

## OWNERSHIP OF LEARNING

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### LESSON 7-1 ▲ WHERE AM I GOING IN 7<sup>TH</sup> GRADE?

#### LEARNING GOALS/OUTCOMES

- ▶ Review the key elements of the Career Guidance Washington curriculum for 7<sup>th</sup> Grade.
- ▶ Analyze prior year goal achievements to determine new skills and challenges.
- ▶ Create at least five academic and/or activity goals for the 7<sup>th</sup> grade.

#### MATERIALS NEEDED

- ▶ **Student Handouts:**
  - Grade 7 Career Guidance Washington Outline and Themes
  - Individual Road Map
- ▶ **Class Road Map Poster** – a large poster that will host 90+ sticky notes.
- ▶ **Post-it sticky notes**

#### CLASSROOM ACTIVITIES

1. **Students are welcomed to 7<sup>th</sup> Career Guidance WA lessons.** Welcome students to 7<sup>th</sup> Grade! Remind them that success in middle school is a direct result of their involvement in classes and school activities. Also remind students of the two commitments they made in 6<sup>th</sup> Grade Career Guidance lessons – to “take charge of your future”, and to become “high school ready” by the end of 8<sup>th</sup> grade.
2. **Students rate the quality of their 6<sup>th</sup> grade year.** Tell students they are going to move to one of four corners of the room, in response to some questions you are going to ask about their 6<sup>th</sup> grade year. Each corner is given a value on a scale from 1 to 4. 1 is defined as terrible, 4 defined as stupendous, 3 is pretty good, 2 is okay. Students move to the assigned corner representing their answer to various questions. When students arrive to their location, they talk with their group about why they chose that rating. Students will record their answers as they move around the room so it can be brought back to build timeline on a sheet of paper.

#### ***Ask the following questions:***

- How do you feel generally about your 6<sup>th</sup> grade school year?
- How do you rate your level of academic success in 6<sup>th</sup> grade?

- How do you rate your participation in school or community activities in 6<sup>th</sup> grade?
  - How would your family describe your 6<sup>th</sup> grade year?
  - How successfully did you take charge of your future in 6<sup>th</sup> grade?
3. **Students are introduced to the lesson topic for today.** Inform students that 7<sup>th</sup> grade is a fresh new year. Students who had a successful 6<sup>th</sup> grade are wise to notice what they did well and keep it up! Students seeking improvement are wise to do some things differently to become high school ready by the end of 8<sup>th</sup> grade. Follow up on the introduction of the High School & Beyond Plan, a high school graduation requirement, from 6<sup>th</sup> grade. (A template can be found in lesson 12-9 to see what's ahead for their future.)

Provide each student with a copy of *7<sup>th</sup> Grade Career Guidance Washington Outline and Themes*. Review the eight Career Guidance Washington themes and 29 lessons students may experience in 7<sup>th</sup> grade. Also review the materials each student will utilize during student-led conferences and remind them that these materials make up key parts of their student-led conference. Let students know when your conferences will be this year

4. **Students are introduced to the concept of 'school as a journey'.** Tell students about Penny Loafer, who started 6<sup>th</sup> grade with five goals: (a) to raise her math grade from a C to a B average, (b) to make the honor roll at least once, (c) to complete all homework in-school or after-school every day, (d) to make the 6<sup>th</sup> grade basketball team, and (e) to learn how to play guitar. Mid-way on her path to the end of 6<sup>th</sup> grade, Penny recognized that she had not accomplished any of her goals, had failed to make the basketball team, and was using her personal issues as reasons for her average performance in school. She adjusted her focus and use of time, and by the end of the year had accomplished the other four goals. Her journey was unfocused in the early part of the year, but she regards 6<sup>th</sup> grade as a success, thanks to her work in the second half of the year.

Ask students if any of them had a 6<sup>th</sup> grade journey like Penny, achieving some but not all of your goals. Ask if any are willing to tell how their journey went towards their goals last year. Encourage students to see school as a journey and themselves as responsible for making it an enjoyable one.

5. **Students plan their journey through 7<sup>th</sup> grade.** The Road Map Poster should be posted at the front of the classroom. Tell students that 7<sup>th</sup> grade is a new journey with an unwritten road yet to be travelled. Now is the time to begin thinking about what they want their 7<sup>th</sup> grade path to look like. Ask students to partner with one other person. Provide each student with three sticky notes. Partners discuss each question and then each creates a personal goal related to the question and writes it on one of their sticky notes.

**Ask students to discuss and create a sticky note goal for each of the following:**

- Name one academic, course-related, or grade-related goal you have for 7<sup>th</sup> grade.
- Name one in-school or community-based activity goal you have for 7<sup>th</sup> grade.
- Name one goal you have that involves friends or family in 7<sup>th</sup> grade.



Each time a pair of students complete a goal, ask them to post their sticky note on the class road map.

6. **Students analyze the 7<sup>th</sup> grade goals of their class.** Once all students have three sticky notes on the road map, ask students to get up and read all the goals of this class. Ask them to take their notebook and look for common themes in the goals that students have set. Encourage them to 'steal' goal ideas for their own 7<sup>th</sup> grade year. After adequate time, ask students to return to their seats and lead a class discussion on trends in 7<sup>th</sup> grade goal setting.
7. **Students develop an individual student road map.** Distribute the *Individual Road Map* to each student. Ask them to write five individual road map 7<sup>th</sup> grade goals on the handout. Two goals should be academic in nature, two should be activity-based, and the fifth can be academic, activity-based, or family/friend-oriented. Tell students to keep their *Individual Road Map* to be reviewed at conference time.
8. **Students project how they will feel at the end of 7<sup>th</sup> grade.** Repeat the activity you offered in the beginning of this lesson, only this time, focus on 7<sup>th</sup> grade. Ask students the same questions, and have them go to the corners of the room that represent what would like to be able to say at the end of 7<sup>th</sup> grade.
  - How will you feel generally about your 7<sup>th</sup> grade school year?
  - How will you rate your level of academic success in 7<sup>th</sup> grade?
  - How will you rate your participation in school or community activities in 7<sup>th</sup> grade?
  - How will your family describe your 7<sup>th</sup> grade year?
  - How successfully will you take charge of your future in 7<sup>th</sup> grade?

## STUDENT PRODUCTS

### ► Completed *Individual Road Map*





## OWNERSHIP OF LEARNING

### LESSON 7-1 STUDENT HANDOUT

#### 7<sup>TH</sup> GRADE CAREER GUIDANCE LESSON OUTLINE & THEMES

##### OUTLINE

- 7-1 Where Am I Going in 7<sup>th</sup> Grade?
- 7-2 Personal Interests
- 7-3 Personal Skills
- 7-4 Knowing Yourself: What Are Your Strengths and Interests?
- 7-5 Time Management
- 7-6 Managing Multiple Choice Questions
- 7-7 Asking for Help
- 7-8 High School Courses
- 7-9 My Story
- 7-10 After-Graduation Path
- 7-11 Academic Progress Review
- 7-12 College Bound Scholarship
- 7-13 Keeping Your Options Open
- 7-14 Preparing for High School
- 7-15 Future Possibilities
- 7-16 "You Don't Say" Career Game
- 7-17 Occupations Scavenger Hunt
- 7-18 Preparing for Student-led Conferences I
- 7-19 Preparing for Student-led Conferences II
- 7-20 Student-led Conferences – How Did I Do?
- 7-21 Banking and Personal Credit
- 7-22 GET College Savings
- 7-23 Note-taking Skills for Lecture
- 7-24 Conflict
- 7-25 Summer Plans and Projects
- 7-26 Green Jobs
- 7-27 School Connections to Work and Career
- 7-28 Doors to College
- 7-29 Career and Technical Options



## 7<sup>TH</sup> GRADE CAREER GUIDANCE LESSON OUTLINE & THEMES (cont.)

### THEMES

*Career Guidance Washington addresses 8 themes important to a college and career ready student. Discuss with the class what these themes might mean/represent.*

1. Career and College Development
2. Ownership of Learning
3. Transition Skills
4. Learning Techniques
5. Metacognitive Skills
6. Academic Eligibility
7. High School and Beyond Plan
8. Financial Literacy

### QUESTION

*What makes a student college and career ready?*

## OWNERSHIP OF LEARNING

### LESSON 7-1 STUDENT HANDOUT

#### INDIVIDUAL ROAD MAP

Below is a road map for your 7<sup>th</sup> grade school year. On your road map, write five 7<sup>th</sup> grade goals for a successful year. What would you accomplish that would make you feel great?

