



LESSON PLAN

GRADE: 10
MEETING: 3
DATE: 10/22/09
THEME: Academic Achievement

NAVIGATION 101:

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

Announcements:

If you miss any advisories, it is your responsibility to meet with your advisor at another time to make up missed activities before the next advisory session.

Lesson Goals:

- Help students take stock of what they've accomplished and update their **Academic Goal**.
- Introduce postsecondary assessments for this year and beyond.

MATERIALS NEEDED:

- **Academic Goal Worksheet** (*one copy for each student*)
- **Introduction to Postsecondary Assessments** (*one copy for each student to place in binder for reference*)
- **Work Sample Reflection Forms** (*2 copies for each student*)

CLASSROOM REVIEW:

Talk about the students Citizenship Goals. Did they write them properly covering the SMART goals? Some students may have to rewrite them.

CLASSROOM ACTIVITY 1:

Work Sample Reflection Forms

Distribute the handout. Remind students to save their best work, fill out a **Work Sample Reflection Form** and place them in the Social and Personal Development Section of their binder. Two samples from each semester are required. These samples are helpful at the SLC and show the progress students make over the year.

CLASSROOM ACTIVITY 2:

INTRODUCE POSTSECONDARY ASSESSMENTS FOR THIS YEAR AND BEYOND.

- Your students spent time last year developing a Four-Year Plan for the courses they should take based on their career and

educational interests. No matter what their plan, they will need to take a number of assessments this year and during their junior and senior years.

- Distribute the **Introduction to Postsecondary Assessments** handout. *Review it*, focusing on the exams students should take this year: the **HSPE** next spring. Make sure students understand the need for these assessments. File in the Academic Section of the portfolio.

CLASSROOM ACTIVITY 3:

HAVE STUDENTS CREATE ACADEMIC GOALS

Distribute the Academic Goal Handout.

Review “SMART” goals.

- **Specific** rather than general.
- **Measurable** amount of time.
- **Achievable** or realistic for a 10th grade student.
- **Rewarding** or positive rather than negative.
- **Time-oriented** able to complete by the end of the school year.

Ask each student to write a goal statement about his or her academic achievement. File over last year’s goals in the Academic Section of the portfolio.

Example: ACADEMIC GOAL: This year, I will maintain a B or better for both semesters in all of my classes and pass all sections of the HSPE.

HOMEWORK:

Remind students that the first quarter ends on 10/29 and they should be checking Skyward regularly to keep track of their assignments and grades.

For the next advisory (11/12) they are **required to bring a grade sheet from Skyward.**

Scoring:

Award 1 point for participation today

Award 1 point for completion of the Academic Goal Worksheet

ACADEMIC GOAL WORKSHEET – Gr10

Name: _____ Advisor : _____

WHAT DO YOU WANT TO ACHIEVE THIS YEAR?

How did you do during freshman year? What do you want to achieve this year?
Sophomore year is important: next spring you'll be taking the WASL. You'll also be preparing for your junior and senior classes based on the work you do this year... and, as you've learned, the work you do in high school will play a big part in determining your future success.

Based on your work so far, think of your academic goals for this year. Do you want to:

- Get a certain GPA (say, 3.0)?
- Pass all your classes?
- Do all your homework?
- Meet standard on all sections of the WASL?
- Get into advanced or AP classes next year?
- Learn another language?

What do you want to do? Please write at least one goal below for your academic achievements this year.

Remember that your goal should be “*SMART*,” that is:

- **Specific** rather than general (*Such as: “I want to get a 3.0 GPA this year”*).
- **Measurable** by what you will do during the year (*by grades or test scores, for instance*).
- **Achievable** or realistic for high school.
- **Rewarding** so that you will feel you've accomplished something.
- **Time-oriented** and able to be finished by the end of the school year.

MY ACADEMIC GOAL:

POSTSECONDARY ASSESSMENTS

No matter what you want to do with your future, you're going to have to take at least one assessment test (and likely many more than one!) during the next several years. Here's a list of the major assessment exams you'll be taking between now and graduation.

TO GRADUATE FROM HIGH SCHOOL

- Washington State students in the class of 2012 must meet standard on the Reading and Writing **HSPE** exams to graduate. Students can meet the state's math requirement by passing the high school math HSPE, a state-approved alternative or an assessment for students in special education, **OR**, earn two math credits after 10th grade. Students must have taken the math state exam once before using any of the alternatives.
- The HSPE is administered at your high school during spring 2010: Reading (March 16), Writing (March 17-18), Math (April 13) and Science (April 15).
- Students generally have to achieve a score that represents approximately 60 to 65 percent of the points possible on each test to pass.
- You will be offered four opportunities to retake the **HSPE** if you do not meet standard.
- For more information: <http://www.k12.wa.us/graduationrequirements/GraduationToolkit.aspx>

TO ATTEND A COMMUNITY OR TECHNICAL COLLEGE

ASSET Placement Exam

- The ASSET program is a series of short placement tests developed by ACT. The tests assess your abilities and will help your college determine where to place you.
- ASSET has three tests of basic skills in writing, reading, and numerical reasoning, plus more advanced tests in Algebra and Geometry. You can also complete the Educational Planning Form, to give your college more information about your educational needs and goals.
- Many high schools have students take the ASSET test during junior year to determine what courses they should take to prepare for college. The ASSET test may be used by your college to determine whether you need to take pre-college (remedial) classes before you can begin college.
- For more information: www.act.org/asset.

COMPASS Exam

- The COMPASS System, also developed by ACT, is another assessment exam that will evaluate your abilities and help your college determine where to place you. If you are planning to attend community or technical college, you will likely need to take either the ASSET or the COMPASS exam before you are admitted.
- COMPASS includes up to seven possible scores in three areas: one each in Writing Skills and Reading and up to five in Mathematics (Pre-Algebra, Algebra, College Algebra, Geometry, and Trigonometry).
- COMPASS also includes the ACT ESL Placement Test for English as a Second Language students.
- For more information: www.act.org/compass.

POSTSECONDARY ASSESSMENTS TO ATTEND A FOUR-YEAR COLLEGE

Preliminary SAT (PSAT)

- Students take the PSAT to prepare for the SAT and to qualify for the National Merit Scholarship Corporation's scholarship programs.
- Students typically take the PSAT in the fall of junior year; many practice in sophomore year.
- The PSAT tests on critical reading skills, math program-solving skills, and writing skills.
- For more information: www.collegeboard.com/student/testing/psat/about.html.

PLAN

- Students take the PLAN to prepare for the ACT.
- The exam covers English, math, reading and science.
- Students generally take the PLAN during sophomore year.
- For more information: www.act.org/plan.

SAT Reasoning Test

- The SAT is the most widely used admissions test for colleges and universities. It is a 3-hour, 45-minute exam that measures the critical thinking, mathematical reasoning, and writing skills students need for college.
- Many students take the SAT twice: in junior year to practice, and then in the fall of senior year.
- The SAT is offered several times each year; check with your school counselor for times.
- For more information: www.collegeboard.com/student/testing/sat/about.html.

SAT Subject Tests

- SAT Subject Tests are offered in many different subjects, including English, History, Mathematics, Science (Biology, Chemistry, and Physics), and Languages (Chinese, French, German, Spanish, Hebrew, Italian, Latin, Korean, Japanese).
- Colleges use the Subject Tests for admission or for placement after you're admitted.
- Most students take the Subject Tests late in junior year or early in senior year.
- For more information: www.collegeboard.com/student/testing/sat/about/SATII.html.

ACT (formerly the American College Test)

- The ACT assesses students' knowledge in English, mathematics, reading, and science. The ACT also offers an optional Writing Test.
- Students may take the ACT as an alternative to the SAT – or may take both tests.
- Students usually take the ACT late in junior year or early in senior year.
- For more information: www.actstudent.org/index.html.

Advanced Placement Exams (AP)

- Students who have taken Advanced Placement (AP) classes in high school can take the AP class in that subject. Scoring well can result in college placement and credit.
- The College Board offers 37 different AP tests in 22 subject areas.
- Students usually take the AP test at the end of the year in which they've taken an AP course; interested students should tell their AP teacher by March of that year.
- For more information: www.collegeboard.com/student/testing/ap/about.html.

POSTSECONDARY ASSESSMENTS

Continued

College-Level Examination Program (CLEP)

- CLEP exams can help you earn college credit for work you've completed during high school or on the job.
- CLEP exams are available in the following categories (with many sub-categories available in each): Composition and Literature; Foreign Languages; History and Social Sciences; Science and Mathematics; and Business. Each exam is 90 minutes long.
- For more information: www.collegeboard.com/student/testing/clep/about.html.

TO BEGIN AN APPRENTICESHIP

Apprenticeship Program Standards

- Many apprenticeships will require that you meet certain basic academic standards.
- Some apprenticeships have additional standards that you must meet to secure an apprenticeship.
- For more information: www.lni.wa.gov/TradesLicensing/Apprenticeship/Programs/Standards.

TO JOIN THE MILITARY

Armed Services Vocational Aptitude Battery (ASVAB)

- The ASVAB was developed by the Department of Defense to assess new recruits' abilities and help place them in positions. It is the most widely used assessment test in the world.
- The ASVAB includes eight test areas: General Science, Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension, Mathematics Knowledge, Electronics Information, Auto and Shop Information, and Mechanical Comprehension.
- Students typically take the ASVAB in their junior or senior year.
- For more information: www.asvabprogram.com.

Air Force ROTC – Air Force Officer Qualifying Test (AFOQT)

- Students who decide to attend a four-year college may join the Army, Navy, or Air Force Reserve Officer Training Corps (ROTC) to train to become a military officer after college graduation. ROTC program availability varies by college and will provide a full or partial scholarship to college in return for a certain number of years of military service after college.
- The Army and Navy ROTC require certain score levels on the SAT and/or ACT.
- The Air Force ROTC requires the AFOQT to measure student aptitudes and select students into specific training programs such as pilot or navigator training.
- For more information: www.afrotc.com/admissions/qualifyingTest.php.



Name: _____ Date of assignment: _____



Level of Effort (1/lowest – 5/highest) _____

Overall Quality of Work (1 – 5) _____

Why did you choose this work sample?

What did you learn from this assignment?

What did you do well in this assignment?

In the future how will this sample help you?

Date added to portfolio: _____ Advisor's Name: _____