



GRADE 9 DISCUSSION GUIDE

INTRODUCTION

PATERSON PATHWAYS: HELP ME BE WHAT I DREAM

What do the students in your life dream of becoming?

What should they be doing today to reach those dreams?

These are two of the most important questions young people must answer. But these are not easy questions, and most students need help: from teachers, counselors, and other trusted adults at school; and from their families. Students need our help to learn about their options for the future. And, even more importantly, they need our help to know what they should do now, during high school, to be ready for life after graduation.

PATERSON PATHWAYS: A DIRECTION AND A PLAN

In many schools, two types of students get most of the attention: the high risk and the high achieving. But that means that many students are invisible. And that's not fair, because the options students face today are far too complicated to navigate alone. Every student deserves the attention of a caring adult at school. Every student needs a plan for life after high school. And every student needs to know what to do right now, whether "right now" is 6th grade or 10th grade or senior year, to be ready to succeed.

That's where Paterson Pathways can help. Paterson Pathways is a life skills and planning program for students in grades 6 through 12. It was first developed and named Navigation 101 by the Franklin Pierce School District in Tacoma, Washington and is now being implemented in all Middle Schools in Paterson. Paterson Pathways provides the structure to help students make clear, careful, and creative plans for life beyond high school. In addition, Paterson Pathways helps schools:

- **Equalize opportunity** so that all students have meaningful choices for life after high school, and all students have equal access to those choices;
- **Encourage student engagement** by ensuring that every student has at least one adult at school who knows and cares about him or her;
- **Enhance student achievement** by helping students reflect on their skills, make plans to improve, and take the challenging "gatekeeper" courses and programs of study that research shows are crucial for postsecondary success;
- **Involve families** by engaging them in students' decisions and plans; and
- **Strengthen community** within schools and in the larger neighborhood by offering students meaningful volunteer service and leadership opportunities.

FAMILY INVOLVEMENT

The research is clear: students do better at school when they feel engaged and involved. And students are more likely to feel engaged at school if they know their families are interested and involved in what they are doing.

Paterson Pathways helps involve families in students' lives at school in a number of different ways.

- **Student-led Conferences.** Paterson Pathways student-led conferences invite families into the school and into their students' academic lives, giving them detailed information about their children's academic progress, hopes and dreams, and plans for the coming year.
- **Ask discussion questions.** Each discussion features a number of questions about the theme's topic – from improving academically to managing money. Ask students to discuss these questions with their families... and follow up later to see what students have learned by having conversations with their families on these topics. Even as students are beginning to pursue their own hopes and dreams, they will have the opportunity to see how the adults in their families went through the same process when they were young.
- **Set a time to meet each family.** Back-to-School Night is a great opportunity to gather your advisory students – and their families – for a discussion about Paterson Pathways. This could be a great way to start the year, and could help renew bonds you've developed with families during student-led conferences.
- **Share Reflections with families.** A number of the Paterson Pathways Reflections included with the discussion guides are designed to be shared with families to give them information about preparing for high school, planning high school courses, or learning about financial aid for college.
- **Organize family nights or events.** The Resource Guide suggests a number of events for families. You might want to hold an orientation for new students and their families, or hold informational meetings on preparing for high school or postsecondary or other subjects.





DISCUSSION GUIDE

GETTING ACQUAINTED

SEPTEMBER – 9TH GRADE

DISCUSSION GOALS:

- Get acquainted with the students in your advisory group and help them get to know each other.
- Help students understand the purpose of the advisory program.
- Help students understand the purpose of keeping a portfolio and start their high school portfolios.

ESSENTIAL QUESTIONS:

- Why advisory?
- Why portfolios?

MATERIALS NEEDED:

- **Icebreakers**
- **Portfolio Reflection**
- **9th Grade Portfolio Checklist** (*students should keep in portfolios*)
- **Portfolio Supplies** (*from your lead advisor, based on your school's format*)

CLASSROOM ACTIVITIES:

- **Get acquainted.** Introduce yourself to the students in your advisory group. Welcome them to your school and let them know that they will be meeting together in the same advisory group until they graduate. Organize an icebreaker activity (*Use the list enclosed as suggestions but feel free to use your own*) to help students get to know each other.
- **Explain the role of advisories.** Explain that Paterson Pathways advisories will help students make plans for life after high school and help them get more involved and do better while they're in school. Explain that your students will stay with the same advisory group through graduation, and explain advisory logistics, such as schedule.
- **Explain portfolios.** Distribute copies of the **Portfolio Reflection** and use it to review how students will use their portfolios during high school. Help students start setting up their portfolios. Distribute the **9th Grade Portfolio Checklist** to keep in their portfolios.

STUDENT PRODUCTS:

- **Portfolio.** Each student should begin organizing a high school portfolio.



A WORD ABOUT ICEBREAKERS

HOW? WHEN? WHY?

A big part of the aim of Paterson Pathways is to help students become engaged in the school community. It's important that each student feel there is an adult at school who knows him or her. And it's also important that students are able to develop trusting relationships within the advisory group.

Icebreakers are a great way to help your students get to know each other (and to help you get to know them and help them get to know you). Icebreakers are also a great way to reinforce the personal, trusting nature of your advisory group... even in discussions when you're talking about grades or plans for the future.

These discussion guides are designed to start each advisory session with a short discussion, usually related to the month's overall theme. But you might want to take a few minutes before each discussion and lead an even more informal "getting to know you" activity. It could be a quick way for students to check in, to welcome new students to your group, or just to build on your history as a group.

A FEW SAMPLE ICEBREAKERS

If you want to make icebreaker activities a regular part of your advisory, here are a few ideas. Each of these can be accomplished in just a few minutes.

GETTING TO KNOW YOU ACTIVITIES. For new students, or at the beginning of the year:

- Group students in pairs or trios and ask them to "interview" each other – about families or summer vacations or plans for the year. Then have students "report" on their interviews to the rest of the group.
- Play a "name game." Each person introduces him- or herself. People following repeat the name of the previous person (or all previous people). How many names can you remember? Try combining names with individual sounds or movements that everyone has to repeat. Or toss a ball around a circle, saying each person's name before you throw to them.
- Play trivia musical chairs. Call out trivia facts. These can be about students (for instance, "Who has brown eyes?") or these can be pop facts that students have to shout out answers to. Students who can answer (or who meet the called-out criteria) can sit. Others step aside. Play several rounds!

BUILDING COMMUNITY ACTIVITIES. To keep the spirit going from session to session:

- Go quickly around the room and have each student quickly answer a personal trivia question. Sample questions: "What's your favorite vegetable?" "Who's your favorite movie star?" "What's your favorite dessert?" "If you could play a musical instrument, what would it be?"
- Report on something good that happened since last advisory.



REFLECTION

KEEPING A PORTFOLIO

WHAT IS A PORTFOLIO?

WHY DO I NEED ONE?

SEPTEMBER – 9TH GRADE

WHAT IS A PORTFOLIO?

Your portfolio will be your record of the next four years. By the time you graduate, it will include:

- Samples of your work (your best work and work that shows how you have improved);
- Grades, test results, four-year plan, and transcripts;
- Your self-assessments about how you're doing and how you can improve academically;
- Your Student Learning Plan, if your school has prepared one for you;
- Career goals and postsecondary plans;
- A financial plan for your future;
- Honors or awards you've received.

HOW WILL YOU USE YOUR PORTFOLIO?

- **To organize important information,** especially work that you're proud of. Your portfolio will be the place you can store that History paper you got an 'A' on, a photo of your final shop project, a CD with a music composition, or an award certificate. You will include your High School and Beyond Plan, and a record of your jobs, internships and volunteer services. By storing these important documents in your portfolio, you'll have them available when you need them.
- **To market yourself.** You'll want the information you've stored in your portfolio when you're applying for a job, an internship, or to college. For any of these, you may need to show what you've accomplished. You'll also use your portfolio for your student-led conference each year and for your culminating presentation during senior year.
- **To help you plan for the future.** The information in your portfolio will help you track how you're doing in school, and that will help you set goals for courses, for how you can improve academically, and for what you want to do after graduation.

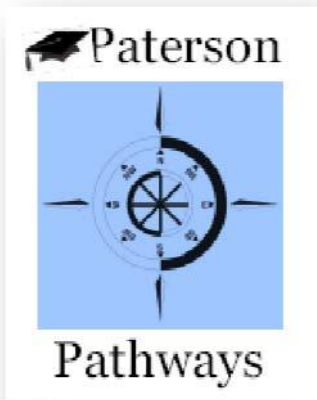
HOW WILL YOU ORGANIZE YOUR PORTFOLIO?

You'll organize your portfolio into three sections: **Academic, Career, and Personal & Social Development.** You'll be given a checklist of what information should go into each section each year.

HOW DO YOU GET STARTED?

Your advisor will explain how your school will keep portfolios and what supplies you'll need. You'll probably have the opportunity to design a personalized **cover** for your portfolio. It should express your personality and dreams. It might include photos or drawings of your friends, hobbies, or goals, and you can create it by hand or on the computer... but it must be appropriate for school.





REFLECTION

PORTFOLIO CHECKLIST

SEPTEMBER – 9TH GRADE

Name _____

Advisor _____

You should add the following materials to your portfolio this year. Please **KEEP THIS CHECKLIST IN YOUR PORTFOLIO** and check off each item as you add it.

ACADEMIC DEVELOPMENT:

- Annual Goals:** Your goal statement from 9th grade.
- High School & Beyond Plan.** Your 9th grade draft of the HS & Beyond Plan.
- Four-year Plan:** Your four-year course plan from 9th grade.
- Transcript:** Your grades and credits from 9th grade.
- Academic Inventory:** The plan you prepare in 9th grade.
- Work Samples:** Work samples (at least **one** from **each** of your core courses):

CAREER DEVELOPMENT:

- Career Clusters Worksheet:** Your completed worksheet on your career interests.
- Career Information Interview Reflection:** Your worksheets on your career interview.
- Resume.** Your 9th grade resume.
- Budget worksheet:** Your completed hypothetical budget from 9th grade.

PERSONAL & SOCIAL DEVELOPMENT:

- Other Activity Information:** Work samples, certificates of accomplishment, awards, photos, or other mementos from extracurricular activities you participated in during 9th grade.



Paterson Public Schools Advisory Curriculum Framework



DISCUSSION GUIDE

BUILDING COMMUNITY

OCTOBER – 9TH GRADE

DISCUSSION GOALS:

- Help students transition into high school by becoming involved in the school community.
- Build community with older students.
- Help students develop a **Citizenship Goal** (first part of their Annual Goals).

ESSENTIAL QUESTIONS:

- How can I get involved?
- How can I contribute?

MATERIALS NEEDED:

- **Citizenship Goal Reflection**
- **List of activities** (*Please distribute a list of extracurricular activities available this year*)

CLASSROOM ACTIVITIES:

- **Discuss the extracurricular activities available at school.** Talk about why it's important to get involved, even though your students are new to the school. Ask your students what activities they're interested in joining. Some students may have ideas, others may need prompting.
- **Plan and carry out an activity at school with your group.** In addition to joining clubs or other activities, it's also important for your students to contribute to the life of the school. How can they do that? How can they be of service to the school community? Help your group plan an activity (your lead advisor should have ideas, such as making posters for an assembly, setting up for a school event, or helping with a school fund drive, lead orientation tours for 8th graders, clean up the campus) and then carry it out together during the year.
- **Build community.** Paterson Pathways focuses a great deal on serious topics: academic development, career exploration, etc. But the interpersonal aspect of Paterson Pathways is just as important. Make today's discussion a chance to honor that. You may wish to celebrate your time together as a group: make a video together, create awards for your students, take photos, make posters celebrating your group. Building community can happen throughout the school year and can take on a life of its own if your group is excited about it.
- **Have students develop Citizenship Goals.** Working with your freshman group, distribute the **Citizenship Goal Reflection**. Ask students to complete the goal statement by indicating an activity they would like to join this year. *Please collect these.*

STUDENT PRODUCTS:

- **Citizenship Goal.** Each student should develop at least one goal. Save for January's advisory meeting.





REFLECTION

CITIZENSHIP GOAL

OCTOBER – 9TH GRADE

Name: _____

Advisor: _____

WHY SHOULD YOU GET INVOLVED IN ACTIVITIES AT SCHOOL?

You've got a lot of homework, and a lot to do. So why should you join an extracurricular activity at school? There are a number of reasons to get involved:

- You'll get to know the school better, and teachers and other students will get to know you.
- You'll build skills in areas that interest you (sports, photography, music, etc.).
- As a well-rounded student, you'll be more interesting to colleges and employers in the future.
- You are a **citizen** at school – and participating is how you show you belong.

What activities are you already participating in? _____

What activities would you like to join? _____

CITIZENSHIP GOAL

What are your goals as a citizen at school this year? What activities will you join? How will you participate in school? How will being involved make the next few years at high school more fun? How will being involved while you're in high school help you prepare for your life after graduation?

Please write at least one goal below.

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.

CITIZENSHIP GOAL:

This year, I will be a contributing citizen at school by:





DISCUSSION GUIDE

IMPROVING ACADEMICALLY

NOVEMBER – 9TH GRADE

DISCUSSION GOALS:

- Help students reflect on their classes this year and on assessments they've taken.
- Help students develop an **Academic Goal** (leads to Annual Goals).

ESSENTIAL QUESTIONS:

- How am I doing?
- How can I do better?

MATERIALS NEEDED:

- **Academic Goal Reflection**
- **Academic Inventory Reflection**
- **Study Skills Reflection** (*share with families too*)
- **Information about student grades or records** (*from your lead advisor*)
- **Students' assessment results** (*NJASK8 scores or other materials, if desired*)

CLASSROOM ACTIVITIES:

- **Discuss importance for students to keep track of their work.** Explain that it's important for students to have a good sense of how they're doing in school. That way they won't risk falling too far behind without realizing it.
- **Discuss students' academic performance this year.** What have students learned about their performance so far in high school? What do their assessment results tell them? More generally, what do they think of high school classes? How are they making the transition? Why? What do they think would help them do better?
- **Discuss how classes are going.** Students have now had time to adjust to high school. They should have a good sense of how they are doing. Discuss students' classes and their grades to date, as well as other assessments students have completed. How are they doing with their classes? Are they keeping up? You may wish to refer some students for more help.
- **Have students develop an Academic Inventory.** Distribute a copy of the **Academic Inventory** to each student. Help students use information about their grades to complete the Reflection and then develop a plan to improve their academic performance. Ask students to file their plans in the Academic Development section of their portfolios.
- **Discuss how to improve performance.** Ask students about the factors that have contributed to their performance in their classes. How important is attending class? What about completing homework assignments? How many students feel they simply do not understand what is being taught in class? Distribute a copy of the **Study Skills Reflection** and review how students can do better simply by studying in a careful and organized way.
- **Have students develop Academic Goals.** Distribute the **Academic Goal Reflection**. Ask students to complete the

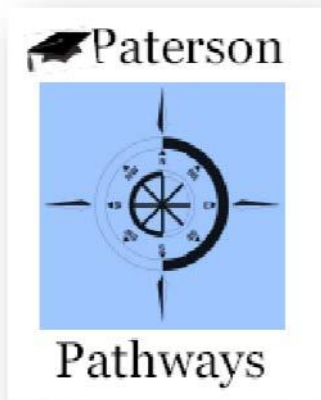
goal statement with one goal for 9th grade. Let them know that these goals should be based on how they are doing so far this year. These goals are meant to help them have a successful first year in high school. ***Please collect these.***

- **Prepare for information interviews.** Distribute the **Career Information Interview Reflection**. Ask students to review the questions and plan how they can participate in an interview. How can they learn about the adult's career? How can they make a good impression? **Students should bring a completed interview to the next advisory meeting.**

STUDENT PRODUCTS:

- **Academic Inventory and Study Skills Reflection.** Each student should complete an Academic Inventory and file it in the Academic Development section of his or her portfolio.
- **Academic Goal Reflection.** Each student should develop an academic goal. Please save for January's advisory meeting.





REFLECTION

ACADEMIC INVENTORY

NOVEMBER – 9TH GRADE

PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

Name: _____ Advisor: _____

Please use information about your grades to answer the questions on this reflection.

HOW ARE YOU DOING IN YOUR CLASSES THIS YEAR?

(Write your current grade and whether you think you are doing well or not.)

Language Arts:

Math:

Science:

History:

Elective:

Elective:

What factors contributed to your performance?

- Studying at home or at school
- Finding new ways to study to manage your high school workload
- Turning in homework assignments on time
- Attending class
- Working with a tutor at school
- Getting extra help from a teacher
- Attending a catch-up study session
- Other:



Paterson Public Schools Advisory Curriculum Framework

PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

ACADEMIC INVENTORY, Continued

WHERE ARE YOU DOING WELL?

In which classes did you do best?

Were you surprised at how well you did?

Why do you think you did so well?

WHERE DO YOU NEED TO IMPROVE?

In which classes do you need to improve?

Were you surprised that you didn't do as well as you expected?

How can you improve?





REFLECTION

STUDY SKILL TIPS

NOVEMBER – 9TH GRADE

How do you do in your classes? Do you understand what your teachers are teaching? Do you remember what you've learned when it's time to take a test? Do you think you study smart?

STUDY TIP 1: ATTEND CLASS

This sounds pretty obvious, but it's the most important part of doing well at school. If you're absent a lot or just skipping class, you miss your primary way of learning.

How is your attendance? What can you do to make it better? (Obviously, you shouldn't come to school when you're sick, but are you missing school for less important reasons?)

STUDY TIP 2: LISTEN AND TAKE NOTES

It doesn't help to have your body in the classroom if your mind is somewhere else! When you're in class, make sure you listen carefully. If you don't understand something your teacher says, ask a question.

You should also take notes to help you remember what you're learning. Your teacher might write important points on the board or give you a Reflection to highlight important facts. Make sure you copy this information into your own notebook.

STUDY TIP 3: REVIEW AT HOME

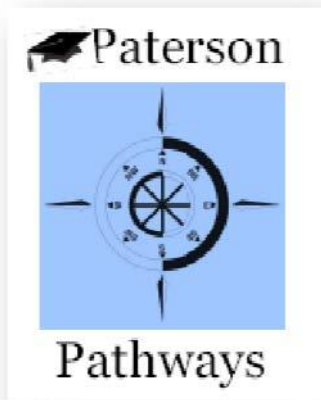
This tip is also pretty basic: if you are assigned homework, do it! Your teachers don't assign homework just for the fun of it. They assign homework to help you review what you've learned and make sure you understand what you're doing in class.

If your teacher asks you to read something, take notes on the important points. Review your notes to make sure you understand. You might also want to have a family member or friend quiz you on what you've read. Do you remember what you've read? Did you understand it?

When it's time for a test, go over your notes, your homework assignments, and your textbook. If you kept up with the work in class, you should be able to remember everything you need for a test.

A FEW MORE STUDY TIPS

- Avoid distractions when you study. Turn off the TV, don't talk on the phone, use the computer or text message.
- Write down your assignments in a calendar or planner. That way, you'll have a good list of what's required for each class and when it's due.
- Think about what books you need at home. Before you leave school each day, decide which of your notebooks and text books you should take home. That way, you'll be able to do all your work.



REFLECTION

ACADEMIC GOAL

NOVEMBER – 9TH GRADE

PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

Name: _____ Advisor: _____

WHAT DO YOU WANT TO ACHIEVE THIS YEAR?

You're new to high school, and you're probably finding your courses challenging. What do you want to achieve this year? You've had the opportunity to review your grades so far this year, as well as test scores. 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?
- Do well enough to qualify for an honors or AP class next year?
- 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, measurable, achievable, realistic and time-oriented:

ACADEMIC GOAL:





DISCUSSION GUIDE

EXPLORING CAREERS

DECEMBER – 9TH GRADE

DISCUSSION GOALS:

- Help students reflect on their goals and dreams for the future.
- Begin discussing the connections between student's interests and career ideas.
- Help students develop a **Career Goal** (leads to Annual Goals).

ESSENTIAL QUESTIONS

- What are my interests?
- What should I do?

MATERIALS NEEDED:

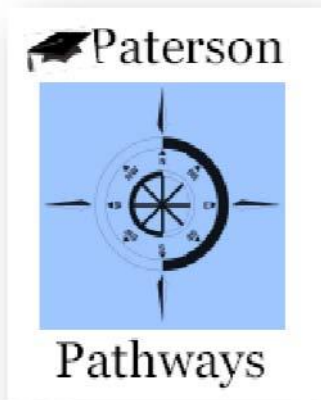
- **Career Goal Reflection**
- **Career Cluster Worksheet**
- **Career Information Interview**

CLASSROOM ACTIVITIES:

- **Discuss future dreams and goals.** What do your students want to do after high school? What are their goals for five or ten years from now? Lead a discussion on this topic. Some of your students may have very clear ideas; others may not have any ideas. You may want to have students talk in small groups, or you may want to direct the discussion by asking students about their interests and how those interests might translate to future goals.
- **Have students develop Career Goals.** Distribute a copy of the **Career Goal Reflection** to each student. Help students answer the questions and then ask each student to complete the goal statement by indicating what they would like to learn about career opportunities this year. Remind them that their course choices in high school will affect what they can do. *Please collect these.*
- **Relate Career Clusters to educational needs.** Next, distribute copies of the Career Clusters Worksheet and discuss it with your students. Explain that choosing a career cluster to focus on can help them plan for courses they need take to be sure they're ready for postsecondary education and career opportunities.

STUDENT PRODUCTS:

- **Career Cluster Worksheet**
- **Career Goal Reflection.** Each student should develop a career exploration goal. Save them for January's advisory meeting.
- **Career Information Interview.** Each student should add the interview completed to the portfolio.



REFLECTION

CAREER CLUSTERS

DECEMBER – 9TH GRADE

PLEASE FILE THIS IN THE CAREER DEVELOPMENT SECTION OF YOUR PORTFOLIO

Name: _____ Advisor: _____

WHAT DO YOU WANT TO DO WITH YOUR LIFE?

Now it is time to think about which **Career Cluster** appeals to you most. That will help you set a plan to take the classes you need for postsecondary education and your dream career.

WHICH CAREER CLUSTER IS YOUR TOP CHOICE?

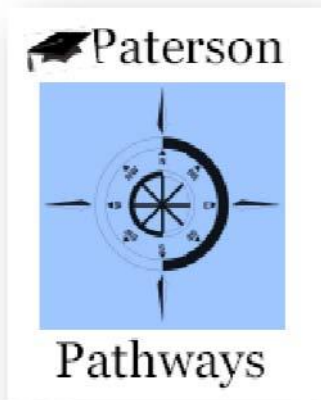
- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, A/V Technology, and Communications
- Business, Management, and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution, and Logistics

What interests you about this cluster?

What career choice within this cluster is most interesting to you? Why?

What types of courses should you plan to take over the next several years to prepare for this career? How will the cluster you have chosen affect your work in high school?





REFLECTION

CAREER GOAL

DECEMBER – 9TH GRADE

PLEASE FILE THIS IN THE CAREER DEVELOPMENT SECTION OF YOUR PORTFOLIO

Name: _____ Advisor: _____

WHAT ARE YOU INTERESTED IN DOING?

When you chose an activity to join at school, why did you choose that activity? What did it say about you and who you are? Did it relate at all to your classes at school or to what you want to do after you graduate from high school?

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?
<i>You might be interested in a career in the arts, in communications, or as a performer.</i>	<i>You might be interested in a career in business or government.</i>	<i>You might be interested in a career in technology, science, or engineering.</i>	<i>You might be interested in a job in health care, social services, or education.</i>	<i>You might be interested in a job in natural resources, law, or tourism.</i>

Look at the chart above. Which of the questions sounds most like you? Do any of these questions lead to careers you might be interested in exploring?

Still not sure? Explore a wide variety of career opportunities at www.careerclusters.org.

How can you learn more about careers this year? Do you want to...

Learn about different jobs or careers in your interest areas?

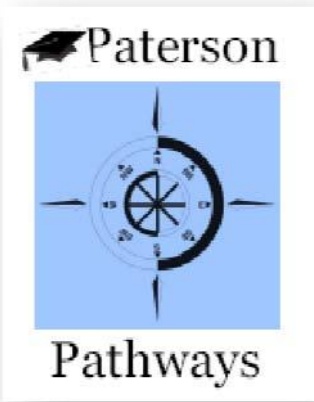
Find out what courses you'll need to take over the next several years and what postsecondary education and training you'll need for different careers?

Learn what advanced opportunities are available at your school in your interest area? What do you want to do?

Please write at least one goal below for your career exploration this year.

CAREER GOAL:





REFLECTION

CAREER INFORMATION INTERVIEW

DECEMBER – 9TH GRADE (distribute in November)

PLEASE FILE THIS IN THE CAREER DEVELOPMENT SECTION OF YOUR PORTFOLIO

Name: _____ Advisor: _____

A career information interview can help you learn more about a career or career cluster. During 9th grade, you will conduct an interview with an adult in a career that interests you.

Here are some sample questions. Note the answers to these questions... and think about how these answers might apply to you

Adult's Name:

Organization:

Job Title:

Cluster:

How did you get your job?

How did you become interested in this career?

What kind of education did you need after high school?

What courses did you need to take during high school?

What do you do in a typical day?



Paterson Public Schools Advisory Curriculum Framework

What is most interesting about your job?

Can you describe a challenge you faced on the job and how you solved it?

Don't forget to send a thank you note or e-mail! Bring your interview to December's advisory meeting.





DISCUSSION GUIDE

SETTING GOALS

JANUARY – 9TH GRADE

DISCUSSION GOALS:

- Help students combine their Citizen, Academic and Career goals into **Annual Goals**.

ESSENTIAL QUESTIONS:

- What do I want to achieve this year?

MATERIALS NEEDED:

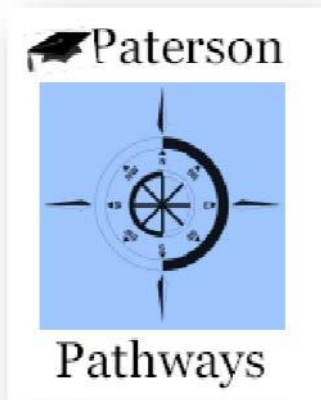
- **Annual Goal Reflection**
- **Students' Citizen, Academic and Career goals** (*from earlier DISCUSSIONS*)

CLASSROOM ACTIVITIES:

- **Discuss students' Citizenship, Academic and Career Goals.** Over the last several advisories, your students have been asked to develop goals for (1) joining activities at school; (2) succeeding academically this year; and (3) following their interests to select a career cluster. Discuss these goals with them. Have they taken any steps to achieve their goals? How are they managing the first few months of high school?
- **Develop Annual Goals.** Distribute a copy of the **Annual Goals Reflection** to each student. Ask students to combine their goals into a set of overall goals for the school year. Help students add the goals to their portfolios.
- **OPTIONAL: Introduce the STUDENT-LED conference in the spring.** Remind them that this conference will be their chance to share their goals and progress from the year to date with you and their families. This will be a good way for them to introduce the high school to their families and share their plans.

STUDENT PRODUCTS:

- **Annual Goals.** Each student should develop annual goals.



REFLECTION

ANNUAL GOALS

JANUARY – 9TH GRADE

PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

Name: _____ Advisor: _____

WHAT DO YOU WANT TO ACCOMPLISH THIS YEAR?

So far this year, you've developed three goals for freshman year:

- **Academic** – how you will successfully manage your classes this year
- **Career** – how you will learn more about your interests and select a career cluster
- **Citizen** – how you will participate in school activities.

Are your goals realistic? What would help you accomplish your goals this year?

Should you change your goals to make them more realistic?

Should you set priorities, and organize your goals by how important they are?

Should you rewrite your goals – in terms of small steps – that will be easier to accomplish?

Can you think of people who can help you succeed?

Think about these questions. Then write at least three “Annual Goals” that you want to accomplish, one each for Academic, Career, and Citizen.

ANNUAL GOALS

ACADEMIC

CAREER

CITIZEN



Paterson Public Schools Advisory Curriculum Framework



DISCUSSION GUIDE

PLANNING FOR LIFE AFTER HIGH SCHOOL

FEBRUARY – 9TH GRADE

DISCUSSION GOALS:

- Help students review their Annual Goals.
- Incorporate these Annual Goals and students' career and postsecondary explorations into a High School and Beyond Plan
- Help students develop resumes.

ESSENTIAL QUESTIONS:

- What do I want to do in the future?
- How can I plan?

MATERIALS NEEDED:

- **Annual Goals Reflection** (*completed – from students' portfolios*)
- **High School & Beyond Plan Worksheet**
- **Resume Reflection and Worksheet**

CLASSROOM ACTIVITIES:

- **Discuss students' goals for the year.** Have students retrieve the Annual Goals they developed during January's advisory meeting from their portfolios. Lead students in a discussion about their goals. What did they hope to achieve this year? Have they succeeded? What kind of help do they need to achieve their goals?
- **Complete a High School & Beyond Plan Worksheet.** Distribute copies of the **High School & Beyond Plan Worksheets**. Ask students to answer the questions on the Reflection. Tell them to use the work they've done this year in advisory to help them.
- **Create resumes.** Your students may be just starting to get paid jobs and therefore may need to summarize their skills and experience in a resume. Students may also need resumes for volunteer opportunities, internships, or even to get into advanced classes. Learning to prepare a resume is a basic life skill. Students will prepare simple resumes this year, and will have opportunities to update them in the future. Use the **Resume Reflection** to help students understand the purpose of a resume and the components of a good resume. Help them begin the process of creating resumes.

STUDENT PRODUCTS:

- **Resume.** Each student should create a **resume** and file it in his or her portfolio.
- **High School and Beyond Plan**

THE HIGH SCHOOL & BEYOND PLAN

HOW ARE HIGH SCHOOL & BEYOND PLANS DEVELOPED?

The Paterson Pathways curriculum gives students time each year to develop goals for the year, explore careers, reflect on academic progress, and grow as a person. As they complete these activities, students prepare reflections on their progress and file work samples in a portfolio. Students use their portfolios to present their progress to their advisor and families at a Student-led Conference each year and, in high school, to prepare Four-year Plans for the courses they should take each year during high school to be ready to pursue their postsecondary and career dreams.

Each year, students also prepare a structured High School & Beyond Plan worksheet as part of Paterson Pathways. These worksheets grow more sophisticated as students get older, helping them translate their goals and their dreams for the future into specific action steps.

As they near graduation, students also have structured opportunities during Paterson Pathways to research and compare postsecondary opportunities, research the cost of different postsecondary choices, prepare a financial plan, and discuss their progress with other students and their advisor.

HIGH SCHOOL AND BEYOND PLAN PROGRESSION AS CONTAINED IN PATERSON PATHWAYS

Grades 6 & 7 Discussion Guides

Annual Goals + Academic Inventory + Career Interests and Postsecondary worksheets

Lead to...High School & Beyond Plan worksheet

Grade 8 Discussion Guides

Annual Goals + Academic Inventory + Career Interests and Postsecondary worksheets + High School Plan

Lead to...High School & Beyond Plan worksheet

Grades 9, 10 Discussion Guides

Annual Goals + Academic Inventory + Draft Financial Plan

Four-year Plan (*for high school courses*)

Lead to...High School & Beyond Plan worksheet

Grade 11 Discussion Guides

Annual Goals + Academic Inventory + Four-year Plan (*for high school courses*) + Postsecondary Comparisons worksheet + Draft Financial Plan

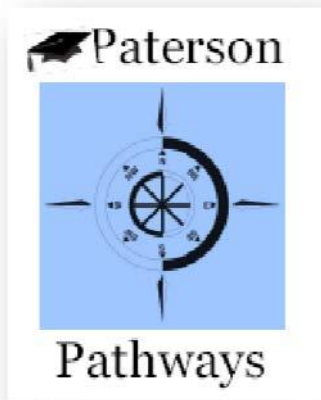
Lead to...High School & Beyond Plan checklist

Grade 12 Discussion Guides

Final High School & Beyond Plan includes:

High School & Beyond Plan Worksheet + High School & Beyond Plan checklist + Four-year plan or transcript + Financial plan





REFLECTION

HIGH SCHOOL AND BEYOND PLAN

FEBRUARY – 9TH GRADE

PLEASE FILE THIS IN THE CAREER DEVELOPMENT SECTION OF YOUR PORTFOLIO

Name: _____ Advisor: _____

WHAT ARE YOUR GOALS FOR THIS YEAR?

Using the *Annual Goals Worksheet* you filed in your portfolio, please think about the goals you developed for 9th grade, and then copy them here. You can update them or change them if you want.

GOAL 1 (Academic): This year I will _____

GOAL 2 (Career): This year I will _____

GOAL 3 (Citizen): This year I will _____

WHO ARE YOU? *What you do after high school will depend on what you're interested in. What do you like to do?*

HOW DO YOU LEARN BEST?

You are in your first year of high school. How are you doing? What can you do to improve?

To do better in school, I can

WHAT DO YOU WANT TO DO IN HIGH SCHOOL?

What have you accomplished already? What do you hope to accomplish before graduation?

- Join a sports team
- Join other clubs and activities
- Play a musical instrument
- Get a _____ GPA
- Take honors or college credit classes
- Take four years of math
- Get a part-time job
- Take a foreign language
- Take four years of science
- Graduate on time
- Be in school government
- Be a mentor to other students
- Volunteer in the community
- Learn more about postsecondary opportunities

WHAT DO YOU WANT TO DO AFTER HIGH SCHOOL?

Based on what you know today, what do you think you'll do after high school? Check all that apply.

- Get a job right away
- Find an apprenticeship



Paterson Public Schools Advisory Curriculum Framework

- Finish a 1-2-year program
- Get a 4-year degree (BA/BS)
- Go to graduate school
- Join the military

My top choice career cluster is _____ . After graduation, I want to

My ideal jobs are:





REFLECTION

YOUR RESUME

FEBRUARY– 9TH GRADE

PLEASE FILE THIS IN THE CAREER DEVELOPMENT SECTION OF YOUR PORTFOLIO

Name: _____ Advisor: _____

WHAT IS A RESUME?

A resume is a good way to introduce yourself. It's just a piece of paper... but you will need one if you are applying for a job or an internship. A resume summarizes all the basic information about who you are and what you can do.

CREATING A RESUME

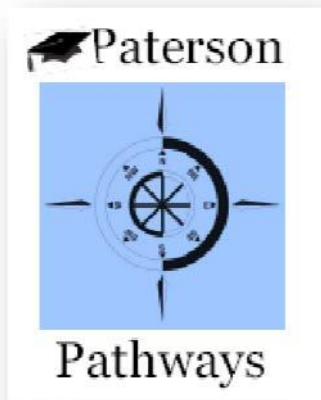
A good resume has four parts:

- **Contact information.** The top of your resume should include your contact information:
 - Name
 - Address
 - Phone number
 - E-mail address

This information is often centered on the page. You might want to print your name in a larger font size or in bold so that it stands out. Remember, you want to make it easy for an employer to contact you! Make your resume easy to read by using lots of white space and a font size that is larger than 10 point.

- **Objective.** Why do you want this job? Your objective is a short statement, usually just one sentence. It explains why you want the job. Your objective might say, "I am seeking a position that will allow me to use my computer skills."
- **Skills and strengths.** (*This section can be combined with "Experience."*) In this section of the resume, list your skills and strengths. Even if you've never held a paid job before, you have skills. What are they? Maybe you have tutored younger students or know how to develop a web site. Maybe you have run for office at school or organized a school event. When you write about your skills and strengths:
 - Use short bullet points rather than complete sentences.
 - Use action words.
 - Use numbers and percentages to quantify your accomplishments.
 - Mention your technical or computer skills.
- **Experience.** In this section, list any paid or volunteer jobs you've held. Describe each position briefly using bullet points. You can also list extracurricular activities or community service, especially if these activities show your skills or your responsibility and dedication. You can also list awards you've received.





REFLECTION

RESUME

FEBRUARY – 9TH GRADE

PLEASE FILE THIS IN THE CAREER DEVELOPMENT SECTION OF YOUR PORTFOLIO

Name: _____ Advisor: _____

GET STARTED ON YOUR RESUME

Use the space below to take notes for your resume. Ask your advisor if you should just file this Reflection in your portfolio, or if you should use a word processing program to prepare a finished resume.

Contact Information:

Objective (*Why you want the job, what you hope to learn – if you aren't applying for a job right now, just write that you want to put your skills to work in the community*):

Skills and strengths (*remember, short bullet points using action words*):

Experience (*don't forget volunteer service, extracurricular activities, and awards*):





DISCUSSION GUIDE

PLANNING FOR NEXT YEAR

MARCH – 9TH GRADE

DISCUSSION GOALS:

- Discuss coursework needs (for graduation and college admission).
- Introduce the **Four-Year Plan**.
- Prepare students for the course registration process for next year.

ESSENTIAL QUESTIONS:

- What courses do I need to reach my goals?
- What should I do next year?

MATERIALS NEEDED:

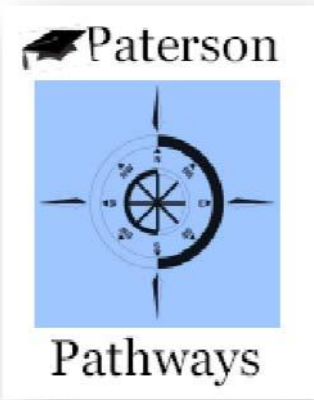
- **N. J. High School Graduation Requirements**
- **Four-Year Plan Worksheet**
- Optional: **Summer Activities** (*from your lead advisor, a list of summer schools, camps, and other opportunities for high school students*)

CLASSROOM ACTIVITIES:

- **Discuss coursework needs.** Research shows that taking rigorous courses in high school is a key to student success in postsecondary – more important than grades or socioeconomic status.
- Distribute the **High School Graduation Requirements** Reflection and explain the difference between the **minimum course requirements** to graduate and to be admitted to college.
- **Introduce the Four-Year Plan.** Distribute a copy of the **Four-Year Plan Worksheet** to each student. Then, using a course catalog, help students plan for their remaining three years of high school. You might want to focus on the courses that are needed to meet the graduation requirements or students' career goals, including honors, advanced placement, and dual credit courses.
- **Introduce the course registration process.** Students' Four-Year Plans will be the first step in the course registration process. Explain how the course registration process will work and how students and their families will be involved.
- Optional: **Discuss summer plans.** It may be spring but summer is just three months away. What are your students planning to do? Discuss your summer plans and theirs. Some students may still be looking for ideas. Share a list of Summer Activities, including summer school classes, camps, and other opportunities for high school students in your community. Your school counselors may have additional information about internships or other opportunities for student leaders. If so, refer students to counselors as appropriate.

STUDENT PRODUCTS:

- **Four-Year Plan.** Each student should complete a Four-Year Plan.



REFLECTION

NJ HIGH SCHOOL GRADUATION REQUIREMENTS

MARCH – 9TH GRADE

PLEASE FILE THIS IN THE CAREER DEVELOPMENT SECTION OF YOUR PORTFOLIO

Name: _____ Advisor: _____

WHAT IS REQUIRED TO GRADUATE FROM HIGH SCHOOL?

- **Language Arts Literacy** -- 20 credits aligned to grade 9 to 12 standards
- **Math** -- 15 credits including algebra I content (effective with the 2008-2009 9th grade class), geometry content (effective with the 2010-2011 9th grade class), and a third year of math that builds upon algebra I and geometry and prepares students for college and 21st century careers (effective with the 2012-2013 9th grade class)
- **Science** -- 15 credits including laboratory biology (effective with the 2008-2009 9th grade class); chemistry, environmental science or physics (effective with the 2010-2011 9th grade class); and an additional lab/inquiry-based science (effective with the 2012-2013 9th grade class)
- **Social Studies** -- 15 credits including histories and integrated civics, economics, geography, and global content
- **Economics** -- 2.5 credits in financial, economic, business and entrepreneurial literacy (effective with the 2010-2011 9th grade class)

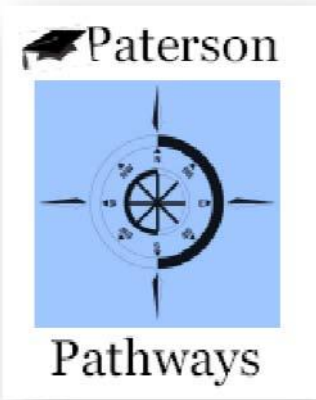
Remember that these minimum requirements are truly the **minimum** students must do to graduate. Students are strongly encouraged to take **more** courses in mathematics, science, social studies, English, and world languages, and to take the most challenging courses possible.

“The updated graduation requirements also include the introduction of the Alternative High School Assessment to replace the Special Review Assessment (SRA), which currently is administered to students who cannot demonstrate proficiency of current curriculum standards via the 11th grade statewide assessment.

The proposal also includes a phase-in of personalized student learning plans to follow students from middle school through high school graduation. The personalized plans would set learning goals for students based on their personal, academic and career interests, and would include the involvement of teachers, counselors and parents.”



Paterson Public Schools Advisory Curriculum Framework



REFLECTION

FOUR-YEAR PLAN

MARCH – 9TH GRADE

PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

Name: _____ Advisor: _____

List the courses you are currently taking in Freshman Year. Think about the courses you would like to take the next three years and list them accordingly. When you sit down with your Guidance Counselor to register for classes discuss your choices with him or her.

FRESHMAN YEAR

First Semester	Second Semester
Freshman English: _____ Mathematics: _____ Science: _____ History: _____ PhysEd/Health: _____ Elective: _____ Elective (Language?): _____	Freshman English: _____ Mathematics: _____ Science: _____ History: _____ PhysEd/Health: _____ Elective: _____ Elective (Language?): _____

SOPHOMORE YEAR

First Semester	Second Semester
Sophomore English: _____ Mathematics: _____ Science: _____ History: _____ PhysEd/Health: _____ Elective: _____ Elective (Language?): _____	Sophomore English: _____ Mathematics: _____ Science: _____ History: _____ PhysEd/Health: _____ Elective: _____ Elective (Language?): _____

JUNIOR YEAR

First Semester	Second Semester
Junior English: _____ History: _____ Mathematics: _____ Science: _____ PhysEd/Health: _____ Elective (Language?): _____ Elective: _____	Junior English: _____ History: _____ Mathematics: _____ Science: _____ PhysEd/Health: _____ Elective (Language?): _____ Elective: _____



SENIOR YEAR

First Semester	Second Semester
Senior English: _____ History: _____ Mathematics: _____ Science: _____ PhysEd/Health: _____ Elective (Language?): _____ Elective: _____	Senior English: _____ History: _____ Mathematics: _____ Science: _____ PhysEd/Health: _____ Elective (Language?): _____ Elective: _____





DISCUSSION GUIDE

PREPARING FOR STUDENT-LED CONFERENCES

APRIL – 9TH GRADE

DISCUSSION GOALS:

- Introduce the Student-led Conference.
- Explain conference logistics and evaluation.
- Help students begin planning for their conferences

ESSENTIAL QUESTIONS:

- Who am I?
- How can I present myself clearly?

MATERIALS NEEDED:

- **Planning a Student-led Conference Reflection**
- **Conference Evaluation Rubric** (*you will need one at each student's conference – also share with students in advance of their conferences so they understand how they will be evaluated*)
- **Feedback Forms and Family Invitation Letter**

CLASSROOM ACTIVITIES:

- **Introduce the Student-led Conference.** The Student-led Conference is the centerpiece of the year. Distribute a copy of the **Planning a Student-led Conference Reflection** to each student and review the first page. Explain that this conference will be their chance to share their progress with you and their families. Ask students to think about what they'd like to share. What can they show from their portfolios to demonstrate?
- **Explain conference logistics and evaluation.** Explain when and where conferences will be held, and what role students will play in inviting their families. Distribute the **Conference Evaluation Rubric** and explain how students will be rated. If you wish, have students watch the Conference video.
- **Begin planning conferences.** Review the second and third pages of the **Planning a Student-led Conference Reflection** with students. Give students time to prepare by completing the outline in the Reflection.

STUDENT PRODUCTS:

- **Prepare for Conference.** Students should begin their draft outlines for their conferences.



REFLECTION

PLANNING FOR A STUDENT-LED CONFERENCE

APRIL – 9TH GRADE

Name: _____ Advisor: _____

WHAT IS A STUDENT-LED CONFERENCE? The Student-led Conference is your chance to share your progress this year with your advisor and your family. You'll use your portfolio to answer these questions:

- What have I accomplished in school this year?
- What do I want to do in the future?
- Who am I? How do I contribute?

The student-led conference is truly student-led: that means **YOU** are in charge. It's up to you to prepare well, introduce your family and advisor, lead the discussion, and conclude the conference.

HOW WILL THE STUDENT-LED CONFERENCE WORK?

Here is a checklist of what you'll need to do before and during your conference.

- **Invite guests.** Following your advisor's instructions, invite your family for the date and time you've been assigned.
- **Plan what you want to say.** Using the outline on the next page, plan what you want to say during your conference. Plan both what you'll say and what you'll show from your portfolio.
- **Practice, practice, practice!** You'll have some time in advisory to practice for your conference, but you should also practice on your own. Get a friend to listen and ask you questions.
- **Dress and behave appropriately.** Plan to wear dress clothes to your conference. You want to look and act your best!
- **Be prompt and prepared.** Make sure you arrive on time for your conference, and make sure you have your portfolio with you.
- **Be polite.** Start your conference by introducing your guests to your advisor. End your conference by thanking them for taking the time to attend.
- **Be passionate.** This conference is your chance to share who you are – and what you want to get out of school – with your advisor and your guests. Make eye contact, and don't talk in a monotone!
- **Reflect on your conference.** After your conference, use the **Conference Evaluation Rubric** to reflect on how you did. Your advisor will complete one too and will share your rating with you.
- **Let us know what you think.** After your conference, complete an anonymous **Feedback Form** to help us plan for next year.

HOW SHOULD YOU ORGANIZE YOUR STUDENT-LED CONFERENCE?

Here's a sample outline for a student-led conference. **You don't need to cover every point in this outline.** Instead, use it as a guide. Take notes on the next page.

PLANNING A STUDENT-LED CONFERENCE, cont.



You'll have about 12-15 minutes for your conference. Plan to speak for about 10 minutes and leave the rest of the time for introductions and questions.

INTRODUCTION

- Introduce your guests to your advisor.
- Introduce yourself to anyone you do not know.
- Thank everyone for attending.

EXPLAIN THE PURPOSE OF THE CONFERENCE

Explain that the purpose of the conference is to answer these questions:

- *What have I accomplished in school this year?*
- *What do I hope to do in the future?*
- *Who am I? How do I contribute?*

ACADEMIC DEVELOPMENT (*What have I accomplished in school this year?*)

You should show and discuss at least three things from your portfolio

- Discuss your classes and teachers (don't forget to share work from your portfolio).
- Which classes have you enjoyed? Which are the most challenging?
- Explain your plans to improve academically (share your Academic Inventory).
- Discuss the classes you plan to take next year.
- Why do you want to take these classes? What do your electives say about you?
- Review your course registration form for next year.

CAREER DEVELOPMENT (*What do I hope to do in the future?*)

You should show and discuss at least three things from your portfolio

- What do you want to do after high school? What are your interests?
- Explain what you've learned about life after high school and postsecondary education.

PERSONAL & SOCIAL DEVELOPMENT (*Who am I? How do I contribute?*)

You should show and discuss at least three things from your portfolio

- Discuss what's most important to you:
- The activities you do in your free time.
- The activities you're involved in at school. (Which activities? Why?)
- Your contributions to the larger community (Volunteer Service).
- Explain what you've accomplished this year that is important to you.

ASK YOUR GUESTS IF THEY HAVE QUESTIONS FOR YOU

- Listen carefully to their questions.
- Answer respectfully and as completely as you can.

THANK YOUR GUESTS FOR ATTENDING YOUR CONFERENCE



PLANNING A STUDENT-LED CONFERENCE, cont.

Use the outline on the previous page as your guide. Take notes below. Remember that you don't need to cover every point but you should talk about three different things in each area. Use Post-it notes or paper clips to mark the pages you want to show from your portfolio.

Topic Area	What I should say	What I can show from my portfolio
<p>ACADEMIC DEVELOPMENT <i>What have I accomplished in school this year?</i></p>		
<p>CAREER DEVELOPMENT <i>What do I want to do in the future?</i></p>		
<p>PERSONAL & SOCIAL DEVELOPMENT <i>Who am I? How do I contribute?</i></p>		

CONFERENCE EVALUATION RUBRIC

DIRECTIONS: Students are encouraged to be proficient in each of the following areas. Please evaluate each student’s performance in each area. At the next advisory meeting, discuss with each student what the student did very well and how the student can improve. Place a copy of the rubric in the students’ portfolio. Students can track progress each year.

Student: _____ Advisor: _____

Rating	Distinguished	Proficient	Emerging (Comments)
Introduction	<input type="checkbox"/> 4 of 4 boxes checked	<input type="checkbox"/> Greets guests <input type="checkbox"/> Introduces self <input type="checkbox"/> Makes eye contact <input type="checkbox"/> Explains purpose of conference <i>(Need 3 of 4 boxes checked)</i>	
Appearance	<input type="checkbox"/> Wearing dress clothes	<input type="checkbox"/> Clothing is acceptable for presentation	
Academic Development <i>(Base assessment on student's grade level)</i>	<input type="checkbox"/> Shows and discusses at least three samples to describe academic performance <input type="checkbox"/> Explains why these samples were chosen	<input type="checkbox"/> Shows and discusses at least three samples to describe academic performance	
Career Development <i>(Base assessment on student's grade level)</i>	<input type="checkbox"/> Shows and discusses at least three samples to describe career exploration <input type="checkbox"/> Explains why these samples were chosen	<input type="checkbox"/> Shows and discusses at least three samples to describe career exploration	
Personal & Social Development <i>(Base assessment on student's grade level)</i>	<input type="checkbox"/> Shows and discusses at least three samples to describe personal interests or achievements <input type="checkbox"/> Explains why these samples were chosen	<input type="checkbox"/> Shows and discusses at least three samples to describe personal interests or achievements	
Personal & Social Development <i>(Base assessment on student's grade level)</i>	<input type="checkbox"/> Shows and discusses at least three samples to describe personal interests or achievements <input type="checkbox"/> Explains why these samples were chosen	<input type="checkbox"/> Shows and discusses at least three samples to describe personal interests or achievements	
Conclusion	<input type="checkbox"/> PLUS has a neat, high-quality portfolio	<input type="checkbox"/> Answers questions promptly <input type="checkbox"/> Thanks guests and advisor	



PARENT AND FAMILY FEEDBACK

STUDENT-LED CONFERENCE

PLEASE RETURN THIS FORM BEFORE YOU LEAVE THE SCHOOL. THANK YOU!

DEAR PARENTS: Thanks for taking the time to attend your child's conference. Please let us know what you thought, and how we can improve. And thanks for everything you do to support your child!

Was your child's student-led conference worthwhile?

- Yes No Don't know

Should the school hold student-led conferences next year?

- Yes No Don't know

LEARNER DEVELOPMENT *(What have I accomplished in school this year?)*

Did the conference help you learn what your child has accomplished in school this year?

- Yes No Don't know

Were you able to see samples of your child's work from different classes and subject areas?

- Yes No Don't know

CONTINUED ON NEXT PAGE



Did you learn about your child's plans for academic improvement and graduation?

Yes No Don't know

Did you learn about your child's plans for next year's classes?

Yes No Don't know

CAREER DEVELOPMENT *(What do I hope to do in the future?)*

Did you learn about your child's plans and goals for the future?

Yes No Don't know

Did you learn about your child's hopes for education after high school?

Yes No Don't know

CITIZEN *(Who am I?)*

Did your child share what makes him or her unique and what is most important to him or her?

Yes No Don't know

Did you learn about your child's involvement in activities at school and in the larger community?

Yes No Don't know

Please share additional comments

PLEASE RETURN THIS FORM TO YOUR ADVISOR. THANK YOU!



Paterson Public Schools Advisory Curriculum Framework



STUDENT FEEDBACK

STUDENT-LED CONFERENCE

Name (OPTIONAL):

Advisor's Name (OPTIONAL):

DEAR STUDENTS: Congratulations! You did it!

You organized a student-led conference to showcase your work. How did it feel? What did you learn?

Don't forget to complete your performance rubric to assess how you did. And please answer the two questions on this form and return it to your advisor today.

OVERALL COMMENTS

Overall, was your student-led conference worthwhile?

Yes No

Should the school hold student-led conferences next year?

Yes No

Please share additional comments about your conference below:



ADVISOR FEEDBACK

STUDENT-LED CONFERENCE

Name (OPTIONAL):

DEAR ADVISORS: Thank you! We made it! We've completed student-led conferences. Let us know what you think about the conference structure.

Overall, were the student-led conferences worthwhile?

- Yes No

Should the school hold student-led conferences next year?

- Yes No

Please share additional comments about your conferences below:



Dear Parent/Guardian:

We would like to invite you to join us for a **Student-Led Conference** with your students and his or her advisor.

Student Name: _____ Grade: _____

Advisor Name: _____

Conference Location: _____

Conference date and time: _____

Please call _____ if you would like to change the time of this conference. During the student-led conference, your child will take the lead in sharing his or her work, accomplishments, and goals with you. You'll learn about how your student is making progress in high school. Please join us. We're looking forward to seeing you. Sincerely,

(Please return this section to your student's advisor)

_____ I will be able to attend the conference.

_____ I will not be able to attend the conference.

A better time would be _____

Signed: _____ Student's Name _____



Paterson Public Schools Advisory Curriculum Framework



DISCUSSION GUIDE

USING MONEY

MAY – 9TH GRADE

DISCUSSION GOALS:

- Help students understand the concept and value of budgeting money.
- Help students develop a hypothetical budget and understand what they would need to earn.

ESSENTIAL QUESTIONS:

- What are my financial goals?
- How can I use money wisely?

MATERIALS NEEDED:

- **Budget Worksheet**

CLASSROOM ACTIVITIES:

- **Review students' experience with their Student-led Conferences.** How do your students feel about their student-led conferences? How did they do? What could they have done better? What would they like to change for next year? Discuss students' experiences. You may wish to share results from your student and family feedback questionnaires.
- **Discuss reasons for budgeting.** Distribute the **Budget Worksheet** to your students. Review the first page of the reflection. Focus your discussion in particular on **why** someone would budget. Ask students if they've ever made a budget or if their families use a budget.
- **Prepare a sample budget.** Next, turn to the second page of the **Budget Worksheet**. The exercise asks students to develop a hypothetical budget for themselves, imagining that they are living alone. This will be their first step in developing a Financial Plan, which they will complete before graduation. Then have students work alone or in small groups to build a sample budget using the information given. Review students' budgets. How could they meet this budget?

STUDENT PRODUCTS:

- **Sample budget.** Each student should complete the exercise in the **Budget Reflection** and file it in his or her portfolio.



REFLECTION

BUDGET

MAY – 9TH GRADE

PLEASE FILE THIS IN THE CAREER DEVELOPMENT SECTION OF YOUR PORTFOLIO

Name: _____ Advisor: _____

WHAT IS A BUDGET?

A **budget is a plan**... a plan for how you will use your money. A budget predicts how much money you will have. And it helps you plan how you will spend that money.

Budgets can be created for an individual, a family, a business, an event, or a country. But a budget always shows the same things: how much money is available, and how that money will be spent.

WHY CREATE A BUDGET?

There are many reasons to create a budget. Here are a few of them:

- **To plan for the future.** If you want to buy a car, rent your own apartment, or go to college, you need to plan carefully for how you will spend your money. You might even have to save money, and a budget will help you do that.
- **To make choices about what to do or what to buy.** If you're like most people, you probably want more than you can afford. What should you do? A budget can help you decide.
- **To avoid spending more than you earn.** It's a lot easier to spend money than it is to earn it! And it's very easy to spend more than you earn and end up owing a credit card company a lot of money. A budget can help you limit your spending.

HOW DO YOU CREATE A BUDGET?

It's easy to create a budget. You can work on a spreadsheet program or on paper. All you need to do is list two types of things:

- your **income** (the money you have available to spend); and
- your **expenses** (the money you plan to spend).

Budgets usually divide income and expenses into different categories. For instance, you could show how much you plan to spend on food, how much on your car, how much on clothes, and how much on rent. If you want to save money toward a big purchase (such as a car) you could list "savings" in your budget.

A budget will then show whether you have a **surplus** (more income than expenses) or a **deficit** (more expenses than income). You can then figure out what to do about that.



REFLECTION

SAMPLE BUDGET

MAY – 9TH GRADE

PLEASE FILE THIS IN THE CAREER DEVELOPMENT SECTION OF YOUR PORTFOLIO

Name: _____ Advisor: _____

What would it cost to live on your own? How much would you have to earn? Make a sample budget to find out. *(Note that these costs will be higher or lower, depending on what choices you make):*

INCOME – How much will you earn?

What will your income be each month if you work 40 hours per week, 4 weeks per month:

- If you earn \$8/hour?
- If you earn \$15/hour?
- If you earn \$20/hour?
- If you earn \$25/hour?
- If you earn \$30/hour?

EXPENSES (Monthly)		
Rent and utilities:	\$600	<i>Alternative, rent a room in a house: \$250</i>
Furniture (Payments on):	\$100	<i>Could be higher or lower – can you borrow furniture?</i>
Food:	\$200	<i>Assumes you spend \$50/week on groceries</i>
Medical insurance:	\$150	<i>Could be higher or lower if you get insurance at work</i>
Car payments, insurance:	\$350	<i>Alternative: can you take the bus? \$ 50</i>
Clothing:	\$ 50	<i>Could be higher or lower</i>
Phone/Internet/Cable:	\$150	<i>Could be higher or lower – do you need all of these?</i>
Eating out, going out:	\$100	<i>How much do you spend on fun?</i>
Retirement savings:	?	<i>Experts recommend saving 10% of your income</i>
Charitable contributions:	?	<i>How much should you donate each month?</i>

How much would you need to earn to meet your expenses? How could you earn that much?

Income Taxes: Approximately 28% of the total (or gross income) you earn





DISCUSSION GUIDE

MAKING THE TRANSITION

JUNE – 9TH GRADE

DISCUSSION GOALS:

- Review students' experiences from freshman year.
- Help students prepare for next year.
- Celebrate!

ESSENTIAL QUESTIONS:

- What do I want to do next year?
- How can I succeed?

MATERIALS NEEDED:

- **Students' Portfolios** (*students may want to review their work from the year*)

CLASSROOM ACTIVITIES:

- **Review freshman year.** Look back at the year that's nearly over. Discuss with students what they thought was best – and worst – about their first year in high school. Did advisory help? Why or why not? What advice would they give to incoming freshmen about succeeding in high school? What did they learn this year? Where did they make progress? If you have been taking photos of advisory activities, you may want to show a slide show documenting your year. Or you may want to give students the opportunity to review the work in their portfolios and see how they've progressed from the beginning of the year.
- **Plan for next year.** What challenges and opportunities will next year bring? Discuss what your students can expect next year when they are sophomores. Are there clubs, activities, or leadership positions they can take on? Are there activities they didn't pursue this year that they want to try next year? What about their courses? How many will be taking advanced, or dual credit courses as sophomores?
- **Celebrate.** You might want to celebrate with pizza or other treats.

STUDENT PRODUCTS:

- **Completed portfolios.** Each student's portfolio should be stored at school until next fall.



RESOURCE GUIDE

FOR LEAD ADVISORS

DISCUSSION SUMMARIES - GRADE 9

SEPTEMBER THEME: GETTING ACQUAINTED

Discussion Summary. This first meeting helps students learn about the advisory program and get acquainted with their advisor and with each other. This is important because it helps establish the trusting relationships – between students and advisor and among the students in the advisory – that will make the advisory such a powerful learning tool.

Students will also learn about portfolios: why they'll keep portfolios, how to set them up, and what they'll keep in them. Students will receive the portfolio checklists which they will keep updated.

Student Products. During this discussion, students will be expected to produce:

- **A portfolio.** Students will assemble binders with section dividers (or whatever format your school chooses to use) and add the 9th grade portfolio checklist. If students know that they will be able to use their portfolios, they won't find them so onerous. They will use their portfolios for the student-led conferences, of course, but you also might want to share with advisors other ways that students may find their portfolios helpful:
 - **For jobs or internships.** Students learn to keep their portfolios up-to date for job applications and interviews. Even for a part-time or volunteer position, a comprehensive portfolio can show an employer that a student is prepared and can help the student stand out.
 - **For awards.** Students who wish to apply for arts, sports, or academic award programs might want to pull information from their portfolios to support their application.
 - **For honors courses.** Many schools allow students to self-select for honors or advanced courses, but may require that the student demonstrate an ability to thrive in the course. Students wishing to apply for honors courses will find that a well-organized portfolio can be very helpful to showcase their organizational skills and academic strengths... particularly for students whose grades are lower than the norm.

How to Prepare. To prepare for this discussion, lead advisors can:

- Ensure that your 9th grade advisors are familiar with the purpose of the portfolio, the contents students will be expected to file in their portfolios, and the format your school uses.
- Help your advisors think up creative ways they can break the ice with their new students and begin to build trusting, nurturing relationships.
- Copy the Reflections for this advisory
 - Portfolio Reflection
 - 9th Grade Portfolio Checklist
- Provide portfolio supplies (based on your school's format, such as binders, dividers, cover sheets).



Additional Resources You Can Provide. Your 9th grade advisors will benefit from a good understanding of the purpose of Paterson Pathways. You might wish to provide the following outside resources:

- Your advisors might benefit from learning more about how Paterson Pathways will be implemented over the course of their students’ high school years and what students will be expected to do between now and graduation. Organizing meetings between grade level advisors and with your school counselors could be a helpful way to discuss transition challenges and plan strategies to ease students’ transition to high school. In particular, you may wish to design “tiered intervention” strategies to identify students who are at risk due to missed work, low grades, or poor attendance.
- You may wish to create a list for your advisors to provide names and contact information for each grade level’s lead advisors, all advisors listed by grade, counselors, and other resources.
- You may want to provide your advisors with a list of icebreakers to help get this first advisory meeting going. It is important that your advisors make a connection with their students. Explain that they will be working with the same group of student the next four years of their high school experience.

NJCCCS:

LANGUAGE ARTS

LISTENING

- 3.4.6A1 Listen actively for a variety of purposes such as enjoyment and obtaining information.
- 3.4.6A2 Listen attentively and critically to a variety of speakers.
- 3.4.6A3 Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker’s message.

SPEAKING

- 3.3.6A5 Participate in class discussion appropriately.
- 3.3.6B5 Reflect and evaluate information learned as a result of the inquiry.

ACSA STANDARDS:

The Paterson Pathways curriculum is based on the American School Counselor Association (ASCA) National Model, to provide teachers and students with a clear way to integrate school counseling and academic achievement. This discussion guide focuses on the following ASCA Standards:

PERSONAL and SOCIAL DEVELOPMENT

- PS:A1 Acquire self-knowledge (Identify personal values, attitudes and beliefs).
- PS:A2 Acquire interpersonal skills (Use effective communications skills).



OCTOBER THEME: BUILDING COMMUNITY

Discussion Summary. Discussions on building community follow a progression from grades 9 through 12, offering students support and scaffolding to become involved, take on leadership roles, serve their school and community, and fulfill your school's volunteer service requirements (if applicable). Today's discussion offers advisors an unstructured opportunity to help build community within their groups and gives students the chance to focus on personal and social development, helping solidify the bonds they'll develop with their classmates and advisor.

- Helping students join activities and become part of the school's traditions will help them navigate the crucial transition into high school. Advisors may want to discuss activities with students in the context of how getting involved will help them navigate the school, make school more fun, and help them prepare for life after graduation.
- Based on your preferences, students can participate in team-building activities within the classroom or participate in a group volunteer service activity at the school.

Student Products. During this discussion, student will be expected to produce:

- **A Citizenship Goal.** Students should each create a goal for their involvement in the school. Advisors should collect them and hold them until the advisory meeting in January.
- **Advisory Activity.** Students will be expected to participate in an activity at school with their advisory group. This activity may be a volunteer service activity (such as picking up litter or helping with a school event) or it may be a spirit activity within your group (such as taking photos, making posters, etc.).

How to Prepare. To prepare for this discussion, lead advisors can:

- With the help of counselors or staff from the central office, develop a list of extracurricular activities offered at your school.
- Help your 9th grade advisors develop a list of possible activities for their groups to carry out during this lesson. Activities should be simple and require little or no preparation or travel. Activities could include picking up litter, setting up for a school event, making posters for a school event, helping with a school fundraiser; or doing spirit-building activities with the advisory group: making a video or slide show, taking photos, making posters, celebrating their first year of high school, etc.
- Copy the **Citizenship Goal Reflection** for this discussion

Additional Resources You Can Provide.

- Your 9th grade advisors will benefit a good sense of the activities available to their students.
- If you hold a preparation session for advisors on this discussion, stress that learning how to contribute to a larger community is a crucial life skill, one that students will rely on for the rest of their lives. Note that if your advisors have extra time, or if you wish to schedule additional discussions on this theme, advisors can help students engage in community-building activities such as creating posters, slide shows, or videos about their advisory group, participating in school events as a group (an advisory football night?), or organizing volunteer service projects together. Your 9th grade students should be encouraged to undertake individual volunteer service projects this year. However, if you wish, you can organize a school Volunteer Fair to highlight opportunities for student service in the community.
- To the extent your advisors are able, encourage them to take advantage of opportunities to help their students become a community within the advisory group. They might want to create an after-school advisory study hour once a week, or document advisory sessions with photos or video, or ask students to bring baby pictures to school and display these.

One of the key goals of Paterson Pathways is to engage students by ensuring that there is an adult at school who knows and cares about them. Encourage your advisors to create traditions within their advisory groups that will help their students get to know them and each other. These can be simple, but they are important: the more the advisory feels like a "home" to students at school, the more they will benefit from it.



NJCCCS:

LANGUAGE ARTS

LISTENING

- 3.4.6A1 Listen actively for a variety of purposes such as enjoyment and obtaining information.
- 3.4.6A2 Listen attentively and critically to a variety of speakers.
- 3.4.6A3 Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.

SPEAKING

- 3.3.6A5 Participate in class discussion appropriately.
- 3.3.6B5 Reflect and evaluate information learned as a result of the inquiry

WRITING

- 3.2.6.D1 Write for different purposes (e.g., to express ideas inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences(e.g., self, peers, community)
- 3.2.6.D2 Gather, select and organize information appropriate to a topic, task and audience.
- 3.2.6.D3 Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/ workplace writing.

CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

- 9.2.6.B1 Develop and implement a personal growth plan that includes short- and long-term goals to enhance development.
- 9.2.6.B2 Demonstrate responsibility for personal actions and contributions to group activities.

ASCA STANDARDS:

The Paterson Pathways curriculum is based on the American School Counselor Association (ASCA) National Model, to provide teachers and students with a clear way to integrate school counseling and academic achievement. This Discussion Guide focuses on the following ASCA Standards:

Academic Development

- A:C1 Relate school to life experience (Seek co-curricular and community experience to enhance the school experience).

NOVEMBER THEME: IMPROVING ACADEMICALLY



Paterson Public Schools Advisory Curriculum Framework

Discussion Summary. This discussion continues to build the annual goal-setting process by helping students develop an academic goal for the year.

- By setting goals, students can learn to hold themselves accountable and can celebrate tangible accomplishments. As students develop these goal statements advisors are asked to collect them. These goals will be reexamined, during January's advisory, and then combined into an overall set of goals for the year.
- The end of the first quarter is an ideal opportunity to help students assess how they are doing academically and how they can do better. They are likely taking more challenging courses than they took in middle school, and may not have a good idea – until they see their grades – how they are doing.
- This advisory combines a review of assessment results – from students' courses, report cards, and assessment exams – with a discussion about the tools students can use to improve their academic performance.
- Teachers who write about the art of education routinely acknowledge that their success in teaching is due, at least in part, to their responsiveness to students' needs. They don't teach the same thing every year, or to every student. Instead, they assess each student's performance regularly, discuss with colleagues what they know about students and their progress, and then help students learn to build on their strengths and strengthen their weaknesses. By creating an **Academic Inventory** – and revisiting it each year – students will be able to build on their advisors' knowledge and learn to assess and evaluate their own work.

Student Products. During this discussion, student will be expected to produce:

- **Academic Goal Reflection.** Students will reflect on their academic performance to date and develop at least one goal for the school year. Students' goals should be specific, measurable, achievable, rewarding, and time-oriented.
- **Academic Inventory.** Students will reflect on their academic performance to date and prepare a detailed plan to improve. These plans should be filed in students' portfolios for future reference.

How to Prepare. To prepare for this discussion, lead advisors can:

- Arrange to obtain for advisors any records you have of students' progress: NJASK8 and any new assessment results, attendance records... in short what you have available at this point in the year so that advisors can get a sense of how the students in their group are doing and which students might need to be referred for more help.
- Ensure that your advisors have had the opportunity to familiarize themselves with the basic concepts 9th graders will be covering in their core academic courses this year. And alert your advisors to the resources offered at the school for students who need extra academic help.
- Prepare a list of your district's graduation requirements that students must fulfill to graduate on time.
- Copy the **Academic Goal Reflection and Academic Inventory**
- Distribute **Information Interviews.** Students benefit greatly from having the chance to talk with people in careers that interest them. Explain to students to complete the interview and be ready to discuss the information they obtain during the next advisory. This helps prepare students to embark on more serious career exploration activities by giving them support and scaffolding through structured, in-school, group career information interviews.

Additional Resources You Can Provide. Your advisors may wish to use students' development of academic goals as an opportunity to build community within their advisory groups and help students make the transition into high school. You can suggest that they:

- **Have lunch together as an advisory group.** Your advisors might want to give students the opportunity to take a break from their focus on academics and have lunch together as a group. Order pizza or have students bring sack lunches, and have a picnic lunch together.
- **Start an advisory study group.** Would your students like to get together once a week to do homework as a group? How could students in your group help each other by doing this? What resources can your school provide to help make the academic transition easier for students? What extra assistance can you provide for students who are struggling with their work? Members of the advisory group might want to start a study group together to help each other after school or at lunch.



- **Tutor younger students.** Can your students help middle or elementary school students with their work? Arrange with neighboring schools a time for their students to come for extra help, perhaps after school.

**NJCCCS
LANGUAGE ARTS LITERACY**

Writing

- 3.2.6.B.8 Prepare a works consulted page for reports or research papers.
- 3.2.6.D.1 Write for different purposes (e.g. to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g. self. peers. community).
- 3.2.6.D.2 Gather, select, and organize information appropriate to a topic, task, and audience.
- 3.2.6.D.10 Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.

Speaking

- 3.3.6.A.2 Present ideas and opinions spontaneously in response to a topic or other speakers.
- 3.3.6.C.1 Paraphrase, illustrate, clarify, and/or expand on a topic or idea.
- 3.3.6.C.2. Develop and use advanced vocabulary related to a topic.
- 3.3.6.C.3 Use language that stimulates an audience’s interest.

Listening

- 3.4.6.A.1 Listen actively for a variety of purposes such as enjoyment and obtaining information.
- 3.4.6.A.3 Acknowledge the speaker through eye contact and use appropriate feedback and question clarify the speaker’s message.

**ASCA
STANDARDS:**

The Paterson Pathways curriculum is based on the American School Counselor Association (ASCA) National Model, to provide teachers and students with a clear way to integrate school counseling and academic achievement. This lesson plan focuses on the following ASCA Standards:

ACADEMIC DEVELOPMENT

- A:A2 Acquire skills for improving learning (Demonstrate how effort and persistence positively affect learning, Use communication skills to know when and how to ask for help when needed).
- A:A3 Achieve school success (Demonstrate dependability, productivity and initiative).
- A:B1 Improve learning (Organize and apply academic information from a variety of sources).



DECEMBER THEME: EXPLORING CAREERS

Discussion Summary. This discussion continues toward the annual goal-setting process by helping students develop a career exploration goal for the year. By setting goals, students can learn to hold themselves accountable and can celebrate tangible accomplishments. As students develop these goal statements advisors are asked to collect them. These goals will be reexamined, during January's advisory meeting, and then combined into an overall set of goals for the year. This advisory also initiates the career exploration that students will engage in throughout their time in high school. The focus is to connect students' interests today to their dreams and goals for the future, and then show them what they will need to do to realize their dreams. This discussion guide assumes that your students are able to take a career assessment before this advisory meeting.

Using their career assessment results and research they've conducted to date, students will answer several questions about careers and clusters that interest them and what coursework they think they will need to complete during their remaining three years in high school. Paterson Pathways schools have found that helping students learn that a certain amount of postsecondary education (or a certain course schedule in high school) is required for a dream career is a very powerful motivator

Student Products. During this discussion, student will be expected to produce:

- **Information Interview.** Have students use what they have learned from their interviews to help create their own career goal.
- **Career Goal Reflection.** Students will reflect on what they know about their interests to date and develop at least one career exploration goal for the school year. Students' goals should be SMART, that is, specific, measurable, achievable, rewarding, and time-oriented. The goals should be particularly focused around the course requirements students will need to fulfill during high school to be prepared for their career goals (and to be prepared for the postsecondary education or training they will need).
- **Complete and/or discuss a career assessment and learn about career clusters.** Students will reflect on the results of their career assessment by discussing what they learned with their advisory group. They will also learn how to organize information about potential careers by learning about career clusters.

How to Prepare. To prepare for this discussion, lead advisors can:

- **Ensure that your school has a career assessment** (either free or subscription-based) that all 9th graders can take and have analyzed. You will want to schedule the career assessment for before this lesson so that students will have their results. What is most important is that all students have the opportunity to both complete an assessment and then see what it says about their interests. The ideal career assessment will provide detailed information about career possibilities based on each student's interests and aptitudes.
- Ensure that your 9th grade advisors have had the opportunity to review the career exploration and interest assessment tools and resources your school has available. Remind advisors that students shouldn't feel constrained by the results of the career assessment; it is not meant to be precise or prescriptive, or to lock students into careers that don't sound interesting to them!
- Copy the **Career Goal Reflection**

Additional Resources You Can Provide. Your 9th grade advisors may wish to use students' development of career exploration goals as an opportunity to explore careers in the community. You can suggest that they:

- **Organize a Freshman Career Day.** As students continue to explore their interests and to research how interests relate to careers, you might want to organize a Career Day and invite community members to join you in sharing information about themselves and their career paths.
- **Arrange a college or workplace tour.** There are many career and educational opportunities for students after high school. You might want to introduce your students to some of these opportunities by organizing a tour to a local



community, technical, or four-year college or to a local workplace. Let students see career interests in action.

- **Learn about Career & Technical Education** resources in your school. Does your district have a Skills Center? Does it offer Tech Prep classes? What about pre-apprenticeships?
- **Explore the resources at www.careerclusters.org** Paterson Pathways uses the Department of Education’s 16 Career Clusters as a tool to help students identify areas in which they might be interested. The Career Clusters web site has a variety of tips and tools that may be helpful for your students. The Career Clusters web site has a variety of tips and tools that may be helpful for your students. In particular, you might want to alert students to the brochures provided for each cluster: <http://www.careerclusters.org/resources/web/16ccall.php?action=brochures>.
- **Learn about non-traditional careers.** As you help students explore career clusters and interests, you might wish to introduce students to non-traditional careers, that is, careers in which a student’s gender is not well represented (typically defined as careers in which a gender holds less than 25% of all jobs in that field). Non-traditional careers include fields such as construction for women or nursing for men. Some resources to help you introduce the concept of non-traditional careers and opportunities within those fields include:
 - U.S. Department of Labor Women’s Bureau: <http://www.dol.gov/wb/welcome.html>
 - Wider Opportunities for Women: <http://www.wowonline.org/>
- **Majors and Careers.** You may wish to ask your 9th grade advisors to explore different resources that they can use to help their students start to learn about the postsecondary education different careers require. One possible resource is the College Board’s Majors and Careers Profile: http://www.collegeboard.com/csearch/majors_careers/profiles/.

NJCCCS

LANGUAGE ARTS LITERACY

LISTENING

- | | |
|----------|---|
| 3.4.6.A1 | Listen actively for a variety of purposes such as enjoyment and obtaining information. |
| 3.4.6.A2 | Listen attentively to a variety of speakers. |
| 3.4.6.B2 | Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems. |

WRITING

- | | |
|----------|--|
| 3.2.6.A2 | Generate ideas for writing through reading and making connections across the curriculum and with current events. |
| 3.2.6.B2 | Write a range of grade appropriate essays across curricula (persuasive, personal, descriptive, issue-based) |
| 3.2.6.D1 | Write for different purposes (e.g., to express ideas inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences(e.g., self, peers, community) |



3.2.6.D2 Gather, select and organize information appropriate to a topic, task and audience.

CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

9.2.8.C1 Demonstrate respect and flexibility in interpersonal and group situations.

ASCA STANDARDS:

The Paterson Pathways curriculum is based on the American School Counselor Association (ASCA) National Model, to provide teachers and students with a clear way to integrate school counseling and academic achievement. This discussion guide focuses on the following ASCA Standards:

CAREER DEVELOPMENT

C:A2 Develop employment readiness (Develop a positive attitude toward work and learning).

C:B1 Acquire career information (Identify personal skills, interests, and abilities and relate them to current career choices).

C:B2 Identify career goals (Demonstrate awareness of the education and training needed to achieve career goals).



JANUARY THEME: SETTING GOALS

Discussion Summary. As students progress through high school, they'll be encouraged to think about their goals for the future and, specifically, about what they can do during the school year to prepare for life after high school. Setting goals for the year is particularly important for freshmen as they make the crucial transition to high school.

Through their goal statements, students will be encouraged:

- To think about their interests and dreams for the future;
- To plan ways to do better academically;
- To become contributing citizens and take on more active leadership roles at school and in the community; and
- To explore the skills and attributes that will help them identify their career interests and then secure the training and education they need to succeed in that career.

If you wish, this discussion can also help students introduce the student-led conference in the spring, at which they'll share their goals and academic performance to date with their families.

- The conference gives students the chance to present the goals they have just developed for the school year and explain to their families and advisors what steps they will be taking during the school year to realize their goals. They will also share any assessment results or grades they have received this year and explain what they will be doing to succeed academically.
- The conference allows students to take responsibility for directing their own educational careers and also provides a tangible way to involve families in their students' lives at school, by ensuring that they understand what their students are hoping to accomplish. This is particularly crucial as students' course plans during high school will be guided by their career and postsecondary goals. Discussing these goals – and how students' work during high school relates to these goals – will help both students and their families with the transition to high school.

Student Products. During this discussion, student will be expected to produce:

- **Annual Goals.** Students will reflect on their academic, career, and citizen goals, and will develop at least one goal in each area for the remainder of the school year.

How to Prepare. To prepare for this discussion, lead advisors can:

- Copy the **Annual Goal Reflection**.

Additional Resources You Can Provide. Your 9th grade advisors may wish to review their students' progress in their classes to date so that they can identify any students who are having trouble.

Remind advisors that even though students won't revisit their goals at every advisory, it's a good idea to regularly ask students how they're doing with respect to the goals they set at the beginning of the year. For more information on **goal setting and planning**, the Navigation team has prepared professional development materials that are located at www.k12.wa.us/navigation101.

N.J.C.C.C.S. LANGUAGE ARTS LITERACY

Writing

- | | |
|-----------|---|
| 3.2.6.D.1 | Write for different purposes (e.g. to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g. self. peers. community). |
|-----------|---|

- 3.2.6.D.2 Gather, select, and organize information appropriate to a topic, task, and audience.
- 3.2.6.D.10 Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.

Speaking

- 3.3.6.A.2 Present ideas and opinions spontaneously in response to a topic or other speakers.
- 3.3.6.C.1 Paraphrase, illustrate, clarify, and/or expand on a topic or idea.
- 3.3.6.C.2. Develop and use advanced vocabulary related to a topic.
- 3.3.6.C.3 Use language that stimulates an audience’s interest.

Listening

- 3.4.6.A.1 Listen actively for a variety of purposes such as enjoyment and obtaining information.
- 3.4.6.A.3 Acknowledge the speaker through eye contact and use appropriate feedback and question
clarify the speaker’s message.

CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

- 9.1.B.2 Develop an employment package that includes a job application, letter of interest, and resume.

ASCA

STANDARDS:

The Paterson Pathways curriculum is based on the American School Counselor Association (ASCA) National Model, to provide teachers and students with a clear way to integrate school counseling and academic achievement. This discussion guide focuses on the following ASCA Standards:

ACADEMIC DEVELOPMENT

- A:A2 Acquire skills for improvement learning (demonstrate how effort and persistence positively affect learning).
- A:B2 Plan to achieve goals (develop and implement an annual plan of study to maximize academic ability and achievement)



FEBRUARY THEME: PLANNING FOR LIFE AFTER HIGH SCHOOL

Discussion Summary. The **High School & Beyond Plan** helps students combine information about themselves and who they are with information from their Academic Inventories, annual goals, long-term dreams, and career explorations. During senior year, students take this information and combine it with their transcripts, financial plans, and postsecondary plans to create a robust roadmap for their lives after high school.

Students in 9th grade have spent a great deal of time learning how to succeed in high school and how to plan carefully for the next several years. Completing a High School & Beyond Plan Reflection (or updating one from 8th grade if they are continuing on from a Paterson Pathways middle school) will help them with this process, as they will reflect on their goals and plans and articulate the ideas they have to date about postsecondary programs and career opportunities. They will have the opportunity to track their goals and plans with more sophistication over the next several years.

During this discussion, students will have two opportunities to prepare for the future: they will discuss their summer plans, and get help making plans for a productive summer; and then create a resume. These activities will build on earlier discussions to help them prepare for future challenges.

Student Products. During this discussion, student will be expected to produce:

- **Resume.** Students will be expected to create a resume (or resume worksheet) and file it in their portfolios.
- **High School & Beyond Plan Reflection.** Students will reflect on several questions about their current performance and future plans and then answer a structured questionnaire.

How to Prepare. To prepare for this discussion, lead advisors can:

- Give your 9th grade advisors the opportunity to review the High School & Beyond Plans prepared by last year's seniors. By seeing finished plans, they will be better equipped to guide their students to begin drafting these plans in a meaningful way. Also review how the components of the High School & Beyond Plan relate to the work students have done to date in setting goals, exploring career interests, and developing academic plans.
- Discuss the resume Reflection with your advisors. Some of your students may already have resumes; and some may even be in the process of seeking summer jobs. It is important that students learn about the purpose and value of a resume and learn how to describe their skills – even though their experience is likely still somewhat limited.
- Decide with your 9th grade advisors whether you will simply have students complete the Resume worksheet or whether you will have them use computers to create formal, printed resumes (recommended). Either approach is appropriate, though since freshmen may be seeking paid work or internships, it is preferable to have them create formal, printed resumes.
- Copy the **Resume and High School and Beyond Reflection**

Additional Resources You Can Provide. This discussion provides a structured opportunity for freshmen to start preparing for the future through their High School and Beyond Plan and Resume.

Your 9th grade advisors may wish to use students' drafts of the High School & Beyond Plans as a good way of opening up conversations with students' families about their dreams for the future.

NJCCCS:

LANGUAGE ARTS

LISTENING

- | | |
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| 3.4.6A1 | Listen actively for a variety of purposes such as enjoyment and obtaining information. |
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Paterson Public Schools Advisory Curriculum Framework

- 3.4.6A2 Listen attentively and critically to a variety of speakers.
- 3.4.6A3 Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker’s message.

SPEAKING

- 3.3.6A5 Participate in class discussion appropriately.
- 3.3.6B5 Reflect and evaluate information learned as a result of the inquiry.

WRITING

- 3.2.6.D1 Write for different purposes (e.g., to express ideas inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences(e.g., self, peers, community)
- 3.2.6.D2 Gather, select and organize information appropriate to a topic, task and audience.
- 3.2.6.D3 Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/ workplace writing.

CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

- 9.2.6.B1 Develop and implement a personal growth plan that includes short- and long-term goals to enhance development.

ASCA

The Paterson Pathways curriculum is based on the American School

STANDARDS:

Counselor Association (ASCA) National Model, to provide teachers and students with a clear way to integrate school counseling and academic achievement. This Discussion Guide focuses on the following ASCA Standards:

ACADEMIC DEVELOPMENT

- A:B2 Plan to achieve goals (Identify post-secondary options consistent with interests, achievement, aptitude, and abilities).



MARCH THEME: PLANNING FOR NEXT YEAR

Discussion Summary. This discussion is a very important one for students: they will complete their Four-Year Plans, choosing the courses they will take during their remaining three years of high school. The Four-Year Plan allows students to be intentional about their time during high school – by planning early, they can ensure they will take the right courses for postsecondary education and career, no matter what their future holds.

This discussion builds on the career exploration work students have accomplished to date: their course choices should reflect both their interests and their plans for the future. Students should understand why they're taking their courses – not just because the courses are required but because the courses will help students accomplish their goals.

Advisors should discuss what students must do to meet graduation requirements, what courses they will need to take during high school (to meet graduation and college admission requirements), and what types of electives and advanced course offerings are available. You might also want to explain the difference between the minimum required to graduate from high school and the minimum required to be admitted to college. Explain that minimum is just that a minimum, but they should strive to take more than the minimum requirements.

Student Products. During this discussion, student will be expected to produce:

- **Four-Year Plan.**
- **High school graduation requirements.** As they prepare their Four-Year Plans, students will do so in the context of the minimum requirements to graduate from high school and the minimum requirements for college admission.

How to Prepare. To prepare for this discussion, lead advisors can:

- Ensure that your 9th grade advisors understand the State of New Jersey's graduation requirements and your school district's graduation requirements.
- Ensure that your 9th grade advisors and school counselors understand the importance to students' future success of taking advanced ("gatekeeper") courses during high school.
- Obtain course catalogs for your advisors and their students.
- Coordinate with school counselors to introduce the course registration process and the options your students have for 10th grade.
- Copy the **High School Graduation Requirements and Four-Year Plan**

Additional Resources You Can Provide.

- **Information on course rigor.** A key part of students' course selections in their Four-Year Plans is the notion that one of the greatest single determinants of their postsecondary success will be the courses they take during high school. You may wish to review more information on the importance of "gatekeeper" or advanced courses and share this information with your 9th grade advisors.
 - One good resource is the 2004 study by J. Trusty entitled "*The Effects of Students' Middle-School and High-School Experiences on Completion of a Bachelor's Degree: How Can School Counselors Make a Difference?*" From Research Monograph No. 1, Amherst, MA: Center for School Counseling Outcome Research.
 - Does your district have a Skills Center for high school students? Does it offer Tech Prep classes? What about pre-apprenticeships? Students may need to complete prerequisites during freshman and sophomore year to be eligible for some of these opportunities.
 - In addition, you will want to gather Paterson Public Schools' district graduation requirements, which may be more rigorous than the statewide minimums.



NJCCCS

LANGUAGE ARTS LITERACY

LISTENING

- 3.4.6.A1 Listen actively for a variety of purposes such as enjoyment and obtaining information.
- 3.4.6.A2 Listen attentively to a variety of speakers.
- 3.4.6.B2 Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems.

WRITING

- 3.2.6.A2 Generate ideas for writing through reading and making connections across the curriculum and with current events.
- 3.2.6.B2 Write a range of grade appropriate essays across curricula (persuasive, personal, descriptive, issue-based)
- 3.2.6.D1 Write for different purposes (e.g., to express ideas inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences(e.g., self, peers, community)
- 3.2.6.D2 Gather, select and organize information appropriate to a topic, task and audience.

CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS

- 9.2.8.C1 Demonstrate respect and flexibility in interpersonal and group situations.

ASCA STANDARDS:

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ACADEMIC DEVELOPMENT

- A:A1 Improve academic self-concept (Display a positive interest in learning).
- A:A2 Acquire skills for improving learning (Demonstrate how effort and persistence positively affect learning).
- A:A3 Achieve school success (Demonstrate dependability, productivity, and initiative).



APRIL THEME: PREPARING FOR THE STUDENT-LED CONFERENCE

Discussion Summary. A focal point for the Paterson Pathways year is each student’s student-led conference for his or her family and advisor. One of the central tenets of Paterson Pathways is that, by high school, students must be full partners in their education.

The student-led conference, which is held each spring, summarizes students’ accomplishments in the year to date, showcases their plans and goals for the coming years, and lets them share what makes them unique. The conference allows students to take responsibility for directing their own educational careers and also provides a tangible way to involve families in their children’s lives at school.

As advisors help students prepare for their student-led conferences, the essential questions students answer illustrate what they are trying to achieve: knowledge about themselves and the ability to articulate that knowledge clearly. **If you wish, you may have your advisors help students prepare by having them view the Navigation Conference video.**

Students are given more time to prepare their portfolios and their presentations for their student-led conferences. This advisory gives advisors a chance to review conference logistics and remind students how they will be evaluated. It gives students an opportunity for structured, small group practice to make their presentations as fluent as possible.

Student Products. During this discussion, student will be expected to produce:

- **Draft Outline for Student-led Conference.** Students will use the Reflection provided to prepare an outline for their conferences.

How to Prepare. To prepare for this discussion, lead advisors can:

- Make sure your 9th grade advisors understand the logistics of the conferences: when and where they will be held, how families should be scheduled and invited, and how students should participate in inviting their families. They should have a clear way to alert you and get help if they are having trouble reaching families or scheduling conferences.
- Review the evaluation rubric with advisors and explain how students’ presentations should be evaluated. Also explain how advisors can share this information with students.
- Copy the Navigation Conference video
- Copy the Reflections
 - Planning a Student-led Conference Reflection
 - Conference Evaluation Rubric (double copies – one for each student to use to prepare; and one per student for each advisor to use at the conference)
 - Family Feedback Form (will need these at conferences)
 - Student Feedback Form (will need these at conferences)
 - Advisor Feedback Form (distribute to advisors after conferences)
 - Family Invitation Letter (use if you wish as a way to invite families)
- Review advisors’ experience with this month’s discussion – students’ opportunity to prepare for a student-led conference. How do advisors feel about their students’ progress? Do any advisors – or students – need extra help to prepare?



Additional Resources You Can Provide. Work with school administrators and counselors to prepare supplemental resources for families: information about summer school, advanced course options, dual credit courses, postsecondary options, financial aid, camps or internships, and information about extracurricular activities and events. You may also wish to arrange refreshments or coffee.

Collecting data on student and family participation and student, family, and advisor satisfaction for spring student-led conferences is important. Please use the feedback forms to gauge satisfaction of students, advisors, and families.

NJCCCS

LANGUAGE ARTS

SPEAKING

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| 3.3.D1 | Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students and/or parents. |
| 3.3D2 | Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement. |
| 3.3D3 | Use clear, precise, organized language that reflects the conversation of Spoken English |
| 3.3D6 | Use verbal and non-verbal elements of delivery to maintain audience focus. |
| 3.3D9 | Incorporate peer feedback and teacher suggestions for revisions in content, organization and delivery. |

ACSA STANDARDS: The Paterson Pathways curriculum is based on the American School Counselor Association (ASCA) National Model, to provide teachers and students with a clear way to integrate school counseling and academic achievement. This discussion guide focuses on the following ASCA Standards:

PERSONAL and SOCIAL DEVELOPMENT

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| PS:A1 | Acquire self-knowledge (Identify personal values, attitudes and beliefs). |
| PS:A2 | Acquire interpersonal skills (Use effective communications skills). |

ACADEMIC DEVELOPMENT

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|------|--|
| A:A3 | Achieve school success (Demonstrate dependability, productivity, and initiative) |
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MAY THEME: USING MONEY

Discussion Summary. During this discussion, students will learn about the purpose of using a budget and then will create a hypothetical budget imagining that they are living on their own after graduation.

This discussion is the first step toward students' development of Financial Plans, which they will do before graduating and will include as part of their High School & Beyond Plans. As freshmen, many of your students may not handle money regularly. And few of them may use money for more than fun, discretionary purchases (such as gifts, clothes, or activities with friends). But even if that is the case, students will benefit from building a solid foundation for how to use money.

Student Products. During this discussion, student will be expected to produce:

- **Budget Reflection.** Students will be expected to develop a hypothetical budget, imagining they are living on their own after high school.

How to Prepare. To prepare for this discussion, lead advisors can:

- Discuss the importance of the Financial Plan with your 9th grade advisors. Each student will create a Financial Plan before graduating. The Financial Plan will cover each student's budget for the years immediately after graduation, focusing on how they will manage postsecondary expenses. Developing a Financial Plan is a crucial part of preparing for the future – too many students have to drop out of college because they find they did not have a good plan for managing tuition and living expenses. Make sure advisors understand that their freshmen will eventually be required to create a Financial Plan; the hypothetical budget they will create during this discussion is the first step in that process.
- Review the budgeting exercise with advisors. The Reflection provides a great deal of information and may be somewhat overwhelming to students. That's a good thing! In fact, the idea of this exercise is NOT to have students create perfect budgets, but rather to shock them a little, by showing them how many expenses they'll have to manage when they're living on their own... and how much they'll have to earn to make ends meet. If you wish, you may suggest to advisors that they create one hypothetical budget with their entire group rather than having students work in small groups.
- Copy the **Budget Reflection**

Additional Resources You Can Provide. If you would prefer an automated budgeting exercise, the Jump\$tart Coalition for Personal Financial Literacy offers a "Reality Check" for students:

www.jumpstart.org/madmoney/pgv_money_rc_main.html.

NJCCCS

MATHEMATICS

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| 4.1.6 B1 | Understand the concepts of ratio and percent. |
| 4.1.6 B3 | Apply computational procedures with fluency for addition and subtraction on non-negative rational numbers. |
| 4.1.6 A1 | Understand that mathematics is used in daily life and extensively outside the classroom. |

LANGUAGE ARTS

- 3.4.6 B2 Demonstrates competence in active listening by interpreting and applying received information to new situations and in solving problems.
- 3.3.4A5 Participate in class discussion appropriately.

ACSA

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STANDARDS:

Counselor Association (ASCA) National Model, to provide teachers and students with a clear way to integrate school counseling and academic achievement. This Discussion Guide focuses on the following ASCA Standards:

ACADEMIC DEVELOPMENT

- A:C1 Relate school to life experiences (Understand that school success is the preparation to make the transition from student to community member).

PERSONAL and SOCIAL DEVELOPMENT

- PS:B1 Self knowledge applications (Identify long and short term goals, and identify alternative ways of achieving goals).



JUNE THEME: MAKING THE TRANSITION

Discussion Summary. This last advisory of the school year is a chance to reflect on the year in review, prepare for next year, and celebrate!

Student Products. During this discussion, student will be expected to produce:

- **Portfolio.** Students should have the opportunity to view their portfolios and review the work they've completed during 9th grade. The portfolios should then be stored at school until the fall.

How to Prepare. To prepare for this discussion, lead advisors can:

- Review the year with your 9th grade advisors. What went well for them this year? What would they like to change for next year? How are they feeling about their students' progress and their level of preparation for 10th grade?
- Plan ways that you and your 9th grade advisors can celebrate the end of Paterson Pathways for the year. Can you order pizza? Give students an opportunity to create fun videos or slide shows? You might want to hold an assembly to celebrate your school's graduating seniors. What type of celebration would be meaningful for you?
- Plan for how students' portfolios will be stored during the summer.

NJCCCS:

LANGUAGE ARTS

SPEAKING

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|---------|--|
| 3.4.8A7 | Participate in class discussion appropriately. |
| 3.4.8B3 | Integrate relevant information regarding issues and problems from a group discussions and interviews for reports, issues, projects, debates, and oral presentations. |
| 3.3.8B4 | Solve a problem or understand a task through group cooperation. |

WRITING

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| 3.2.8D1 | Gather, select, and organize information appropriate to a topic, task, and audience. |
| 3.2.8D3 | Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information. |
| 3.2.8D14 | Maintain a collection of writings |

ASCA STANDARDS:

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ACADEMIC DEVELOPMENT

- | | |
|-------|--|
| A: B2 | Plan to achieve goals (Apply knowledge of aptitudes and interests to goal setting). |
| A: C1 | Relate school to life experiences (Understand how school success and academic achievement enhance future career and vocational opportunities). |

PERSONAL and SOCIAL DEVELOPMENT

- | | |
|--------|---|
| PS: B1 | Self knowledge applications (Identify long and short term goals). |
|--------|---|

