

NAVIGATION 101

LESSON PLAN



GRADE: 10

MONTH: DECEMBER

THEME: PLANNING FOR LIFE
AFTER HIGH SCHOOL

NAVIGATION 101:

CLEAR, CAREFUL, AND CREATIVE PLANNING FOR LIFE BEYOND HIGH SCHOOL

USING THIS LESSON PLAN:

Navigation 101 is a life skills and planning curriculum for students in grades 6 through 12. This lesson plan is part of the Navigation 101 series. It has been designed to be taught in a single, once-a-month “advisory” class period. However, if your school prefers to have advisories meet more frequently, this lesson plan can easily be adapted by separating the classroom activities into separate sessions.

This *Grade 10 December* packet includes:

- A three-page **lesson plan**,
- Ready-to-copy **student handout(s)**, and
- A **Resource Guide** with background information for advisors.

LESSON GOALS:

Help students reflect on their academic improvement plans.

Help students review the types of courses they should be taking during their remaining two years of high school.

Help students learn about financial aid and how they can pay for college.

ESSENTIAL QUESTIONS:

What will I do after high school?

How can I prepare?

**MATERIALS
NEEDED:**

Student portfolios. Students will need access to their portfolios at each advisory session.

ACADEMIC IMPROVEMENT PLAN HANDOUTS from November. Students should bring their completed handouts to this lesson.

College admissions officer from a local four-year or community or technical college (*OPTIONAL*). If you wish, invite an “expert” to discuss the courses students should take in high school, particularly advanced courses. *If you do not invite a guest, this lesson plan contains what you need to lead that discussion on your own.*

***COURSE PLANNING* and *PAYING FOR COLLEGE HANDOUTS* and information about your high school’s graduation credit requirements.** Please make copies.

**CLASSROOM
ACTIVITY 1:****REVIEW ACADEMIC IMPROVEMENT PLANS (10-15)**

At last month’s advisory session, students were asked to think about how they could build on their strengths and address their weaknesses to improve academically.

- Ask students to bring their completed ***ACADEMIC IMPROVEMENT PLAN HANDOUTS*** to the lesson.
- Discuss what they’ve proposed to do.
- Ask how many have already taken steps to improve their academic performance (particularly for the upcoming WASL).
- Discuss what your group can do to help each student succeed.

**CLASSROOM
ACTIVITY 2:****UPDATE PORTFOLIOS (5-10 minutes)**

Ask students to add their ***ACADEMIC IMPROVEMENT PLAN HANDOUTS*** to their portfolios (*Academic Development Section*) and check them off on their portfolio checklists.

Then ask them to review their portfolio checklists and see if they have anything else that should be added. Make sure students remember how to add items to their portfolios and that they are keeping their portfolio checklists up-to-date.

Let students know that next month will be a “work sample roundup,” and that they should bring work from first semester to add to their portfolios.

**CLASSROOM
ACTIVITY 3:****DISCUSS COURSEWORK NEEDS (15-20 minutes)**

Some of your students may already realize that achieving their dreams will require a certain number of math classes, or involvement in your school's Advanced Placement, International Baccalaureate, or honors program. But many students may not, and many may not know about opportunities (such as Running Start or Tech Prep) that can help them earn college credit during high school.

Note that most, if not all, of your students' goals will require some type of education or training beyond high school: community or technical college or four-year college, or some other specialized training program.

Then, either by yourself, or with the help of a guidance counselor or college admissions officer, use the **COURSE PLANNING HANDOUT** to explain to students why it's so important that they start thinking about their futures now... and why the classes they take in high school matter. Ask students to complete the handout. Compare the course list on the handout to your school's requirements.

**CLASSROOM
ACTIVITY 4:****DISCUSS FINANCIAL AID OPTIONS (10-15 min)**

The Navigation 101 curriculum frequently stresses the value of a college education, and aims to help students prepare to thrive beyond high school. **But the high cost of college poses a barrier for many students and their families.** To finish your advisory session, share information with students (that they can share with their parents or guardians) about financial aid resources for college.

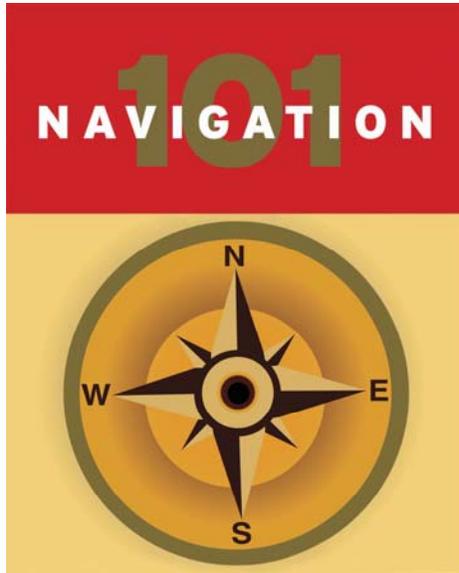
Please distribute a copy of the **PAYING FOR COLLEGE HANDOUT** to each student. You or your guest can lead students through the handout and explain the different ways students and their families can pay for college, and the web sites and other resources where they and their parents can learn more. Explain that starting to plan now for how they will pay for college will increase the likelihood that they'll be able to attend.

**STUDENT
PRODUCTS:**

Your students will be expected to create two products from this lesson.

Updated portfolio. Each student should update his or her portfolio by adding an **ACADEMIC IMPROVEMENT PLAN**.

Coursework needs. Each student should complete a **COURSEWORK NEEDS HANDOUT**.



HANDOUT

COURSE PLANNING

10TH GRADE

Name: _____

Advisor: _____

WHAT DO YOU WANT TO DO AFTER HIGH SCHOOL?

And how does that have anything to do with what you're doing right now?

If you're like most high school sophomores, you probably don't think the classes you're taking this year have very much to do with what you're going to be doing two-and-a-half or three years from now.

But that's not true.

The classes you're taking now – and how well you do in them – will determine what you can do after you graduate.

Nearly anything you want to do will require some education beyond high school. But most colleges (whether community or technical college or four-year college) have requirements for the courses you need to take while in high school. And research shows that the single greatest factor in whether or not a student graduates from college is whether he or she took challenging courses in high school.

How can you challenge yourself? Does your school offer Advanced Placement, honors, or International Baccalaureate courses? Can you take Tech Prep or Running Start classes next year to earn college credits? How can you register for them? What are the prerequisites?

Think about this as you plan for your courses next year. By taking the most challenging courses:

- **You'll have more options** to pursue your dreams.
- **You'll have an easier time getting into college** – no matter what kind of college or what you want to do.
- **You'll get a better job** and impress employers.
- **It's free** to take courses in high school... much better than paying to take remedial courses in college.

WHAT COURSES WILL YOU NEED IN HIGH SCHOOL?

Not all high schools have the same requirements, and not all colleges expect the same thing. The suggestions below are a baseline: what guidance counselors recommend you should take.

LANGUAGE ARTS

Four years

Being able to read well, write fluently, and communicate clearly is absolutely essential for college or for any job. Language arts (English) classes will help you do that and develop an appreciation for literature.

MATHEMATICS

Three to four years

A good understanding of math is needed in our high-tech, 21st century world. You should aim to take math every year. Math courses include Algebra, Geometry, Trigonometry, Pre-calculus, and Calculus.

HISTORY and GEOGRAPHY

Two to three years

Social studies courses help you learn more about the world around us. These courses include Geography, Government, Civics, World History, World Cultures, US History, and Political Science.

SCIENCE

Three to four years

Science is important for any career path, as the study of science teaches you to observe carefully and use logical reasoning to answer questions. Courses include Chemistry, Geology, Biology, and Physics.

FOREIGN LANGUAGE

Two to four years

Most colleges require at least two years of study of a foreign language (such as Japanese, French, Spanish, Chinese, or Latin). Understanding the cultures and language of other countries is essential today.

VISUAL and PERFORMING ARTS

One to two years

Studying the arts helps you learn to express yourself creatively and find new ways to interpret your surroundings. Arts courses include Art, Music, Photography, Drama, and Dance.

ELECTIVES

One to three years

The courses you take in addition to your school's requirements say a lot about you, and help show colleges and employers your interests. You might use your elective time to take an extra Science or Math class, or to take Computer Science, Creative Writing, Woodshop, or Psychology.

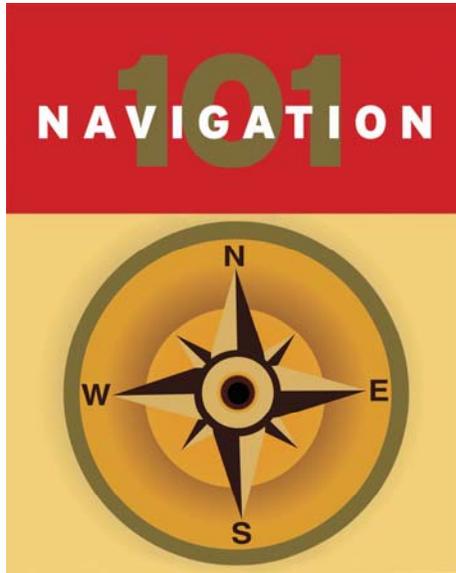
In each of these areas, register for the most advanced class level you can manage. This may be called AP or Honors or IB. Ask your teachers to help you take the most challenging classes you can.

You may also be eligible for Tech Prep or Running Start courses that allow you to earn college credit for courses taken during high school. For more information: <http://www.k12.wa.us/RunningStart/default.aspx> or <http://www.techprepwa.org/index.htm>.

WHAT ARE YOUR GOALS?

What do you want to do after high school? What courses will you need to do this?

(Write several paragraphs about your long-term goals and education needs below.)



HANDOUT

PAYING FOR COLLEGE

10TH GRADE

Whether you hope to go to a private college across the country or to the community college in your neighborhood, there's no question about it – college is expensive. And concern about money keeps many students from getting the financial and educational benefits of a college education.

But don't let money stop you from going to college. No matter what you want to do, there's probably financial aid available to help you.

Here are some resources for you and your parents.

SAVINGS

Saving money ahead of time is probably the most obvious way to pay for college. But it's also the most difficult. Yet if you or your family have even a little money to put aside for college each month, there's a program that can help you.

The **Washington State Guaranteed Education Tuition Program (GET)** lets you pre-pay the tuition for any public college or university in Washington State. (You can also apply the money you save to a private college or to a college in another state if you want.) Best of all, you can pay as little or as much as you want each month, and you get to pre-pay your tuition at what it costs today, rather than the higher tuition prices you may see in another two or three years when you're ready to enroll.

Learn more at www.get.wa.gov.

NEED-BASED FINANCIAL AID

Even with the GET Program, it might be impossible to save all the money you need for college. That's where **need-based financial aid** comes in. Many colleges and universities will help students with tuition, fees, and living expenses, and the Federal Government has many aid programs as well. There are several kinds of need-based financial aid:

Need-based grants and scholarships: Grants and scholarships don't have to be repaid. They're applied directly to your college costs so that you can focus on your studies.

- **Student loans:** Loans do need to be repaid – after you graduate and are earning money on your own. But student loans usually have lower interest rates than car or home loans.
- **Work-study:** Many colleges have part-time jobs available on campus for students who qualify. These jobs might involve working in the cafeteria or the library, helping a professor with research, or even serving as a teaching assistant for younger students. Work-study jobs can help you pay your living expenses while you're at school.

Every college has different need-based financial aid. But they have one thing in common: they generally require the **Free Application for Federal Student Aid (FAFSA)** to be completed by the families of students who are requesting aid. *(Note that some colleges also have their own financial aid applications that you must complete in addition to or instead of the FAFSA.)*

Your family will need to complete a FAFSA during your senior year when you begin applying to colleges. You can learn more about the FAFSA and the information your family will need to provide at www.FAFSA.ed.gov.

And you can learn more about Federal financial aid resources at www.studentaid.ed.gov.

MERIT-BASED GRANTS AND SCHOLARSHIPS

Not all grants and scholarships are based on financial need. You can also get help with your college tuition because of academic success, high test scores, athletics, being in the military or ROTC, or even because of your background, parent's employer, or career interests.

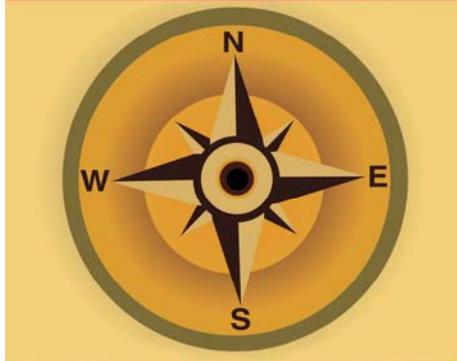
Merit-based grants and scholarships may come with conditions (for instance, you may get an athletic scholarship only if you remain eligible for the college team) but they do not need to be repaid.

Every college and university has its own scholarship programs. You'll want to look into these programs when you start thinking about applying to college. But many scholarships and grants are provided by other organizations and can be used at more than one college. These scholarships are awarded based on your skills, interests, or background... but you have to apply for them separately.

You can learn more about scholarships and even search for scholarships you might qualify for at the College Board's web site. Log on to www.collegeboard.com, then click on either "For Students" or "For Parents" and then click on "Pay for College." This section of the web site has information about all types of financial aid and links to several "Scholarship Finder" sites. You can also learn more from the Washington State Higher Education Coordinating Board: www.hecb.wa.gov/Paying/index.asp.

DON'T WORRY – YOU CAN PAY FOR COLLEGE!

Yes, college is expensive. But it's worth it. Research shows that a college grad earns almost \$1 million more over the course of a lifetime than someone who didn't go to college. As long as you've worked hard in high school, you'll be able to find help to pay for college.



**BACKGROUND INFORMATION FOR
LEAD ADVISORS AND INTERESTED
TEACHERS ON:****GRADE 10 – DECEMBER
PLANNING FOR LIFE AFTER
HIGH SCHOOL**

**USING THIS
RESOURCE GUIDE:**

Each Navigation 101 lesson plan includes a *Resource Guide* for advisors. The *Resource Guide* has been prepared as a handy reference to give you more information on the following topics:

- **Essential Questions.** Each Navigation 101 lesson plan is built around a theme, and each theme includes two Essential Questions. Focusing on these Essential Questions will help your students retain information from this lesson.
- **Essential Academic Learning Requirements.** Each Navigation 101 lesson plan is based on EALRs from the relevant grade's Grade Level Expectations.
- **ASCA Standards.** Each Navigation 101 lesson plan is based on American School Counselor Association (ASCA) standards.
- **Classroom Activities.** This *Resource Guide* provides more information and background resources on the activities outlined above in the lesson plan.
- **Community-building Opportunities.** The *Resource Guide* suggests several community-building opportunities related to each lesson. You and your students can pursue them if you wish.
- **Additional Activities.** The *Resource Guide* also suggests supplemental activities for your group if you have more time, or if you want to devote more attention to a particular theme.

ESSENTIAL QUESTIONS:

Each Navigation 101 lesson plan is built around a theme. Each theme repeats each year to help organize the curriculum and, through this annual repetition, to help students retain key points about the lessons they are learning.

Each month's theme includes several "Essential Questions." These questions inform the content of the lesson plan and the student assignments, building on the theme to help students remember the key points from the lesson. These essential questions will also be used later in the year to help students organize their presentations for their student-led conferences.

This lesson's theme is **Planning for Life After High School**. The Essential Questions are:

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

Last month, students reviewed their grades and assessment results to see how they were doing and to determine how they could do better academically. This month, students will **review both the courses they should take as upperclassmen in high school to succeed in life after high school and the different ways they can pay for college.**

Your students will discuss why it's so important to stay focused on school through 12th grade: attending classes, participating, taking challenging courses, and participating in extracurricular activities. They'll talk about how a high school education is necessary for their dreams and goals for the future.

And then they'll discuss the importance of a college education, and learn how they need to prepare over the next two and a half years.

The Navigation 101 curriculum is fundamentally about planning for the future. And this lesson, coming as it does in the middle of the school year, will help students balance their short-term plans and goals with their hopes and dreams for the longer term.

Your students are now well established in high school. They'll be applying to colleges soon. Thus, the decisions they make this year are important. Their performance at school matters. This lesson will help them realize that.

**ESSENTIAL
ACADEMIC
LEARNING
REQUIREMENTS:**

Washington State’s Basic Education Act of 1993 outlined four goals for student achievement, and set the framework for the development of the Essential Academic Learning Requirements (EALRs) in reading, writing, communication, mathematics, science, social studies, health/fitness, and the arts. This lesson plan is based on the following EALRs, using the Grade 9/10 Grade Level Expectations:

COMMUNICATION

- GLE 1.1.1 Applies a variety of listening strategies to accommodate the listening situation.
- GLE 2.2.2 Applies skills and strategies to contribute responsibly in a group setting.

WRITING

- GLE 1.1.1 Applies more than one strategy for generating ideas and planning writing.
- GLE 1.5.1 Publishes in a format that is appropriate for specific audiences and purposes.
- GLE 2.2.1 Demonstrates understanding of different purposes for writing.
- GLE 2.4.1 Produces documents used in a career setting.
- GLE 3.2.2 Analyzes and selects language appropriate for specific audiences and purposes.

**ASCA
STANDARDS:**

The Navigation 101 curriculum is based on the American School Counselor Association (ASCA) National Model, to provide teachers and students with a clear way to integrate school counseling and academic achievement. This lesson plan focuses on the following ASCA Standards:

ACADEMIC DEVELOPMENT

- A:B2 Plan to achieve goals (Identify post-secondary options consistent with interests, achievement, aptitude, and abilities).

CAREER DEVELOPMENT

- C:A1 Develop career awareness (Develop an awareness of personal abilities, skills, interests, and motivations. Learn how to set goals).

DETAILED INFORMATION ON CLASSROOM ACTIVITIES

The following sections contain detailed information about the classroom activities described above in the lesson plan. The information is largely the same as contained in the lesson plan, but with more background information, links to outside resources where appropriate, and a higher level of detail.

CLASSROOM ACTIVITY 1:

REVIEW ACADEMIC IMPROVEMENT PLANS (10-15)

At last month's advisory session, students were asked to think about how they could build on their strengths and address their weaknesses to improve academically. They were asked to use their first quarter grades and assessment results to guide them in completing an *ACADEMIC IMPROVEMENT PLAN* about where they were doing well and where they needed help. Then they were asked to write several paragraphs on what they could do to improve.

As they reviewed their academic performance, students were asked not simply why they were not good at a certain subject area. They were also asked to think about WHY they didn't do well and WHAT they could do to improve. Students were asked to think about the following questions as they completed their academic improvement plans.

- Did they simply not understand the material and therefore got a low mark? If so, could they get help from a tutor or the teacher?
- Did they understand the material but not complete the homework or not do it well? If so, how could they do better next quarter?
- Were they finding the homework load at your school just too heavy? What strategies could they use to manage it? Could they get help from a teacher? (*And, despite October's lesson about the importance of being involved in community activities, had some students simply gotten too involved in outside activities to do well at school?*)
- Did they miss too many classes to do well on exams (or not take assessment exams seriously)? If so, how could they motivate themselves to attend class regularly?

Students were also asked to discuss and think about ways they could get academic help at school. Could they get help from a tutoring program at school? Could they get help from their teachers? Could they join (or start) a WASL improvement program? (Particularly key given the importance of the upcoming WASL.) A study hall program?

Then students were asked what else they could do to improve. Could they change their study habits? Did they have an adult at home who could review their homework for them?

Students should have thought about these questions and should have written several paragraphs in response on their ***ACADEMIC IMPROVEMENT PLAN HANDOUTS***.

Ask students to bring their completed academic improvement plans to the advisory session with them. Discuss what they've proposed to do. What did students identify as their areas of strength? Of weakness? Are there common threads? Are there any students who are lagging behind and need extra help to keep up? Are there students who will need extra help to meet standard on next spring's WASL?

Then ask how many of them have followed through and already taken steps to improve their academic performance. Discuss what your group can do to help each student succeed in school.

CLASSROOM ACTIVITY 2:

UPDATE PORTFOLIOS (5-10 minutes)

Ask students to add their ***ACADEMIC IMPROVEMENT PLAN HANDOUTS*** to their portfolios (*Academic Development Section*) and check them off on their portfolio checklists.

Then ask them to review their portfolio checklists and see if they have anything else that should be added. Have they done any work for any of their classes over the last month that they want to add?

You might want to remind students to use their checklists (which should be kept with their portfolios) to keep track of items they're adding to their portfolios. If a student adds an essay from Social Studies, for instance, he or she should check it off on the portfolio checklist.

Make sure students remember how to add items to their portfolios and that they are keeping their portfolio checklist handouts up-to-date.

Let students know that next month will be a "work sample roundup," and that they should bring work from first semester to add to their portfolios.

CLASSROOM ACTIVITY 3:

DISCUSS COURSEWORK NEEDS (15-20 minutes)

Some of your students may already realize that achieving their dreams will require a certain number of math classes over the next few years, or signing up for Advanced Placement or Honors or International Baccalaureate courses. But many students may not. They may see no connection between the classes they're taking today and what they'll do after high school. And they may have no idea that the classes they take or the grades they get this year matter to anyone other than their teachers and families.

This next activity will help students **make the connection between what they are doing now and what they want to do after high school.** And it will help them start thinking about high school as part of an educational journey that will be an integral part of their success in life.

Taking the most challenging course load possible is a strong factor in students' success later in life. A 1999 study by the U.S. Department of Education (conducted by its Office of Educational Research and Improvement) concluded that a strong high school academic curriculum was the largest factor determining whether a student would go on to earn a bachelor's degree. In fact, the researchers found that completing a rigorous course of study was a better predictor of a student's chances for success in college than test scores or grades.

Because students' course selection is so very important to their futures, this activity will focus around a discussion of students' coursework needs for the remainder of their time in high school. It will be based, in particular, on the requirements most colleges have for high school courses, to show students that to keep their options open for life beyond high school they need to take challenging, college-prep courses during high school.

Even students who don't plan now to go to college should think about their coursework needs from this perspective... both so that they don't foreclose any opportunities for their future, and also because every challenging course they take in high school will help them in the future, no matter what that future holds.

You may wish to invite a guidance counselor or college admissions officer help you lead this discussion. These "outside experts" could help students understand the many opportunities they have in front of them, and the very tangible steps they can take – starting this year – to take advantage of those opportunities.

If you have a guest, ask that person to talk about the expectations colleges have for students' high school courses and grades, why taking advanced courses is important, and why college matters in terms of income, opportunities, and careers. A guidance counselor could be particularly helpful in explaining your school's advanced course offerings: whether they be Honors or Advanced Placement classes, part of an International Baccalaureate program, or opportunities available through the state's Running Start or Tech Prep programs.

If you do not invite a guest, use the ***COURSE PLANNING HANDOUT*** to guide your discussion.

Start by discussing your students' goals for the future. Note that most, if not all, of their goals will require some type of education or training beyond high school: community or technical college or four-year college, or some other specialized training program.

Then explain to students why it's so important that they start thinking about their futures now... and why the classes they take now and the grades they get now matter. Note that taking challenging courses in high school is important because:

- **They'll have more options** to pursue their dreams if they take more challenging courses – even if they change their mind about their dreams. *(Note again for students the Department of Education finding that a challenging course load in high school is the strongest factor in determining a student's future success in college.)*
- **They'll have an easier time getting into college** (no matter what kind of college or what they want to do) if they've taken challenging courses in high school.
- **They'll be able to get better jobs** and impress employers if they've taken more challenging courses.
- **It's free!** Students can take courses in any subject in high school for no tuition. If they don't take advantage of those opportunities while they're still in public school, they'll have to pay to take those courses, perhaps during summer school or as a remedial course to get into college. *(According to the U.S. Department of Education, a full 55% of Washington's community college students end up having to pay for at least one remedial course, which doesn't count toward their college degree.)*

Lead students through the handout and discuss the suggestions for courses to be taken during high school. How are they doing so far? What courses can they take during their junior and senior years? Compare the list of suggested courses with your school's graduation requirements.

Ask them what they can do to register for these types of courses. What is the procedure at your school? Are there prerequisites for advanced courses or programs? If so, what can they do this year or next to prepare? Then ask students to complete the handout.

CLASSROOM ACTIVITY 4:

DISCUSS FINANCIAL AID OPTIONS (10-15 min)

The Navigation 101 curriculum frequently stresses the value of a college education, and aims to help students prepare to thrive beyond high school. **But the high cost of college poses a barrier for many students and their families.** To finish your advisory session, share information with students (that they can share with their parents or guardians) about financial aid resources for college.

Please distribute a copy of the ***PAYING FOR COLLEGE HANDOUT*** to each student. You or your guest can lead students through the handout and explain the different ways students and their families can pay for college, and the web sites and other resources where they can learn more. *For students who have been engaged in Navigation 101 since middle school, families were introduced to financial aid during 7th grade.*

Note that if they work hard in high school, **students should be able to find a way to pay for college no matter what they want to do.**

Then explain that there are basically three ways to pay for college (and that most students use some combination of all three):

- **Family savings.** It's the rare family that can afford to pay for an entire college education from savings, but many students and their families can put aside a little money each month toward college. The handout introduces the **Washington State Guaranteed Education Tuition (GET)** Program that allows families or students to pre-pay their college tuition by setting aside as much or as little as they can each month. Sophomore year is a little late to start saving, but encourage your students to have their parents or guardians learn about GET nonetheless.
- **Need-based financial aid.** Most colleges and universities provide financial aid to students who can't afford to attend any other way. Need-based financial aid can be in the form of scholarships or grants, which don't need to be repaid; loans, which must be repaid after the student leaves college; or work-study jobs, which allow the student to work part-time on campus while in college.

The handout explains that families who want financial aid must complete the **Free Application for Federal Student Aid (FAFSA)**. Students will have to submit a FAFSA during senior year with their college applications, so it's a good idea for their families to understand the process. The handout also provides a link to a Federal Department of Education web site on Federal financial aid resources.

- **Merit-based financial aid.** There are athletic scholarships, academic scholarships, military scholarships, and even scholarships for people from a certain ethnic background or whose parents work for a certain employer. Merit-based financial aid usually has strings attached (a certain GPA level, for instance, or remaining part of a sports team) but it usually doesn't have to be repaid. The handout includes a link to the College Board (the organization that administers the PSAT and SAT exams). The College Board site provides extensive information about financial aid, and has links to several "Scholarship Finders" that allow students to enter information about themselves and their interests and see a list of scholarships they can apply for.

Make sure students understand the importance of a college education... and that they understand that if they want to go to college they can probably find a way to pay for it.

COMMUNITY-BUILDING OPPORTUNITIES:

Part of the aim of the Navigation 101 curriculum is to help students grow into a larger role in their community. Each lesson plan in the Navigation 101 curriculum highlights opportunities to help students think about or actually take on a larger role in either the school community or the larger community in which they live.

This lesson has a somewhat introspective focus because it is about students' individual dreams for the future and then about their academic plans to realize those dreams. By considering their dreams for the future – and then thinking carefully about what it will take to achieve those dreams – your students will have greater incentive to make good use of their time during the remainder of high school.

Although this lesson plan is based around an individual activity, there are many ways you can use the structure of your advisory group to help create community and support for your students as they prepare for their futures.

- **Shared dreams.** Do your students have any goals or dreams in common? Can you think up any "advisory group dreams" (such as all committing to go to college, or all committing to register for advanced courses)?
- **Common support.** One of the findings of districts that have implemented Navigation 101 is that the support and encouragement provided by the advisory group structure actually results in students doing better academically and signing up for more challenging courses. How can the members of your group support each other so that they'll take risks and challenges?

ADDITIONAL ACTIVITIES:

If you have accomplished all the activities outlined in this lesson plan and want additional activities for your students, you may wish to:

- **Obtain detailed information about advanced course opportunities at your school.** Does your high school offer an International Baccalaureate program? Advanced Placement courses? Other advanced or honors course opportunities? What must students do to qualify and register for these courses? Organize an information session for your students, as many of these programs begin during junior year. Help students and their families learn more about the resources available during high school.
- **Obtain detailed information about opportunities to earn college credit while in high school.** Washington State offers two opportunities through which qualified juniors and seniors in high school can earn college credits at no cost: the Running Start program, in which students take courses at a local community college; and the Tech Prep program, at which students' high school tech prep courses can qualify them for college credit. Help your students and their families learn more about these programs. More information is available at :
<http://www.k12.wa.us/RunningStart/default.aspx> or
<http://www.techprepwa.org/index.htm>.
- **Share information about the Washington State “Gear Up” program with students and their families.** Eligible students and schools may benefit from the program’s pre-college enrichment activities. More information is available at
<http://depts.washington.edu/gearup/>. Your students may also benefit from the program’s **comprehensive grade 9-12 college planning guide**, which is available at
<http://www.hecb.wa.gov/documents/GEARUPHandbook144477web.pdf>.
- **Host a discussion for students and their parents or guardians with a guidance counselor or college admissions officer.** If you did not invite a college admissions officer to your advisory session, perhaps you could arrange for a lunchtime or after-school meeting between your students and their parents or guardians and a college admissions officer or guidance counselor to discuss educational options and financial aid. It would be particularly helpful if students could volunteer their own interests and then hear what type of education they should acquire.

PREPARING FOR NEXT MONTH:

Next month's Navigation 101 session is focused on helping students explore career possibilities and assess their interests. Here's how you can plan ahead for next month:

- **Review your school's career planning resources.** Your school likely has access to an array of career planning and interest assessment resources, and you and your students likely explored these resources as freshmen. Review your school's resources and decide on an appropriate activity for your students: an interest survey, career preference test, or other tool would be ideal. If your school does not have career planning resources available, you might want to turn to the free resources at www.careervoyages.gov.
- **Invite a guidance counselor or career counselor to help your students develop resumes (*OPTIONAL*).** Next month's lesson plan suggests that each student create a resume. If you wish, invite a guest to help them do that.
- **Review the *CREATING A RESUME HANDOUT* that is included with next month's lesson plan.** It contains everything you need to help your students create resumes.
- **Prepare for a "work sample roundup."** Remind students before the January advisory session that they should bring work samples from all courses to the next session for a first semester "roundup." They will add these work samples to their portfolios.