



GRADE: 7
MONTH: APRIL
THEME: PLANNING FOR NEXT YEAR

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 7 April* packet includes:

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

LESSON GOALS:

Discuss course options for next year.

Select courses for next year.

(NOTE that you may wish to schedule this session in parts so as to have students complete course registration before their conferences.)

Help students reflect on their student-led conferences.

ESSENTIAL QUESTIONS:

What are my academic goals?

What courses do I need?

**MATERIALS
NEEDED:**

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

Course catalogue and registration forms for each student. *Your school should determine how to integrate course registration into advisories.*

PLANNING YOUR STUDENT-LED CONFERENCE HANDOUT from March. Students should bring their completed handouts.

STUDENT-LED CONFERENCE REFLECTION HANDOUT.

**CLASSROOM
ACTIVITY 1:****DISCUSS COURSE SELECTION (15-20 minutes)**

Students' goals for the future – and, specifically, for the courses they should be taking in 8th grade and beyond – have formed a big part of the Navigation 101 year. Now it's time to take action on these plans. ***Please note: YOUR SCHOOL MAY FIND IT HELPFUL TO SCHEDULE THIS ACTIVITY BEFORE CONFERENCES.***

- Distribute copies of your school's **course catalogue for next year.**
- Review the catalogue with students, focusing on required courses for 8th grade, honors and advanced courses, and electives.
- Discuss the types of classes students should take. How will their course selections determine their future in high school and beyond? What courses should they take? Let students discuss in pairs if you wish. Have them draw upon the plans they've created this year.

**CLASSROOM
ACTIVITY 2:****MAKE COURSE SELECTIONS (5-10 minutes)**

After your students have had time to discuss their course preferences for next year, have them complete their course registration forms.

- Distribute a **course registration form** to each student.
- Show them how to complete the form. Focus on the difference between required courses (which may already be filled out for them) and electives (which they will need to select and fill in).
- Explain your school's requirements for obtaining needed parent or teacher signatures and **make sure students understand where and when to return the registration form.** *(Please note that many schools schedule this activity before conferences so that students can incorporate their course registration plans into their presentations.)*

**CLASSROOM
ACTIVITY 3:****REVIEW CONFERENCES (10-15 minutes)**

Review students' student-led conferences.

(Please note that if you wish, you can divide this lesson into two parts: schedule Activities 1 and 2 of this lesson for before the conferences so that students can incorporate their course registration plans into their presentations; and then schedule Activities 3 and 4 to take place after the conferences. Many schools have found this approach helpful to allow parents or guardians to learn more about students' coursework plans and goals.)

- Distribute a copy of the **STUDENT-LED CONFERENCE REFLECTION HANDOUT** to each student.
- Discuss what students learned at their conferences. How did they do? How could they have done better?
- Give students time to complete the reflection handouts.

**CLASSROOM
ACTIVITY 4:****UPDATE PORTFOLIOS (5-10 minutes)**

Ask students to add their **STUDENT-LED CONFERENCE REFLECTION** and **PLANNING HANDOUTS** to their portfolios (*Personal and Social Development Section*) and check them off on their portfolio checklists.

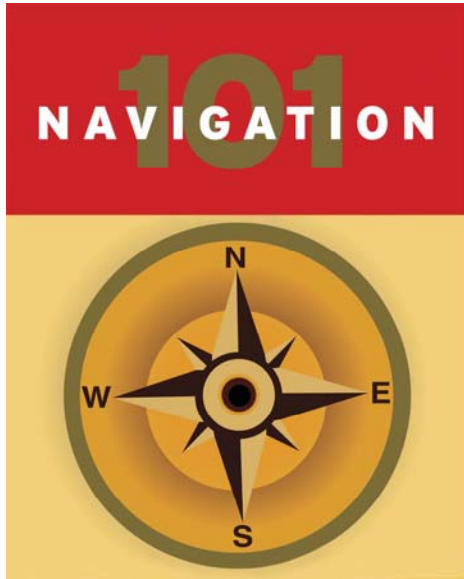
- Discuss how students used their portfolios during their conferences. Did they find their portfolios helpful? Why or why not? What can they do to make their portfolios more useful?
- As students add their handouts to their portfolios, take a few minutes to talk with each student about his or her conference, and review the notes your students have made on their **REFLECTION** handouts.

**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 **PLANNING** and **REFLECTION** handouts from the student-led conference.

Course Registration Form. Each student should complete and return a course registration form with appropriate signatures.



HANDOUT

STUDENT-LED CONFERENCE REFLECTION

7TH GRADE

Name: _____

Advisor: _____

HOW WAS YOUR CONFERENCE? WHAT DID YOU LEARN?

Was your student-led conference a success? Why or why not?

Were you prepared for your conference? What could you do next year to be better prepared?

Do you feel you presented your information well? Did your portfolio help with your presentation?

Do you feel your parents or guardians understood your presentation? Why or why not?

Did you understand the goals of the conference? Did your presentation reflect the goals of the conference?

**BACKGROUND INFORMATION FOR
LEAD ADVISORS AND INTERESTED
TEACHERS ON:****GRADE 7 – APRIL
PLANNING FOR NEXT YEAR**

**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 Next Year**. The Essential Questions are:

- What are my academic goals?
- What courses do I need?

Over the course of the year, your students have had a number of opportunities to think about their goals and dreams for the future and to learn what they will need to do to achieve those dreams.

Today's lesson focuses on a tangible step your students can take to move toward their long-term goals: selecting their academic courses for next year. As students review your school's course catalogue for next year, they'll be asked to think about their choice of electives, based on the career and educational goals they've articulated during the year; and they'll be asked to consider whether there are honors or advanced courses they can take instead of the regular 8th grade core courses.

Help your students navigate their way through what may be a large and confusing course catalogue. And make sure they think about the essential questions for this lesson as they do so: What are my academic goals? What courses do I need?

NOTE: Many schools have found it helpful to have students complete course registration prior to the student-led conferences, so that students can incorporate their plans for next year into their presentations and so that parents or guardians can learn first-hand what their children will be accomplishing at school. ***This approach is highly recommended, if it is possible for your school.***

If so, please feel free to break this session into two parts: complete the course registration activities (Activities 1 and 2) before your conferences; then schedule time for the reflection activities (Activities 3 and 4) after the conferences are over.

**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 7 Grade Level Expectations:

COMMUNICATION

- GLE 1.1.1 Applies a variety of listening strategies to accommodate the listening situation.
- GLE 1.1.2 Applies a variety of listening and observation skills and strategies to interpret information.
- GLE 2.2.2 Applies skills and strategies to contribute responsibly in a group setting.

WRITING

- GLE 1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing.
- GLE 1.5.1 Publishes in formats that are 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:A1 Improve academic self-concept (Display a positive interest in learning).
- A:A2 Acquire skills for improving learning (Demonstrate how effort and persistence positively affect learning).
- A:A3 Achieve school success (Demonstrate dependability, productivity, and initiative).

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:

DISCUSS COURSE SELECTION *(15-20 minutes)*

Students' goals for the future – and, specifically, for the courses they should be taking in 8th grade and beyond – have formed a big part of the Navigation 101 year. Now it's time to take action on these plans.

NOTE: Many schools have found it helpful to have students complete course registration prior to the student-led conferences, so that students can incorporate their plans for next year into their presentations and so that parents or guardians can learn first-hand what their children will be accomplishing at school. ***This approach is highly recommended, if it is possible for your school.***

If so, please feel free to break this session into two parts: complete the course registration activities (Activities 1 and 2) before your conferences; then schedule time for the reflection activities (Activities 3 and 4) after the conferences are over.

Every school handles course registration in a different way. Because selecting courses carefully is such a key part of Navigation 101, it's important that your school develop a plan to handle course registration that incorporates your advisory schedule. Students should have the opportunity to review your school's course catalogue with their advisors so that they can plan most carefully for their classes. If possible, they should also have the opportunity – preferably through their conferences – to review their plans with their parents or guardians.

Distribute a copy of your school's **course catalogue for next year** to each student.

Review the catalogue with students, focusing on:

- Required courses for 8th grade,
- Honors or other advanced courses they have the option to select, and
- Electives they can choose.

You might want to share with students a list (printed on the next page of this lesson packet) of the courses many colleges require during high school.

Of course, your students are not in high school yet. But the classes they take during middle school will determine what they can take in high school. And considering this list might help them select their 8th grade classes with an eye toward their high school goals.

Discuss the types of classes students should take during 8th grade. How will their course selections determine their future in high school and beyond? What courses should they take?

Let students discuss in pairs if you wish. Have them draw upon the plans they've created and filed in their portfolios. (For instance, what career and educational goals have your students identified? Can they move toward these goals with their course selection? How?)

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.

What courses can you take in 8th grade to prepare for these high school courses?

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.

CLASSROOM ACTIVITY 2:

MAKE COURSE SELECTIONS (5-10 minutes)

After your students have had time to discuss their course preferences for next year, have them complete their course registration forms.

Distribute a **course registration form** to each student.

Show students how to complete their forms. (You may wish to display a completed form as an example).

Focus on the difference between required courses (which may already be filled out for them) and electives (which they will need to select and then fill in).

Explain your school's requirements for obtaining teacher signatures for honors courses or courses with a prerequisite. Make sure students understand if they will need to obtain a teacher signature.

Then explain your school's requirements for obtaining a parent or guardian signature on the registration form.

Finally, **make sure students understand where and when to return the form.**

Again, if you wish, you can schedule course registration activities to occur before student-led conferences so that students can discuss their course selections with their parents at their conferences and have their parents sign their registration forms at that time.

CLASSROOM ACTIVITY 3:

REVIEW CONFERENCES (10-15 minutes)

Review students' student-led conferences. Help them reflect on their performance and plan ways to improve next year.

(Obviously, students should have completed their conferences before they reflect on their performance. As noted above, some schools incorporate course registration forms into the student-led conferences. If that is the case in your school, schedule Classroom Activities 1 and 2 <on course registration> for BEFORE your student-led conferences. And schedule Classroom Activities 3 and 4 <on conference reflection> for AFTER your conferences.)

Have students review their **PLANNING YOUR STUDENT-LED CONFERENCE HANDOUTS**. How do they feel their presentations compared with the outlines they prepared? Did they manage to cover the central points of their outlines during their presentations? Why or why not?

Ask students to discuss their presentations in small groups. You may want to have them share their completed **CONFERENCE ASSESSMENT RUBRICS** (from the *PLANNING YOUR STUDENT-LED CONFERENCE HANDOUT* from March) and have them compare their self-assessments with your assessment.

Were they prepared for their conferences? Did they have good outlines and all their materials in good order? Did anyone forget something at the last minute? How could they have been better prepared? What will they do different next year?

Did they present well? Why or why not? Did students feel they spoke well... or that they stumbled over their words? Did the format help them connect with their parents or guardians as they spoke? Why or why not? Did your students use props from their portfolios or any other presentation materials? Did those help them present?

Were they clear? Did they feel their parents or guardians understood them? Did their parents or guardians learn something about them?

Did they feel they understood the goals of the conference? Why or why not? How will that change next year?

Next, distribute a copy of the *STUDENT-LED CONFERENCE REFLECTION HANDOUT* to each student.

Ask students to consider the questions on the handout, either individually or in pairs.

Then give students time to complete the handouts.

CLASSROOM ACTIVITY 4:

UPDATE PORTFOLIOS (5-10 minutes)

Ask students to add their *STUDENT-LED CONFERENCE REFLECTION* and *PLANNING HANDOUTS* to their portfolios (*Personal and Social Development Section*) and check them off on their portfolio checklists.

Discuss how students used their portfolios during their conferences. Did they find their portfolios helpful? Why or why not? What can they do to make their portfolios more useful?

As students add their handouts to their portfolios, take a few minutes to talk quietly with each student about his or her conference, and review the notes your students have made on their *REFLECTION* handouts.

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 each year to move toward those dreams – your students will have greater incentive to make good use of their time in middle and high school.

Although this lesson plan is based around an individual activity, there are many ways your group can help support your students.

- **Shared dreams.** Do your students have any goals or dreams in common? Can you think up any “advisory group goals” (such as all committing to register for at least one honors course)?
- **Common support.** One of the findings of districts that have implemented Navigation 101 is that the support provided by the advisory group structure actually results in students doing better academically and registering for more challenging courses. How can the members of your group support each other in this way?

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:

- **Share reflections on the conferences by reading a summary of parent comments.** Ask your lead advisor to prepare a summary of parent and guardian comments from the *PARENT FEEDBACK* forms (if you distributed them at your conferences). It will be helpful for students to hear how their parents reacted to the conferences.
- **Ask students to discuss their course plans for next year with their families.** The student-led conference students recently concluded will hopefully be just the beginning of ongoing discussions students will have with their parents and families about their long-term goals. Ask students to follow up on their conferences with a discussion at home about their goals for school next year.

PREPARING FOR NEXT MONTH:

Next month's Navigation 101 session is focused on helping students prepare four-year plans that build on the other plans they've developed over the course of the year. Here's how you can plan ahead for next month:

- **Review the *FOUR-YEAR PLAN HANDOUT* in next month's lesson plan.** Students started the school year by developing “*smart*” goals for the school year. They will end the year by developing longer-term goals – for four years – that are based on the OSPI High School & Beyond Plan.
- **Plan an end-of-the-year celebration for your group.** Help the students in your group celebrate the last Navigation 101 session of the school year with donuts, pizza, balloons, or anything else of your choice to recognize their accomplishments and share your expectation that you'll see them in the fall.