



LESSON PLAN

GRADE:	9
MEETING:	5
DATE:	12/16/10
THEME:	Setting Goals

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:** Be sure you are gathering examples of your best work from each course and saving them in your portfolio.
- **IMPORTANT INFO (for Advisors):** *If you are feeling overwhelmed and behind, there will be some 'catch-up' time built into lessons in January. We will have some long advisories to organize materials and prepare for SLCs.*

Lesson Goals:

- Students will reflect on their goals and dreams for the future.
- Students will develop Academic and Career Goals
- Six Pillars of Character: Trait 5 **Caring**

ESSENTIAL QUESTIONS:

- Who am I?
- How do I learn?
- How can I do better?
- What do I want to do in the future?

MATERIALS NEEDED:

- **Student Portfolios.** Students will need access to their portfolios at each advisory session.
- **Academic Goal Worksheet** (class set)
- **Career Goal Worksheet** (class set)
- **Class of 2014 Checklist** (one per advisor)
- **Grade 9 Academic Inventory Handout** (from portfolio. Students should have them in their portfolio.)
- **Keirseley Temperament Sorter** (from portfolio. Students should have them in their portfolio.)
- **Learning Styles Survey and Overview** (from portfolio. Students should have them in their portfolio.)

CLASSROOM REVIEW:

Academic Inventory Review (*5 minutes*) Ask students to review the **Academic Inventory** in the “Academic Development Section” of their portfolio.

**CLASSROOM
ACTIVITY 1:**

Academic Goal (*10 minutes*) Distribute the **Academic Goal Worksheet** and go over the information with them. Ask students to complete a goal statement. Let them know that these goals should be based on how they are doing so far this year (see Academic Inventory Sheet). These goals are meant to help them have a successful first year in high school.

**CLASSROOM
ACTIVITY 2:**

Career Goal (*10 minutes*) Ask students to review the careers suggested by the **Keirseey Temperament Sorter**, the **Learning Styles Survey and Overview**, and their WOIS information if students have already completed it. Distribute the **Career Goal Worksheet** and go over it with them. Ask them to write a career goal including the education or training for their goal.

**CLASSROOM
ACTIVITY 3:**

Discuss: Six Pillars of Character: # 5 Caring

- If you existed alone in the universe, there would be no need for ethics and your heart could be a cold, hard stone. Caring is the heart of ethics, and ethical decision-making. It is scarcely possible to be truly ethical and yet unconcerned with the welfare of others. That is because ethics is ultimately about good relations with other people.
- It is easier to love "humanity" than to love people. People who consider themselves ethical and yet lack a caring attitude toward individuals tend to treat others as instruments of their will. They rarely feel an obligation to be honest, loyal, fair or respectful except insofar as it is prudent for them to do so, a disposition which itself hints at duplicity and a lack of integrity. A person who really cares feels an emotional response to both the pain and pleasure of others.
- Of course, sometimes we must hurt those we truly care for, and some decisions, while quite ethical, do cause pain. But one should consciously cause no more harm than is reasonably necessary to perform one's duties.
- The highest form of caring is the honest expression of benevolence, or altruism. This is not to be confused with strategic charity. Gifts to charities to advance personal interests are a fraud. That is, they aren't gifts at all. They're investments or tax write-offs.

CLOSE

Checklist for the Class of 2012 (*5 minutes*) If you have time, go over the **Checklist for the Class of 2012** with students.

Advisors: Remember to put the handouts in student binders if students are absent.



ACADEMIC GOAL WORKSHEET – Gr 9

Name: _____ Grade: _____ Advisor: _____

WHAT DO YOU WANT TO ACHIEVE THIS YEAR?

You're new to high school, and you're probably finding your courses challenging. How are you doing? What do you want to achieve this year?

You've had the opportunity to review your grades so far this year and reflect on them by completing the Academic Inventory in Lesson 4. Based on that information, think of your biggest academic goal for this year. Do you want to...

- Get a certain GPA (say, 3.0)?
- Pass all your classes?
- Do all your homework?
- Take the 10th grade WASL in 9th grade, a year early?
- Get into an honors class?
- 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 9th grade.
- **Rewarding** so that you will feel you've accomplished something.
- **Time-oriented** and able to be finished by the end of the school year.

ACADEMIC GOAL:



CAREER GOAL WORKSHEET - Gr 9

Name: _____ Grade: _____ Advisor: _____

WHAT ARE YOU INTERESTED IN DOING?

What do you want to do after high school? What have you always dreamed of becoming?

As you learn more about how to plan for life after high school this year, you will be asked to select a Career Pathway. A Career Pathway is a group of careers related to each other. Your educational needs – and many of the courses you’ll take in high school – will be determined by your choice of a Career Pathway.

The **Learning Styles Inventory Overview** listed jobs (Common pursuits) for each learning style and the **Keirsey Temperament Sorter** gave three examples of careers for your personality type. Many of you have completed the **WOIS Career Interest Areas** and the **Interest Profiler** in Digttools and the rest of you will next semester.

Study the chart below. Based on the results of the above surveys circle the Career Pathway that sounds most like you.

Do you like expressing yourself creatively or performing?	Do you like organizing things or persuading people?	Do you like working on a team to solve problems?	Do you like helping other people?	Do you like working outdoors or solving problems?
PATHWAY: Arts, Media, Communications & Design	PATHWAY: Business, Management & Finance	PATHWAY: Engineering, Science & Technology	PATHWAY: Education, Social & Health Services	PATHWAY: Agriculture, Science & Natural Resources

What do you want to do? In the box below, **write a career goal and the education or training needed to complete that goal.**

Example 1: I want to be a carpenter after high school. After I graduate I will join the local apprenticeship program and complete the on job training to become a carpenter.

Example 2: I want to be a zoologist. I will take four years of science in high school then get a degree with a major in zoology from a university.

CAREER GOAL:



Checklist for Class of 2014

(Keep in front pocket of your binder)

* Checklist through Dec. 16. Students will get another checklist Feb. 17.

Academic Development Portfolio Section

- Portfolio Section **Academic Development** Divider
- “**Grade Progress Report**” (date 11/08) from Skyward
- “**Academic Inventory – Gr 9**” (Grade 9 - Lesson 4)
- “**Academic Goals—Gr 9**” (Grade 9 – Lesson 5)

Career Development Portfolio Section

- Portfolio Section **Career Development** Divider
- “**Career Goals—Gr 9**” (Grade 9- - Lesson 5)
- WOIS-“Career Interest Areas Results”** (from Digttools or find on Stag’s LEAP)
- WOIS- “Interest Profiler Results”** (from Digttools or find on Stag’s LEAP)
- WOIS- “Career and Educational Plan”** (from Digttools or Business & Consumerism)

Personal and Social Development Portfolio Section

- Portfolio Section **Personal and Social Development** Divider
- “**Citizenship Goal Worksheet – Gr 9**” (Grade 9 – Lesson 1)
- “**Learning Styles Inventory” Results** (Under 9th Grade assignments on Stag’s LEAP page)
- “**Overview of Learning Styles”** (Grade 9 – Lesson 3)
- “**Learning Styles Reflection”** (Grade 9 – Lesson 3)
- “**Keirsey Temperament Sorter” Results** (Under 9th Grade assignments on Stag’s LEAP page)
- “**Keirsey Temperament Sorter Reflection”** (Grade 9 – Lesson 3)
- Four Examples of Best Work with completed “Work Sample Reflection Forms”**
- Awards and Certificates

Back Pocket

Work Sample Reflection Forms