:A1 B1	<ul style="list-style-type: none"> <li>Conduct group volunteer service activity</li> </ul>	Volunteer service
15	Planning for life after high school	<ul style="list-style-type: none"> <li>What do I want to do in the future?</li> </ul>	C 1.1.1, 1.1.2 W 1.1.1, 2.2.1	A:B2 A:C1 PS:B1	<ul style="list-style-type: none"> <li>Review Annual Goals and dreams for career</li> <li>Prepare draft of HS &amp; Beyond</li> </ul>	<b>HS &amp; Beyond Plan Worksheet</b>
16	Preparing for Student-led conferences	<ul style="list-style-type: none"> <li>Who am I?</li> <li>How can I present myself clearly?</li> </ul>	C 3.1.1, 3.2.1, 3.3.1, 4.1.1	PS:A1 PS:A2 A:A3	<ul style="list-style-type: none"> <li>Explain format and purpose of conference</li> <li>Plan for conference</li> </ul>	Planning a Student-led Conference worksheet
17	Preparing for Student-led conferences	<ul style="list-style-type: none"> <li>Who am I?</li> <li>How can I present myself clearly?</li> </ul>	C 3.1.1, 3.2.1, 3.3.1, 4.1.1	PS:A1 PS:A2 A:A3	<ul style="list-style-type: none"> <li>Prepare presentations</li> <li>Practice in small groups</li> </ul>	Planning a Student-led Conference worksheet
<b>STUDENT-LED CONFERENCES HERE – Complete course registration forms during conferences</b>						
18	Using money	<ul style="list-style-type: none"> <li>What are my financial goals?</li> </ul>	M 1.1.4, 5.3.1 C 1.1.1, 1.1.2	A:C1 PS:B1	<ul style="list-style-type: none"> <li>9<sup>th</sup> grade budgeting exercise</li> <li>Post high school budget</li> </ul>	<b>Budget worksheet</b>
19	Planning for life after high school	<ul style="list-style-type: none"> <li>What do I want to do in the future?</li> </ul>	C 1.1.1, 1.1.2 W 1.1.1, 2.2.1	A:B2 A:C1 PS:B1	<ul style="list-style-type: none"> <li>Learn about resumes</li> <li>Prepare or update resume</li> </ul>	<b>Resume</b>
20	Making the transition	<ul style="list-style-type: none"> <li>What do I want to do next year?</li> </ul>	C 1.1.1, 1.1.2 W 1.1.1, 1.5.1	A:B2 A:C1 PS:B1	<ul style="list-style-type: none"> <li>Discuss this year and next year</li> <li>Check portfolios</li> </ul>	Portfolio check

# NAVIGATION 101

## LIST OF HANDOUTS – GRADE 9

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

#	Handout Name	Description	Where else?
1	<b>9<sup>th</sup> Grade Portfolio Checklist</b>	Handout provides a list of items students should add to their portfolios during 9 <sup>th</sup> grade. <b>It should be stored in portfolios;</b> students can use it for portfolio audits.	
1	<b>Portfolio Handout</b>	Handout describes the purpose of and protocol for keeping portfolios. <b>Handout is just for reference – no student work is needed.</b> You may wish to have students share this handout with their parents.	
2	<b>Citizenship Goal Worksheet</b>	Handout helps students develop a goal about joining activities in high school. This is part of a sequence of community building activities, in which students will be expected to demonstrate more leadership each year. <b>Please ask advisors to collect these.</b> They will return them to students during Lesson 5, when students create Annual Goals.	<ul style="list-style-type: none"> <li>• Gr 10 Lesson 2</li> <li>• Gr 11 Lesson 2</li> <li>• Gr 12 Lesson 2</li> </ul> <i>Each year, students develop a goal on a different aspect of participation, service, or leadership.</i>
3	<b>Academic Goal Worksheet</b>	This handout helps students develop at least one academic goal for the year and is the second step toward developing Annual Goals.	<ul style="list-style-type: none"> <li>• Gr 10 Lesson 3</li> <li>• Gr 11 Lesson 3</li> <li>• Gr 12 Lesson 3</li> </ul> <i>Students revisit and update their goals each year.</i>
4	<b>Career Goal Worksheet</b>	This handout helps students develop at least one career exploration goal for the year and is the third step toward developing Annual Goals.	<ul style="list-style-type: none"> <li>• Gr 10 Lesson 4</li> <li>• Gr 11 Lesson 4</li> <li>• Gr 12 Lesson 4</li> </ul> <i>Students update their career goals each year based on their career exploration activities.</i>
5	<b>Annual Goals</b>	Students will reflect on their Academic, Career and Citizen goals. They will then develop one or more overall goals in each area for the school year.	<ul style="list-style-type: none"> <li>• Gr 10 Lesson 5</li> <li>• Gr 11 Lesson 5</li> <li>• Gr 12 Lesson 5</li> </ul> <i>Students revisit and update their goals each year.</i>

**NAVIGATION 101**  
**LIST OF HANDOUTS – GRADE 9, Cont’d.**

#	Handout Name	Description	Where else?
7	<b>Academic Inventory</b>	Handout helps students reflect on their academic performance to date and then develop a plan to improve. <b>This handout should be filed in portfolios for future use.</b>	<ul style="list-style-type: none"> <li>• Gr 10 Lesson 7</li> <li>• Gr 11 Lesson 7</li> <li>• Gr 12 Lesson 7</li> </ul> <i>Students update this plan each year to help them re-evaluate their performance.</i>
7	<b>Study Skills Handout</b>	This handout outlines several basic tips to help students study more effectively as they adjust to high school. Students should be encouraged to share this with their parents.	
8	<b>Career Pathways Introduction</b>	Handout introduces students to career pathways as a way of helping them organize information about possible careers	<ul style="list-style-type: none"> <li>• Gr 10 Lesson 4</li> </ul>
9	<b>Career Pathways Worksheet</b>	This handout helps students organize career information by pathway and start thinking about the courses they will need during the next three years to prepare for their dream career.	
10 & 111	<b>Career Information Interview Handout</b>	This form guides students through a set of interview questions. It is anticipated that students will conduct this first interview at school and in small groups, organized by pathway.	
12	<b>High School Course Requirements</b>	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"> <li>• Gr 10 Lesson 12</li> <li>• Gr 11 Lesson 12</li> </ul> <i>Students review course needs each year.</i>
12	<b>Four-year Plan</b>	Students prepare a year-by-year course plan to ensure that they are ready for postsecondary opportunities and career dreams. This plan guides the course registration process.	<ul style="list-style-type: none"> <li>• Gr 10 Lesson 12</li> <li>• Gr 11 Lesson 12</li> </ul> <i>Students review their course plans each year.</i>
15	<b>High School &amp; Beyond Plan Handout</b>	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"> <li>• Gr 10 Lesson 15</li> </ul> <i>Students revisit and update their plans each year. In grades 11 and 12, they begin developing final plans.</i>

**NAVIGATION 101**  
**LIST OF HANDOUTS – GRADE 9, Cont’d.**

#	Handout Name	Description	Where else?
16	<b>Planning a Student-led Conference Worksheet</b>	This handout guides students through the process of preparing for a student-led conference. It provides an outline to help organize their presentations.	<ul style="list-style-type: none"> <li>• Gr 10 Lesson 16</li> <li>• Gr 11 Lesson 16</li> </ul> <i>Students improve their conference presentations each year</i>
16	<b>Conference Evaluation Rubric</b>	This rubric gives students clear information about how they did and how they can improve.	<ul style="list-style-type: none"> <li>• Gr 10 Lesson 16</li> <li>• Gr 11 Lesson 16</li> </ul> <i>Students improve their conference presentations each year.</i>
16	<b>Parent Feedback Form</b>	This form, which is required for schools that receive a Navigation grant from OSPI, gives parents the opportunity to share their thoughts about their students' conferences.	<ul style="list-style-type: none"> <li>• Gr 10 Lesson 16</li> <li>• Gr 11 Lesson 16</li> </ul> <i>Parents are given the opportunity to rate conferences each year.</i>
16	<b>Student Feedback Form</b>	This form, which is required for schools that receive a Navigation grant from OSPI, gives students the opportunity to share their thoughts about their conferences.	<ul style="list-style-type: none"> <li>• Gr 10 Lesson 16</li> <li>• Gr 11 Lesson 16</li> </ul> <i>Students are given the opportunity to rate conferences each year.</i>
16	<b>Advisor Feedback Form</b>	This form, which is required for schools that receive a Navigation grant from OSPI, gives advisors the opportunity to share their thoughts about their students' conferences.	<ul style="list-style-type: none"> <li>• Gr 10 Lesson 16</li> <li>• Gr 11 Lesson 16</li> </ul> <i>Advisors are given the opportunity to rate conferences each year.</i>
18	<b>Budget Worksheet</b>	This handout reviews the basic concepts of budgeting money and then guides students through a hypothetical budgeting exercise.	
19	<b>Resume Worksheet</b>	This handout introduces the concept of the resume and helps students take notes and gather information to create a resume.	

# NAVIGATION 101

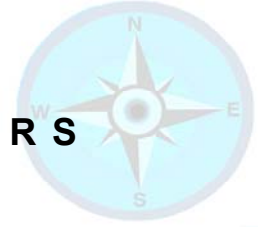
## LIST OF MULTIMEDIA RESOURCES

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

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



# A WORD ABOUT ICEBREAKERS



## HOW? WHEN? WHY?

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

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

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

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

## A FEW SAMPLE ICEBREAKERS

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

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

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

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

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

# NAVIGATION AND THE HIGH SCHOOL & BEYOND PLAN



## WHAT IS THE HIGH SCHOOL & BEYOND PLAN?

Each student graduating from high school in Washington State in 2008 or after must complete a High School & Beyond Plan. The High School & Beyond Plan is a state graduation requirement; however, the contents of that plan are up to the individual school district.

Navigation 101 is fundamentally about helping students make clear, careful, and creative plans for life beyond high school. **As a result, Navigation 101 will help your students meet this requirement when they are high school seniors.**

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

## HOW ARE HIGH SCHOOL & BEYOND PLANS DEVELOPED?

The OSPI Navigation 101 curriculum gives students time each year to develop goals for the year, explore careers, reflect on academic progress, and grow as a person. As they complete these activities, students prepare reflections on their progress and file work samples in a portfolio.

Students use their portfolios to present their progress to their advisor and parents at a Student-led Conference each year and, in high school, to prepare Four-year Plans for the courses they should take each year during high school to be ready to pursue their postsecondary and career dreams after graduation.

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

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

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

# HIGH SCHOOL & BEYOND PLAN PROGRESSION IN NAVIGATION 101

## Grades 6 & 7

Annual Goals  
Academic Inventory  
Career Interests and Postsecondary worksheets

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

## Grade 8

Annual Goals  
Academic Inventory  
High School Plan

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

## Grades 9, 10

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

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

## Grade 11

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

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

## Grade 12

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

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



**HIGH SCHOOL & BEYOND PLAN - GR 6-7**

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 6<sup>th</sup> grade, and then copy them here. You can update them or change them if you want.*

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

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

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

**WHO ARE YOU?**  
*What 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

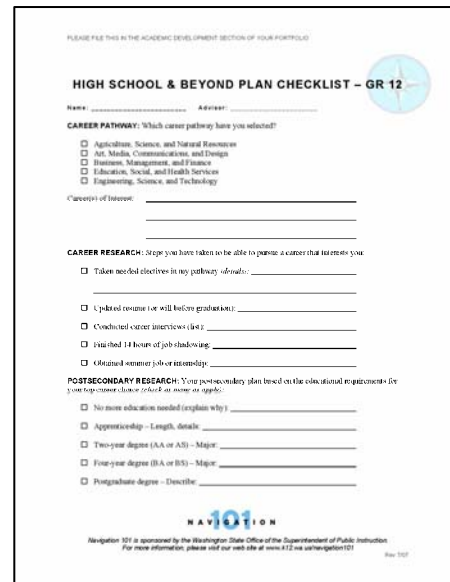
**WHAT DO YOU WANT TO DO AFTER HIGH SCHOOL?**  
*Based on what you know today, what do you think you'll do after high school? Check all that apply.*

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**

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



**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

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

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

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

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

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

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

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

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

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: \_\_\_\_\_

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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 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 postsecondary or other subjects.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 9

### LESSON 1: GETTING ACQUAINTED

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

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

- **A portfolio.** Students will assemble binders with section dividers (or whatever format your school chooses to use) and add 9<sup>th</sup> grade portfolio checklists.

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

- Ensure that your 9<sup>th</sup> grade advisors are familiar with the purpose of the portfolio, the contents students will be expected to file in their portfolios, and the format your school uses.
- Help your advisors think up creative ways they can break the ice with their new students and begin to build trusting, nurturing relationships.
- Copy the handouts for this lesson (for more information, please see the list of handouts):
  - Portfolio Handout
  - 9<sup>th</sup> Grade Portfolio Checklist
- Provide portfolio supplies (based on your school’s format, such as binders, dividers, cover sheets).

**Additional Resources You Can Provide.** Your 9<sup>th</sup> grade advisors will benefit from a good understanding of the purpose of Navigation 101. You might wish to provide the following outside resources:

- **Information on Navigation 101.** Navigation 101 is sponsored by OSPI. The Navigation web site provides a number of resources for advisors, including Power Point presentations, videos, and “how-to” handouts on Navigation overall, and on each aspect of Navigation. These resources can be downloaded at: [www.k12.wa.us/navigation101](http://www.k12.wa.us/navigation101).
- **Icebreaker Activities.** You may wish to provide food for this first advisory. Nothing breaks the ice faster with 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 9

### LESSON 2: BUILDING COMMUNITY

**Lesson Summary.** Lessons on building community follow a progression from grades 9 through 12, offering students support and scaffolding to become involved, take on leadership roles, serve their school and community, and fulfill your school’s volunteer service requirements (if applicable).

Helping students join activities and become part of the school’s traditions will help them navigate the crucial transition into high school. To offer them extra encouragement and support, the lesson plan suggests that each 9<sup>th</sup> grade advisory group be partnered with a group of juniors (more on the logistics below). The older students can help the new students learn about school values, activities, and traditions. At the end of this mentoring discussion, your students will create a Citizenship goal, the first step toward creating Annual Goals later in the year.

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

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

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

- Assign each 9<sup>th</sup> grade advisory group a partner 11<sup>th</sup> grade advisory group. During the lesson, it is recommended that half the students in each group switch rooms so that each room contains half freshmen and half juniors. The 11<sup>th</sup> grade lesson plan provides suggestions on how the older students can lead the discussion. Ensure that your advisors understand the logistics for this.
- With the help of counselors or staff from the central office, develop a list of extracurricular activities offered at your school.
- Copy the handout for this lesson (for more information, please see the list of handouts):
  - Citizenship Goal Worksheet

**Additional Resources You Can Provide.** Your 9<sup>th</sup> grade advisors will benefit from information about the logistics of the 9<sup>th</sup>/11<sup>th</sup> grade discussion and a good sense of the activities available to their students.

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 9

### LESSON 3: IMPROVING ACADEMICALLY

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

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

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

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

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

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

- Print a record of each student's grades to date, as well as information about any new assessments. Make sure your advisors understand what their students' core courses in 9<sup>th</sup> grade will require and what assessments they will be taking this year.
- Copy the handout (for more information, please see the list of handouts):
  - Academic Goal Worksheet

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

- **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 middle or elementary school students with their work?

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 9

### 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.

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

**Additional Resources You Can Provide.** Your 9<sup>th</sup> grade advisors may wish to use students’ development of career exploration goals as an opportunity to explore careers in the community. You can suggest that they:

- **Organize a Freshman 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 workplace tour.** There are many career and educational opportunities for students after high school. You might want to introduce your students to some of these opportunities by organizing a tour to a local community, technical, or four-year college or to a local workplace. Let students see career interests in action.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 9

### LESSON 5: SETTING GOALS

**Lesson Summary.** As students progress through high school, they'll be encouraged to think about their goals for the future and, specifically, about what they can do during the school year to achieve those goals. 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 more 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 freshmen as they make the crucial transition to high school. **In addition, students will get a refresher on the importance and use of portfolios by watching the Navigation 101 Portfolio video.**

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

**Additional Resources You Can Provide.** Your 9<sup>th</sup> grade advisors may wish to review their students' progress in their classes to date so that they can identify any students who are having trouble.

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 9

### LESSON 6: BUILDING COMMUNITY

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

But how are they doing?

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

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

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

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

- Help your 9<sup>th</sup> grade advisors develop a list of possible activities for their groups to carry out during this lesson. Activities should be simple and require little or no preparation or travel. Activities could include picking up litter, setting up for a school event, making posters for a school event, helping with a school fundraiser; or doing spirit-building activities with the advisory group: making a video or slide show, taking photos, making posters, celebrating their first year of high school, etc.

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

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 9

### 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 in middle school, and may not have a good idea – until they see their grades – how they are doing.

This lesson combines a review of assessment results – from students’ courses, report cards, assessment exams, and 8<sup>th</sup> grade WASL – with a discussion about the tools students can use to improve their academic performance.

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

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

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

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

- Ensure that your advisors have had the opportunity to familiarize themselves with the basic concepts 9<sup>th</sup> graders will be covering in their core academic courses this year. And alert your advisors to the resources offered at the school for students who need extra academic help.
- Prepare a list of graduation requirements – course credits, grades, and/or behavior – that students must fulfill to graduate on time.
- 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 9<sup>th</sup> grade advisors may wish to use students’ development of academic inventories as an opportunity to build community within their advisory groups.

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 9

### LESSON 8: EXPLORING CAREERS

**Lesson Summary.** This lesson initiates the career exploration that students will engage in throughout their time in high 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 9<sup>th</sup> graders can take and have analyzed. You will want to schedule the career assessment for before this lesson so that students will have their results. What is most important is that all students have the opportunity to both complete an assessment and then see what it says about 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 9<sup>th</sup> grade advisors do the same – so that you and they are well-equipped to guide students as they try to interpret and reflect on their results. Remind advisors that students shouldn’t feel locked in to the results of the 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 9<sup>th</sup> grade advisors is if they have the opportunity to take the career assessment you will be using so that they have a good understanding of the information students will get from it.

This series of lessons will lead students to research careers and educational requirements in more detail. If your high school requires it, they will tentatively select a Career Pathway later this year, and then develop a Four-Year course plan to guide their coursework during their remaining three years 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 9

### 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 their remaining three years in 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 9<sup>th</sup> graders have had the opportunity to complete a career assessment prior to this lesson (if they weren't able to take one during Lesson 8), and that they or their advisors have **printed copies** of the results of the assessment.
- Take the career assessment yourself – and have your 9<sup>th</sup> grade advisors do the same if they haven't yet had the opportunity – and then explore the careers the assessment suggested. If your assessment suggests a career you never considered, how would you learn more about it? How can you recommend your 9<sup>th</sup> grade students learn more about careers that interest them?
- Copy the handout (for more information, please see the list of handouts):
  - Career Pathways Worksheet

**Additional Resources You Can Provide.** You may wish to ask your 9<sup>th</sup> grade advisors to explore different resources that they can use to help their students start to learn about the postsecondary education different careers require. One possible resource is the College Board's Majors and Careers Profile: [http://www.collegeboard.com/csearch/majors\\_careers/profiles/](http://www.collegeboard.com/csearch/majors_careers/profiles/).

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 9

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

**Lesson Summary.** Students benefit greatly from having the chance to talk with people in careers that interest them. This lesson and Lesson 11 provide a structured opportunity for freshmen to start doing that. These two lessons help prepare students to embark on more serious career exploration activities by giving them support and scaffolding through structured, in-school, group career information interviews.

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

- **Plans for Group Career Information Interview.** Using the provided Career Information Interview Handout, students should prepare for their interviews. They should plan how they will make a good impression, what questions they will ask, and how they will follow up.

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

- **Identify community members in different career pathways who will be willing to come to the school during your advisory time for Lesson 11 (not this lesson, but the lesson after this one) and be the subject of group interviews. Work with your school administration to identify a location for the interviews, invite interviewees, and thank them after their interviews.** When students are sophomores and juniors, the Navigation curriculum suggests that they reach out themselves to organize career experiences. But to provide them with the support to do that, this first interview is largely organized by the school: students conduct their interviews at the school and in small groups (either with other students from their advisory or other students in their pathway). Having this experience – and a structured opportunity to prepare for and reflect on it – will help students have more meaningful career exploration experiences in the future.
- Determine how you want to organize students into interview groups – either by advisory group or by pathway. Assign students to groups and to interviewees. Determine where interviews will be held. Share this information with your 9<sup>th</sup> grade advisors, and make sure they understand the purpose of this structured group interview.
- Copy the handout (for more information, please see the list of handouts):
  - Career Information Interview Handout

**Additional Resources You Can Provide.** This lesson and Lesson 11 require fairly intensive preparation: inviting community members to be interviewed, organizing interviews, etc. Hopefully, though, you will find the effort worthwhile in the structure it provides students.

If you wish to do more to organize the interviews, you might want to ask each community member to come to the school prepared to discuss a challenge they've faced on the job... and how they solved that challenge. You might also want to ask community members to bring a workplace prop (a map, a machine, a document) that illustrates the challenge. Have a real-life challenge to "solve" during the interview will help engage students and adults and keep the interviews lively.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 9

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

**Lesson Summary.** Students can learn more about careers from talking with people in careers that interest them than from only doing Internet and library research.

This lesson, following up from Lesson 10, provide a structured opportunity for freshmen to start doing that. These two lessons help prepare students to embark on more serious career exploration activities by giving them support and scaffolding through structured, in-school, group career information interviews.

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

- **Completed Career Information Interview Handout.** Using the provided Career Information Interview Handout (from Lesson 10), students should conduct and reflect on their interviews and note the answers they received from the adult they interviewed. They should file their completed handouts in their portfolios.

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

- **Confirm community members who will be interview subjects. Provide community members with the Career Information Interview Handout, and ask them to focus on a challenge they’ve faced at work. Confirm student groupings and student interview assignments. Confirm locations for interviews.**
- Review logistics with your 9<sup>th</sup> grade advisors. Ensure that they understand how their students will be grouped and assigned to interviewees. Ensure that your advisors understand the purpose and value of the career information interview.
- Re-copy the handout that was originally provided with Lesson 10 (for more information, please see the list of handouts):
  - Career Information Interview Handout (you will want copies for students and community members)

**Additional Resources You Can Provide.** As noted in the summary of Lesson 10, if you wish to do more to organize the interviews, you might want to ask each community member to come to the school prepared to discuss a challenge they’ve faced on the job... and how they solved that challenge. You might also want to ask community members to bring a workplace prop (a map, a machine, a document) that illustrates the challenge. Have a real-life challenge to “solve” during the interview will help engage students and adults and keep the interviews lively.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 9

### LESSON 12: PLANNING FOR NEXT YEAR

**Lesson Summary.** This lesson is a very important one for students: they will complete their Four-Year Plans, choosing the courses they will take during their remaining three years of high school. The Four-Year Plan allows students to be intentional about their time during high school – by planning early, they can ensure they will take the right courses for postsecondary education and career, no matter what their future holds.

This lesson builds on the career exploration work students have accomplished to date: their course choices should reflect both their interests and their plans for the future. Students should understand why they're taking their courses – not just because the courses are required but because the courses will help students accomplish their goals. **To reiterate that message, have students watch the Scheduling video.**

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

- **Four-Year Plan.** Depending on your preferences, students can complete a Four-Year Plan on the provided worksheet or through an on-line course registration system.

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

- Ensure that your 9<sup>th</sup> grade advisors understand your high school's graduation requirements.
- Ensure that your 9<sup>th</sup> grade advisors and school counselors understand the importance to students' future success of taking advanced ("gatekeeper") courses during high school.
- Determine whether you want to have students follow up on this lesson with individual meetings with either their advisors or a school counselor to finalize their Four-Year Plans.
- Obtain course catalogs for your advisors and their students.
- Copy the Scheduling video (from your DVD or the Navigation 101 web site).
- Copy the handouts (for more information, please see the list of handouts):
  - High School Course Requirements
  - Four-Year Plan Worksheet

**Additional Resources You Can Provide.** A key part of students' course selections in their Four-Year Plans is the notion that one of the greatest single determinants of their postsecondary success will be the courses they take during high school. You may wish to review more information on the importance of "gatekeeper" or advanced courses and share this information with your 9<sup>th</sup> grade advisors. One good resource is the 2004 study by J. Trusty entitled "*The Effects of Students' Middle-School and High-School Experiences on Completion of a Bachelor's Degree: How Can School Counselors Make a Difference?*" From Research Monograph No. 1, Amherst, MA: Center for School Counseling Outcome Research.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 9

### LESSON 13: PLANNING FOR NEXT YEAR

**Lesson Summary.** This lesson follows students' work on their Four-year Plans by having them formally select courses for 10<sup>th</sup> grade. Students will 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 10<sup>th</sup> grade based on their goals and their plans for the future. Advisors or counselors will need to check students' course registration plans to ensure that they will meet all graduation requirements.

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

- Coordinate with school counselors to introduce the course registration process and the options your students have for 10<sup>th</sup> grade.
- Ensure that all 9<sup>th</sup> graders have developed Four-year Plans and have also had the opportunity to explore high school course needs and postsecondary education needs for careers that interest them so that they understand the importance of the work they will be doing during the next several years.
- Make sure that your 9<sup>th</sup> grade advisors understand the course registration process 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 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 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 9

### LESSON 14: BUILDING COMMUNITY

**Lesson Summary.** Lessons on building community follow a progression during high school, offering students support and scaffolding to become involved, help others, and demonstrate leadership in school and in the community. Today’s lesson 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 9<sup>th</sup> grade students will not be expected to undertake individual volunteer service projects this year. However, if you wish, you can organize a school Volunteer Fair to highlight opportunities for student service in the community.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 9

### 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 four or five years of their lives.

During high school, Navigation will give students the opportunity to complete an increasingly sophisticated analysis of their plans each year, culminating in a final High School & Beyond Plan during senior year. (See the information on the High School & Beyond Plan beginning on page 8 for more information.)

Help students reflect on what they’ve learned so far this year. How have their goals and dreams changed over the last year? How has Navigation 101 changed the way they think about school, or about 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 9<sup>th</sup> grade advisors the opportunity to review the High School & Beyond Plans prepared by last year’s seniors. By seeing finished plans, they will be better equipped to guide their students to begin drafting these plans in a meaningful way. Also review how the components of the High School & Beyond Plan relate to the work students have done to date in setting goals, exploring career interests, and developing academic plans.
- Copy the handout (for more information, please see the list of handouts):
  - High School & Beyond Plan Worksheet

**Additional Resources You Can Provide.** Your 9<sup>th</sup> grade advisors may wish to use students’ drafts of the High School & Beyond Plans as a good way of opening up conversations with students’ 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 a few years from now. What do the students hope to accomplish? What about their parents? 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 9

### 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 high school, students must be 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 your advisors help students prepare by having them view 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 9<sup>th</sup> grade advisors understand the logistics of the conferences: when and where they will be held, how parents should be scheduled and invited, and how students should participate in inviting their parents.
- Review the evaluation rubric with advisors and explain how students’ presentations should be evaluated. Also explain how advisors can share this information with students.
- Copy the Navigation Conference video (from your DVD or the Navigation 101 web site)
- Copy the handouts (for more information, please see the list of handouts):
  - Planning a Student-led Conference Handout
  - Conference Evaluation Rubric (double copies – one for each student to use to prepare; and one per student for each advisor to use at the conference)
  - Parent Feedback Form (will need these at conferences)
  - Student Feedback Form (will need these at conferences)
  - Advisor Feedback Form (distribute to advisors after conferences)

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 9

### 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 9<sup>th</sup> grade advisors understand the logistics of the conferences, and have a clear way to alert you and get help if they are having trouble reaching parents or scheduling conferences.
- Make sure your 9<sup>th</sup> grade advisors still have enough copies of the handouts from Lesson 16, or make new copies as needed. During this lesson, students will need their own **Planning a Student-led Conference Handouts**. Advisors may wish to review the Conference **Evaluation Rubric**. Advisors will need the **Rubrics** and **Feedback Forms** at the actual conferences.
- Review advisors' experience with Lesson 16 – students' opportunity to prepare for a student-led conference. How do advisors feel about their students' progress? Do any advisors – or students – need extra help to prepare?

**Additional Resources You Can Provide.** As noted in Lesson 16, you can work with school staff to prepare supplemental resources for 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 9

### LESSON 18: USING MONEY

**Lesson Summary.** During this lesson, students will learn about the purpose of using a budget and then will create a hypothetical budget imagining that they are living on their own after graduation.

This lesson is the first step toward students’ development of Financial Plans, which they will do before graduating and will include as part of their High School & Beyond Plans. As freshmen, many of your students may not handle money regularly. And few of them may use money for more than fun, discretionary purchases (such as gifts, clothes, or activities with friends). But even if that is the case, students will benefit from building a solid foundation for how to use money.

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

- **Budget Worksheet.** Students will be expected to develop a hypothetical budget, imagining they are living on their own after high school.

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

- Discuss the importance of the Financial Plan with your 9<sup>th</sup> grade advisors. Each student will create a Financial Plan before graduating. The Financial Plan covers each student’s budget for the years immediately after graduation, focusing on how they will manage postsecondary expenses. Developing a Financial Plan is a crucial part of preparing for the future – too many students have to drop out of college because they find they did not have a good plan for manage tuition and living expenses. Make sure advisors understand that their freshmen will eventually be required to create a Financial Plan; the hypothetical budget they will create during this lesson is the first step in that process.
- Review the budgeting exercise with advisors. The handout provides a great deal of information and may be somewhat overwhelming to students. That’s a good thing! In fact, the idea of this exercise is NOT to have students create perfect budgets, but rather to shock them a little, by showing them how many expenses they’ll have to manage when they’re living on their own... and how much they’ll have to earn to make ends meet. If you wish, you may suggest to advisors that they create one hypothetical budget with their entire group rather than having students work in small groups.
- Copy the handout (for more information, please see the list of handouts):
  - Budget Worksheet

**Additional Resources You Can Provide.** If you would prefer an automated budgeting exercise, the Jump\$tart Coalition for Personal Financial Literacy offers a “Reality Check” for students: [www.jumpstart.org/madmoney/pgv\\_money\\_rc\\_main.html](http://www.jumpstart.org/madmoney/pgv_money_rc_main.html).

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 9

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

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

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

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

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

- Prepare a list of summer opportunities for your 9<sup>th</sup> grade advisors. You might want to include information on summer school, summer camps, volunteer internships, and other opportunities in your community for young high school students. Many students may already have plans for the summer; but those who don't might need some help planning for a productive summer.
- Discuss the resume handout with your advisors. Most of your students will not have resumes; in fact, it's very unlikely that most of them have had paying jobs yet. But it is important that students learn about the purpose and value of a resume and learn how to describe their skills – even though their experience will necessarily be limited.
- Decide with your 9<sup>th</sup> grade advisors whether you will simply have students complete the Resume worksheet or whether you will have them use computers to create formal, typed resumes. Either approach is appropriate; it depends on your preferences and the availability of computers for students to work.
- Copy the handout (for more information, please see the list of handouts):
  - Resume Handout

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

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 9

### 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 9<sup>th</sup> grade. The portfolios should then be stored at school until the fall.

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

- Review the year with your 9<sup>th</sup> grade advisors. What went well for them this year? What would they like to change for next year? How are they feeling about their students' progress and their level of preparation for 10<sup>th</sup> grade?
- Plan ways that you and your 9<sup>th</sup> grade advisors can celebrate the end of Navigation 101 for the year. Can you order pizza? Give students an opportunity to create fun videos or slide shows? You might want to hold an assembly to celebrate your school's graduating seniors. What type of celebration would be meaningful for you?
- Plan for how students' portfolios will be stored during the summer.