TRANSITIONAL SKILLS

LESSON 8-3 ▲ MY HIGH SCHOOL PLAN

**LEARNING GOALS/OUTCOMES**

* Students will align goals, interests, activities with a preferred pathway of courses

**MATERIALS NEEDED**

* **Student Handouts:**
* Counselor for a Day Worksheet
* Interesting High School Courses Worksheet
* **District High School Course Catalog** and/or list of High School Courses
* **High School Activities and Clubs Offerings**

**CLASSROOM ACTIVITIES**

1. **Students learn some basic high school terms**. Tell students today’s class is focused on the courses you can take in high school. ‘Required courses’ are courses they must pass in order to graduate. ‘Elective courses’ are ones they select to meet post-secondary requirements, pursue personal interests, or develop target skills. Almost all their middle school courses so far have been required courses. The further they get into high school, the more option courses they will have to choose.

Write the words Freshman, Junior, Senior, Sophomore on the board. Tell students that these terms are used to describe 9th, 10th, 11th, and 12th grade in high school. Have them guess what word goes with each grade. Tell them the answers and ask how many already knew this.

Tell students that there are other differences between high school and middle school. For example, ask them if they knew that some high school classes have ‘prerequisites’. Ask if anyone knows what that is. Tell students that a ‘pre-requisite course’ is one that you must take before you are allowed to take another course. Explain to students how some courses at your local high school are taken sequentially – this often happens in math.

1. **Students learn about high school courses by pretending to be school counselors.** Ask students to go to four corners of the room, based on their sports preferences. Ask students to imagine someone offered them two tickets to one of the following team sports – which one would they pick? Make the four corners represent Basketball, Baseball, Football, and Hockey. Pair students up in each corner of the room.
2. **Hand out *School Counselor for a Day*** **Handout** and a list of high school course offerings to each student. Each partner takes a turn pretending to be a high school counselor. Each will make course recommendations from the list of course offerings from the high school to three different students (all role played by their partner).
3. **Students select courses relating to their own interests.** Now that students have had some practice at being “school counselors”, it is time for them to advise themselves. Distribute *Interesting High School Courses* to each student. Have them pick their favorite career and favorite activity/interest from their Middle School & Beyond Plan. The partners must identify five high school courses that relate to the chosen career and another five that relate to the chosen activity or interest. Repeat for the other partner.
4. **Students use a course catalog to select appropriate courses for 9th grade.** Provide each student with a copy of the local high school course selection guide and the course selection timetable. Ask each student to write the 9th grade courses they are required to take on the handout. Ask students to select at least three 9th grade elective courses for next year and write those into the handout. Finally, if you have a timetable for students, have each student practice developing an imaginary timetable for their 9th grade courses next year.
5. **Encourage students to map out a Personalized Pathway based on a High School & Beyond Plan that includes challenging coursework leading to acquiring a college ready transcript and a Career and College Ready Diploma.**

**STUDENT PRODUCTS**

* **Completed *Counselor for a Day Worksheet***
* **Completed *Interesting High School Courses Worksheet***

**ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **Your School District/High School Website**

TRANSITIONAL SKILLS

LESSON 8-3 STUDENT HANDOUT

SCHOOL COUNSELOR FOR A DAY WORKSHEET

**Directions:** *You and your partner must both pick three of the following imaginary students to help. Whoever isn’t playing the character must be the school counselor and use the high school course guide to recommend five high school courses that pertain to that character’s hobbies and career aspirations.*

***Character 1***

Rayce is a quiet student who loves numbers. He often brags to his friend about how easy a rubix cube is to solve once it is broken down in algorithms. He often uses words most other 8th graders don’t understand, like algorithm. Rayce’s favorite interest is to take apart airplane engines with his mom, a plane mechanic. Rayce wants to be an aerospace engineer.

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**5:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Character 2***

Cynthia is really outspoken in class especially when she gets a chance to argue. She loves arguing with her friends too. At cheerleader practice she even debates with friends about the best order of the dances. Cynthia hasn’t thought much about what she wants to be but her parents think she would be a great lawyer because she likes to argue so much.

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**3:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **4:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Character 3***

Steven seems to be your average everyday sort of guy. He has a lot of friends but isn’t particularly outspoken. He loves to read about history and in his spare time enjoys making models of World War II fighters. He enjoys working with younger kids and has sometimes thought of being a teacher.

**1:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **2:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Character 4***

Kathy is a sweet person with a big heart. She has often listened while others tell her about their personal problems. She even convinced one other student to talk to the counselor when the other student told her some of her “serious secrets.” Kathy is calm and doesn’t overreact. She has often thought about being a counselor.

**1:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **2:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**5:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Character 5**

Tim is a clever student. Often in science class he can think of solutions to practical problems. Once he helped the teacher get a series of hoses connected from the sink to another part of the classroom by creating adapters from parts of his binder. He doesn’t really want to do more school after he graduates but has a plumbing apprenticeship in mind.

**1:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **2:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**5:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Character 6**

Sara likes organization. She will often clean her friends’ rooms when she comes to visit. Once her father left her in his office unattended and returned to find out that she had organized everything alphabetically. She wants to use her organization to make money. Recently she expressed interest in an office secretary program at a local community college.

**1:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **2:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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TRANSITIONAL SKILLS

LESSON 8-3 STUDENT HANDOUT

INTERESTING HIGH SCHOOL COURSES WORKSHEET

**Directions:** *You and your partner now have the opportunity to counsel yourselves.*

**Write your top career interest: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Using your newfound skills as a school counselor, what high school courses you would recommend that relate to the career identified above? Write next to the course selection what year you should take the courses.

**1:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **2:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **4:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Write your top interest/activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

What are the high school courses you would recommend that relate to the interest/activity identified above? Write next to the course selection what year you should take the courses.

**1:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **2:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **4:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**My 9th Grade Courses**

**Required Courses Elective Courses**

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