

## OWNERSHIP OF LEARNING

---

### LESSON 9-1 ▲ WHERE AM I GOING IN 9<sup>TH</sup> GRADE?

#### LEARNING GOALS/OUTCOMES

- ▶ Define the components of college and career readiness
- ▶ Identify high school goals for each aspect of college and career readiness
- ▶ Set academic and activity goals for 9<sup>th</sup> grade

#### MATERIALS NEEDED

- ▶ **Student Handouts:**
  - 9<sup>th</sup> Grade Career Guidance Washington Lesson Outline & Themes
  - 9<sup>th</sup> Grade Goals Worksheet
  - Time Capsule Letter Template
- ▶ **For the time capsule (if desired): blank envelope for each student, one shoebox or file box to hold you group's letters, duct tape, and markers**
- ▶ **Whiteboard or flipchart and markers** for "word-dash" activity

#### CLASSROOM ACTIVITIES

1. **Students define themselves as graduates.** Welcome your students to advisory. Ask them to think of one word that describes the person they will be when they graduate from high school. That word should describe how they will be ready for college and career. Give them some ideas of possible words (such as "musical," "accepted" (into a post-secondary program!), "tech-savvy," "aware," "focused"). Then give students 30 seconds to do a "word dash." Have them all dash to the board or a flip chart and write down their word (one word or more). Spend a few minutes reviewing the resulting word cloud. Ask what their words have in common. Ask how the words describe the people they would like to be by graduation.

**Students learn the themes of college and career readiness.** Hand out or project the *College and Career Readiness Overview*. Review the themes addressed in this college and career readiness curriculum: Career and College Development, Ownership of Learning, Transition Skills, Learning Techniques, Metacognitive Skills, Academic Eligibility, High School and Beyond Plan and Financial Literacy. Ask students to compare the themes on the handout with the words they wrote on the board. Ask students to dash up to the board a second time to write a new word (one word

or more) that describes the person they would like to be or skills they would like to have at graduation based on the college and career readiness themes listed on the handout. Compare students' second word cloud to their first and discuss the similarities and differences between the two lists.

2. **Students review the 9<sup>th</sup> Grade Career Guidance Washington Course Outline.** Inform students that 9<sup>th</sup> Grade Career Guidance Washington lessons will help them prepare for life after graduation by focusing on the things required to be college and career ready while developing their High School & Beyond Plan. Hand out the *9<sup>th</sup> Grade Career Guidance Washington Lesson Outline* and briefly review lesson titles with students.
3. **Students set goals for 9<sup>th</sup> grade.** Now that students have developed overarching goals for their high school career, tell them that they are going to focus on what they hope to accomplish this year. Distribute the *9<sup>th</sup> Grade Goals Worksheet* and ask students to complete each of the sentences by writing a short goal describing how they plan to succeed in 9<sup>th</sup> grade.
4. **Students prepare a college and career readiness time capsule.** Hand out the *Time Capsule Letter Template*. Tell students they are going to write a letter to themselves when they are a high school senior about to graduate. This letter will be stored in a time capsule until just before graduation. In the letter, they should list their college and career readiness goals for themselves. When they are about to graduate, they will have the chance to see how many of their goals they achieved for their High School & Beyond Plan. As students write, circulate around the room offering encouragement. Help students write goals that are tangible and achievable. When students finish their letters, have each student seal his or her letter into a self-addressed envelope. Gather all the envelopes and put them into a box (a shoe box or file box). Have students help seal the box with tape and write "Time Capsule – do not open until Graduation \_\_\_\_ (graduation year)" on the outside. Make a show of storing the time capsule somewhere it will be safe until graduation.

## STUDENT PRODUCTS

- ▶ **Completed 9<sup>th</sup> Grade Goals Worksheet**
- ▶ **Completed Time Capsule Letter** placed with other letters in a time capsule for opening at graduation.





## OWNERSHIP OF LEARNING

---

### LESSON 9-1 STUDENT HANDOUT

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

##### OUTLINE

- 9-1 Where Am I Going in 9<sup>th</sup> Grade?
- 9-2 Study Like Your Hair's on Fire
- 9-3 Becoming Work Ready
- 9-4 School and Community Activities
- 9-5 Developing a Growth Mindset
- 9-6 Map Your Future
- 9-7 Test Attack Skills
- 9-8 Voices of Doubt
- 9-9 High School & Beyond Plan/Program of Study
- 9-10 Course Registration I: Credit Check
- 9-11 Course Registration 11: Finalizing Next Year
- 9-12 Academic Progress Review
- 9-13 Role Models from My Culture
- 9-14 Career Clusters
- 9-15 Stick With It
- 9-16 Career Focus
- 9-17 Hear Us Out
- 9-18 Analyzing Earning Power
- 9-19 Preparing for Student-led Conferences I
- 9-20 Preparing for Student-led Conferences II
- 9-21 Fulfilling Requirements in 9<sup>th</sup> Grade: High School Graduation Requirements
- 9-22 Building a Strong Transcript in 9<sup>th</sup> Grade
- 9-23 Conducting the College Search in 9<sup>th</sup> Grade: Benefits to Family
- 9-24 Learning to Use Money in 9<sup>th</sup> Grade: Money Management
- 9-25 Budgeting
- 9-26 Creating a Safe Space
- 9-27 School Involvement
- 9-28 Entry Exams
- 9-29 My Target Skills
- 9-30 Summertime: An Opportunity



## 9<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? How does my High School & Beyond Plan's Personalized Pathway fit with my college and career readiness ideas?*





## OWNERSHIP OF LEARNING

### LESSON 9-1 STUDENT HANDOUT

#### 9<sup>TH</sup> GRADE GOALS WORKSHEET

Name: \_\_\_\_\_

**Directions:** What can you do this year to become college and career ready? In the spaces below, complete the sentences to set your 9<sup>th</sup> grade goals in each area. You'll have the chance to review these goals again this year to check your progress. Make sure these goals align with your High School & Beyond Plan.

**ACADEMIC GOAL:** I will succeed in my classes this year because I will \_\_\_\_\_

---

---

**ACTIVITIES GOAL:** To get involved at school and in my community this year, I will \_\_\_\_\_

---

---

**COLLEGE & CAREER READINESS GOAL:** To become more college and career ready this year, I will \_\_\_\_\_

---

---





## OWNERSHIP OF LEARNING

### LESSON 9-1 STUDENT HANDOUT

#### TIME CAPSULE LETTER

Graduation \_\_\_\_\_  
(Your graduation year)

Dear \_\_\_\_\_,  
(Your name)

Congratulations on graduation! This is a big accomplishment and there are great things in store for you. I know you are college and career ready with a personalized pathway because you have worked hard during high school to prepare.

You are **academically eligible** because you have \_\_\_\_\_

\_\_\_\_\_

You have **metacognitive skills growth mindset** because you have \_\_\_\_\_

\_\_\_\_\_

You take **ownership of learning** because you have \_\_\_\_\_

\_\_\_\_\_

You have a **high school and beyond plan** and you are headed to \_\_\_\_\_

\_\_\_\_\_

You are **ready to transition to college and career** because you have \_\_\_\_\_

\_\_\_\_\_

Your hard work in high school has really paid off! Now you're ready for the future. Next year, I predict you will be \_\_\_\_\_

\_\_\_\_\_

Sincerely,

