ACADEMIC ELIGIBILITY

LESSON 11-10 ▲ COURSE REGISTRATION

**LEARNING GOALS/OUTCOMES**

* Review academic progress toward graduation and postsecondary admission.
* Plan for coursework and activities for next year.
* Register for next year’s courses.

**MATERIALS NEEDED**

* **Student Handouts:**
* Next Year Course and Activity Plan
* Journal Page
* **School Specific Registration Materials and/or Instructions.** Information from your school administration about your district’s high school graduation requirements.

**CLASSROOM ACTIVITIES**

1. **Students evaluate their present status for graduation.** If available, students may want to refer to Lesson 11-9, “High School and Beyond Plan.” Students should know that every school district sets a minimum number of credits required to graduate. Using information provided by your school’s administration, help students complete the column on your high school’s graduation requirements. Help students use their transcripts to enter their own personal credit totals (as of the end of 12th grade) into the last column on the right of the handout. Ask students to calculate how many credits they will each need to earn during their remaining two years of high school to meet your district’s graduation requirements. Have each student note on the bottom of the handout whether they are on track to graduate on time.
2. **Students review the courses, achievement levels and activities required to meet admission requirements for at least two different post-secondary goals.** Remind students that most post-secondary programs have requirements for the number and type of credits students must earn during high school. These requirements are usually higher than the minimum required to graduate. Have students work with information from the Washington Student Achievement Council (<http://www.wsac.wa.gov/>) or with college catalogs from your career center or college websites to research the admission requirements of two possible post-secondary choices. Ask them to write prerequisites for both programs on the handout. Remind students that, in addition to course credits, most post-secondary programs prefer students who have been involved in activities and who have taken challenging courses. Ask students to note any information they learn about post-secondary programs’ achievement and activity requirements (or preferences) at the bottom of the handout.
3. **Students develop a course and activity plan for next year.** Distribute the *Next Year Course and Activity Plan*. Students may want to refer to other planning documents such as their High School and Beyond Plan. The *Next Year Course and Activity Plan* can be students’ first draft of the registration process.
4. **Students reflect on the connection between course selection and post-secondary goals.** Ask students to use the *Journal Page* handout to answer the following questions:

* How can I make the most of next year?
* What actions can I take, including working hard in class, preparing for post-secondary entrance exams, or holding leadership roles in school activities, to prepare for graduation?
* How do my courses fit with my Personalized Pathway Requirement based on my High School & Beyond Plan?

**STUDENT PRODUCTS**

* **Completed *Next Year Course and Activity*** *Plan* - there is a basic template attached. Schools may want to substitute with information specific to their registration process.
* **Completed *Journal Page***

**ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **Career Guidance Washington Lessons**

Other lessons within CGW offer additional detail regarding graduation and entrance requirements.

* **Washington State Board of Education site**

<http://www.sbe.wa.gov/>

Refer to this site for up-to-date State Graduation Requirements

ACADEMIC ELIGIBILITY

LESSON 11-10 STUDENT HANDOUT

NEXT YEAR COURSE AND ACTIVITY PLAN

Name: Counselor: Advisor:

Form due: Counselor signature: Prerequisites met:

**REQUESTED COURSES FOR NEXT YEAR** *(Obtain teacher signature for all classes with prerequisites)*

|  |  |
| --- | --- |
| Language Arts: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Mathematics: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Science: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Social Studies: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Elective (Language or PPR?):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Elective:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Elective:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Course Number**  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_ |

**COURSE ALTERNATES**

1st choice:

2nd choice:

**ACTIVITIES**

**CURRENT POST-SECONDARY PLAN (Circle one)**

Four-year college Two-year college CTE (Technical College) Military Work

*Student’s signature Date:*

*Parent/guardian signature Date:*

ACADEMIC ELIGIBILITY

LESSON 11-10 STUDENT HANDOUT

JOURNAL PAGE

**DATE:**

**Lesson 11-10 | *COURSE REGISTRATION***

***Q1:*** How can I make the most of next year?

***Q2:*** What actions can I take, including working hard in class, preparing for post-secondary entrance exams, or holding leadership roles in school activities, to prepare for graduation?

***Q3:*** How do my courses fit with my Personalized Pathway Requirement based on my High School & Beyond Plan?

***Answers:***