



LESSON PLAN

GRADE:	9
MEETING:	6
DATE:	1/14/10
THEME:	The Four-Year and Beyond Plan

NAVIGATION 101:

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

Announcements:

- If students miss advisory it is their responsibility to find out what they missed and makeup the assignments. Successfully completing advisory earns students .25 credit for each year and 1 full credit toward graduation at the end of the senior year. Also be aware that some of what we do in advisory is required in the senior portfolio in order for students to graduate.
- **IMPORTANT REMINDER:** Half the school year is over. Be sure you are gathering examples of your best work from each course and saving them in your portfolio.

LESSON GOALS:

- Students will reflect on their goals and dreams for the future.
- Students will develop the **Four-Year and Beyond Plans**.

ESSENTIAL QUESTIONS:

- Who am I?
- What can I plan for the future?

MATERIALS NEEDED:

- **Student Portfolios.** Students will need access to their portfolios at each advisory session.
- **Academic Goal Worksheet** (from portfolio. Students should have them in their portfolio.)
- **Career Goal Worksheet** (from portfolio. Students should have them in their portfolio.)
- **Citizenship Goal Worksheet** (from portfolio. Students should have them in their portfolio.)
- **High School and Beyond Worksheet** (class set)
- **Four-Year and Beyond Plan** (class set)
- **High School Requirements for Class of 2013** (class set)
- **Second Semester Schedules** and fines (class set)

CLASSROOM REVIEW:

Goal Worksheet Review (*2 minutes*) Direct students to find and review the **Academic, Career** and **Citizenship Goal Worksheet** in their portfolios. Ask they have any questions about the task?

**CLASSROOM
ACTIVITY 1:**

High School and Beyond Worksheet (*10 minutes*)

- Distribute the **High School and Beyond Worksheet**.
- Using the **Goal Worksheets** from each section of the portfolio ask students to fill out the **High School and Beyond Worksheet**.
- Encourage discussion about career and higher education choices and about what students need to do to prepare to realize these choices. Explain that it is okay not to be sure because undoubtedly people's plans change not only in high school but also in throughout life. Encourage discussion about the choice of "dream," "favorite," and "sure thing" careers and schools of higher education. They are in the "trying it out" and "building an idea of future" stage in their life. It isn't important to "get it right," but it is important to "give it a go!"

**CLASSROOM
ACTIVITY 2:**

High School Requirements (*5 minutes*)

- Distribute and briefly go over the **Graduation Requirements and Course Breakdown** handout with the students. Make sure they are aware of the **Note** and * (college credit here at the high school) at the bottom.
- **Note the change for Class of 2013-requires 3 credits of math**
- On the reverse (**Graduation Requirements for the Class of 2013**) discuss the minimum requirements for a four year school. Answer any questions students may have.

**CLASSROOM
ACTIVITY 3:**

Four-Year and Beyond Plan (*15 minutes*)

- Distribute the **Four Year and Beyond Plan (Four-Year and Beyond Career Planning Flowchart** on the back).
- Explain to students that they are required by the Washington to complete a **Four-Year and Beyond Plan** and then update this plan each year.
- Direct students to complete this chart by starting with the **Four-Year and Beyond Career Planning Flowchart** on the back. First they fill in the career they want to pursue, then the level of education they must complete, then choose 3 schools (jobs) in which they are interested. Answers should be based upon the information on their **High School and Beyond Worksheet**.
- When they are finished, turn the paper over and ask them to complete their **Four-Year and Beyond Plan** by filling in the classes they are taking this year and then imagine the classes they will need to take their sophomore year, if time allows.

**CLASSROOM
ACTIVITY 4:**

Student Schedules and Fines Distribute next semester's student schedules and fine information. If students want to change their schedule they must sign up to talk to Mr. Poland.

Note to Advisors

This is probably too much to accomplish in this lesson. The goal is to get everything in their portfolio they will need for SLC . We have one hour sessions in February and March for make up.



HIGH SCHOOL AND BEYOND WORKSHEET

GR 9

Name: _____ Grade: _____ Advisor: _____

WHAT ARE YOUR GOALS FOR THIS YEAR?

Using the **Goals Worksheet** from each section of your portfolio, please think about the goals you developed for 9th 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?

My career pathway is _____. After graduation, I want to

HOW DO YOU LEARN BEST?

You are in your first year of high 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 have you accomplished already? What do you hope to accomplish before graduation?

- | | | |
|---|--|---|
| <input type="checkbox"/> Join a sports team | <input type="checkbox"/> Join other clubs and activities | <input type="checkbox"/> Play a musical instrument |
| <input type="checkbox"/> Get a ____ GPA | <input type="checkbox"/> Take honors classes | <input type="checkbox"/> Take four years of math |
| <input type="checkbox"/> Take four years of science | <input type="checkbox"/> Take a foreign language | <input type="checkbox"/> Get a part-time job |
| <input type="checkbox"/> Be in school government | <input type="checkbox"/> Be a mentor to other students | <input type="checkbox"/> Volunteer in the community |
| <input type="checkbox"/> Learn more about careers | <input type="checkbox"/> Learn more about postsecondary | <input type="checkbox"/> 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.

- | | | |
|---|---|--|
| <input type="checkbox"/> Get a job right away | <input type="checkbox"/> Find an apprenticeship | <input type="checkbox"/> Get a 2-year degree |
| <input type="checkbox"/> Get a 4-year degree | <input type="checkbox"/> Go to graduate school | <input type="checkbox"/> Join the military |

My ideal job is: _____

Graduation Requirement and Course Breakdown - Class of 2013

Subject	Minimum DPHS Requirements	Course Name	Year Taken	Credits Received
English	4 Credits	<u>General Ed. Sequence:</u> Basic Eng 1, Basic Eng 2, Eng 1, Eng 2, Eng 3, Eng 4 <u>Advanced Sequence:</u> Ad Eng 1, Ad Eng 2 EWU 101, EWU 170	Varies Depends on placement	1.0 1.0 1.0 5 college ¼ credits/year
Mathematics	3 credits	<u>LAP Sequence:</u> Math Lab 1, Math Lab 2, Segmented Math <u>College Prep Sequence:</u> Algebra 1, Geometry, Algebra 2, Pre-Calculus UW Pre-Calculus 120, UW Calculus 124	Varies Depends on placement	1.0 per year course 5 college ¼ credits/year
Science	2 credits - one credit must be a lab science	Lab Sciences: Intro to Physical Science Biology, Chemistry, Physics, Anatomy and Physiology Non Lab Science: Horticulture, Livestock	9 10 11, 12 10, 11, 12	1.0 per year course
Social Studies	3.5 Credits	Washington State History World History, Basic World History, Advanced World History U.S. History CWH, EWU History 110, EWU Gov't 100	8 10 10 11 12 11, 12 12	.50 1.0 1.0 1.0 1.0 5 college ¼ credits/year
Visual or Performing Arts	1 Credit	Concert Choir, Jazz Choir, Drama Band, Jazz Band, Guitar, Art, Floral Design, Digital Design	Varies	1.0 per year course
Health and Fitness	2 Credits (.5 health – 1.5 P.E.)	Physical Education, Health and Fitness, Weight Training	Varies	1.0 per year course
Occupational Education	1 Credit	Digitools, Bus/Consumerism (both required) Marketing Adv Marketing, Accounting, Digital Design, Advanced Digital Design, Intro to Welding, Intro to Woods Career Choices	9 Varies	.50 1.0 per year course .50
Electives	5.5 Credits	Foreign Language - French or Spanish, Accounting, Leadership, Journalism, Annual, Drama, Floral Design, Agri Business, Livestock, Horticulture, Adv. Horticulture, Other CTE courses. Career Choices Advisory Teaching Assistant EWU Student Tutor	Varies 9-12 10, 11, 12 11, 12	1.0 per year course .50 .25 per year .25 per sem 3 college ¼ credits/sem
Skill Center		See DPHS Counselor for current course listings	11, 12	3 per year
Running Start	Course selection must meet DPHS requirements	See Spokane Community Colleges Catalog quarterly course schedule	11-12*	

Note: **Floral design, horticulture and digital design** are occupational or art credits; not both.

* Must meet junior credit standards of 12 core subject credits before admitted to Running Start.

Graduation Requirements for the Class of 2013

<i>Subject</i>	<i>Minimum state graduation requirements</i>	<i>Minimum requirements for DPHS</i>	<i>Minimum requirements for public, four-year colleges and universities</i>	<i>Recommended courses for highly selective colleges and universities</i>
English	3 credits	4 credits	4 years	4 years
Mathematics	3 credits	3 credits	3 years *	3-4 years*
Science (1 must be a Lab Science)	2 credits	2 credits	2 years	3-4 years
Social Studies (Washington State** and U.S. History)	2.5 credits	3.5 credits U. S. History World History Contemporary World History	3 years	3-4 years
World Language (same language)	0 credits	0 credits	2 years	3-4 years
Visual or Performing Arts	1 credit	1 credit	1 years	2-3 years
Health and Fitness	2 credits	2 credits		
Occupational Education	1 credit	1 credit***		
Electives	5.5 credits	4.5 credits		
Total	20 credits	21 credits		

* Must be in Algebra II or higher

** Washington State History requirement may be satisfied at 8th grade.

*** Digitools and Business/Consumerism are required

It is important to remember that students aren't taking classes just to get out of high school, but to be prepared for their next steps after high school.

Students planning on going into the military or attending a trade school, certificated program, community college or a four-year public or private university should research the credits needed for entrance and for proper preparation.

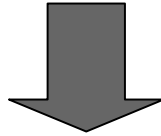
All Washington graduates must fulfill the following requirements:

1. **Meet the Washington State Reading and Writing Standard**
2. **Meet the Washington State Mathematics Standard or pass a Grade 11 and Grade 12 math class aligned to state standards.**
3. **Complete a Four Year & Beyond Plan.**
4. **Complete a Culminating Project and Senior Presentation.**
5. **Meet class credit requirements.**



DPHS Four-Year and Beyond Career Planning Flowchart

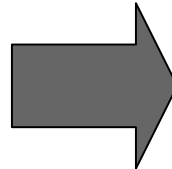
1. Write a "Career Goal" from your "Career Goal Plan Worksheet" or a new job/career choice.



2. Check all the training and education required. Consult WOIS, Career Planning Guides, your "Career Goal Plan Worksheet," and your "4 Year Plan" (opposite side of this worksheet.)

- ___ High School Diploma
- ___ High School Career Tech Classes
- ___ Skill Center
- ___ Other Career Training:

- ___ Community College Associate Degree
- ___ Four Year College Bachelor's Degree
- ___ Masters or Doctoral Professional Degree

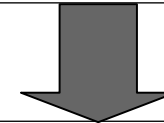


3. Things to do before you go to a 4 or 2 year college

- 10/11 take/retake PSAT, SAT, ACT or Asset
- 11 visit campuses and attend College Fair
- 11/12 apply for financial aid and scholarships
- 12 apply for admission
- 12 send letters of recommendation to colleges
- 12 formulate a budget
- 12 have a transcript and test scores mailed

Things to do before you go into the workforce

- 11 complete a resumé
- 11 complete sample request, application and thank you letters
- 11/12 practice interviewing
- 12 secure references/letters of recommendation



4. Choose three schools where you can receive more training or choose three job titles.

- _____ dream school/job
- _____ favorite school/job
- _____ sure thing/job

DPHS Four-Year and Beyond Plan

Name _____

Current Grade _____

<i>Grade 9</i>	
Classes	credit earned
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____

<i>Grade 10</i>	
Classes	credit earned
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

School/Community Activities

<i>Grade 11</i>	
Classes	credit earned
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

School/Community Activities

<i>Grade 12</i>	
Classes	credit earned
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

School/Community Activities
