

# GRADE 12 DISCUSSION GUIDE

## INTRODUCTION

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### 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 important, they need our help to know what they should do now, during middle and 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 6<sup>th</sup> grade or 10<sup>th</sup> 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 by the Franklin Pierce School District in Tacoma, WA 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.
- **Student-driven Scheduling.** Student-driven scheduling – particularly when combined with student-led conferences – gives students and families alike more ownership and involvement in each student's academic progress. In addition to these key parts of the Paterson Pathways year, there are many other ways you can involve families in what you are doing in Paterson Pathways. Here are a few additional ways to involve families in the work your students are doing at school:
  - **Ask discussion questions.** Each discussion features a number of discussion questions about the discussion'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.** Does your school host a Back-to-School Night or a Curriculum Night? If so, build onto this by gathering 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 plans 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

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## GETTING ACQUAINTED

SEPTEMBER – 12<sup>TH</sup> GRADE

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### DISCUSSION GOALS:

- Get re-acquainted with the students in your advisory group and meet new students.
- Help students check and update their portfolios and introduce senior presentation requirements.
- Help students check their credits to ensure they're on track to graduate next spring.

### ESSENTIAL QUESTIONS:

- Why advisory?
- Why portfolios?

### MATERIALS NEEDED:

- **12<sup>th</sup> Grade Portfolio Checklist**
- **Senior Presentation Introduction**
- **Grade, credit, or transcript information for each student**

### CLASSROOM ACTIVITIES:

- **Get re-acquainted.** Re-introduce yourself to the students in your advisory group. Introduce any new students. Welcome them back to school and discuss your plans for the year.
- **Encourage students to register for the SAT and/or ACT or other exams.** The SAT and ACT are the primary college entrance exams. They are helpful even for students who are not sure what they will do after high school. Tell students how to register.
- **Check credits and grades.** Help students check their credits or grades to ensure they are progressing toward graduation.
- **Introduce the senior presentation.** Distribute copies of the **Senior Presentation Introduction**. Explain what students will be required to achieve in terms of portfolio contents, written reflections, and oral presentation to graduate. Then ask students to update their portfolios and prepare them for senior year using the **12<sup>th</sup> Grade Portfolio Checklist**.

### STUDENT PRODUCTS:

- **Updated Portfolio.** Each student should prepare his or her portfolio for 12<sup>th</sup> grade.

## 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 plans 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

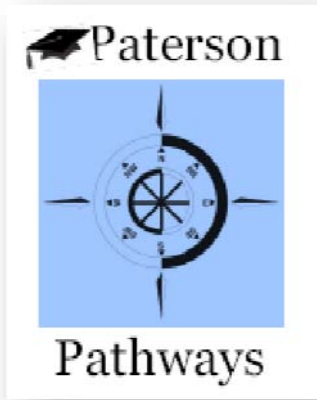
If you want to make icebreaker activities a regular part of your advisory, here are a few ideas. Each of these can be accomplished in just a few minutes.

**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

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## SENIOR PRESENTATION

### INTRODUCTION

#### SEPTEMBER – 12<sup>TH</sup> GRADE

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

## SENIOR PRESENTATION INTRODUCTION

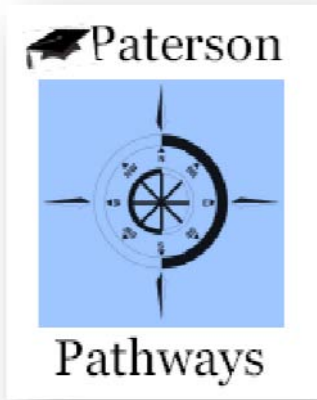
### WHAT IS A SENIOR PRESENTATION?

#### REQUIRED FOR ALL STUDENTS:

- **Completed Portfolio.** Your portfolio must be complete. It must be well organized and must include all contents outlined in your annual portfolio checklists. You must earn a ranking of either 'proficient' or 'distinguished' on your portfolio.
- **Oral Presentation.** You will be asked to present your portfolio – and your plans for the future – in a 12-minute presentation to a panel of advisors and community members. You will be assessed on your preparation, appearance, introduction, poise, communication skills, and your ability to demonstrate the contents of your portfolio and their relationship to your plans for life after graduation. You must earn a ranking of either 'proficient' or 'distinguished' on your presentation.

#### REQUIRED FOR 'DISTINGUISHED' RANKING:

- **Career Exploration Reflection.** To earn a ranking of 'distinguished,' your portfolio must include (in addition to a completed High School & Beyond Plan) a typed essay of at least two pages on one career that interests you. Your essay must explain how you became interested in the career, what education or training you will need, and how you have used your high school years to learn about this career. You may base your essay on research or workplace experience.



# REFLECTION

## PORTFOLIO CHECKLIST

### SEPTEMBER – 12<sup>TH</sup> GRADE

PLEASE KEEP THIS CHECKLIST IN YOUR PORTFOLIO FOR REFERENCE

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 senior year.
- **High School & Beyond Plan.** Your completed HS & Beyond Plan.
- **Transcript:** Printout summarizing your grades and credits from high school.
- **Student Learning Plan (optional):** Your Student Learning Plan, if applicable.
- **Academic Inventory:** The plan you prepared to strengthen your academic performance.
- **Work Samples:** Work samples (at least **one** from **each** of your core courses):
  - Science
  - History
  - Math
  - Language Arts
- *Optional:*
  - Foreign Language
  - Other Elective: \_\_\_\_\_
  - Other Elective: \_\_\_\_\_

#### CAREER DEVELOPMENT:

- **Resume:** Your final resume.
- **Financial Plan:** Your financial plan.
- **Career Exploration Reflection.** Your typed essay (for a 'distinguished' evaluation) on a career of interest and the steps you've taken during high school to explore that career.

#### PERSONAL & SOCIAL DEVELOPMENT:

- **Service Worksheet:** Your completed Reflections about your volunteer service hours to date.
- **Other Activity Information:** Work samples, certificates of accomplishment, awards, photos, or other mementos from extracurricular activities you participated in during 12<sup>th</sup> grade.



# DISCUSSION GUIDE

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## BUILDING COMMUNITY

OCTOBER – 12<sup>TH</sup> GRADE

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### DISCUSSION GOALS:

- Help students reflect on their involvement in the school community as they prepare to graduate.
- Help students reflect on volunteer service activities to date.
- Help students update a **Citizenship Goal** (first part of their Annual Goals).
- Review your school's service requirements (if any) and help any students who need more hours.
- Discuss opportunities for additional projects – and build community.

### ESSENTIAL QUESTIONS:

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

### MATERIALS NEEDED:

- **Citizenship Goal Reflection**
- **Service Worksheet**
- An activity at school your group can carry out during your advisory time. Your lead advisor will have suggestions for you.

### CLASSROOM ACTIVITIES:

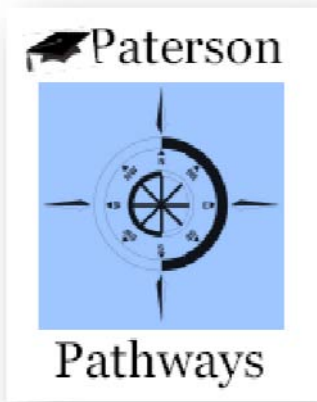
- **Discuss how students have become involved at school and in the community.** Your students are now in their final year of high school. How have they gotten involved in the school? How have they gotten involved in their communities? How will their responsibilities change as they graduate from high school (voting, registering for military service, etc.)?
- **Reflect on your students' service activities.** Continuing students should have participated in both group and individual volunteer service projects. What did they do? What have they learned? What would they like to do next? Why? If your school has a service requirement for graduation, share the **Service Worksheet**, and remind students to complete a worksheet for each completed volunteer project.
- **Reflect on your school's service requirements.** Your students should be aware of your school's volunteer service requirements (if any) and should be well along to completing the required hours. Review what your students have done and provide ideas to students who still need to complete their hours. Distribute the **Service Worksheet** and remind students to complete a worksheet for each volunteer service project they complete.
- **Plan and carry out an activity with your group.** It's important for your students to find ongoing ways to contribute to the life of the school – and to the community of your advisory group. It is particularly important that your students have the opportunity during senior year to solidify their bonds with you and with each other.

How can they do that? Think of activities your group can carry out. You might want to make a video or slide show about your group, make posters, find an activity at school you can help, or volunteer to help at a nearby elementary or middle school or childcare.

- **Have students update Citizenship Goals.** Distribute a copy of the **Citizenship Goal Reflection** to each student. Ask each student to update his or her goals from prior years. Note that they have a responsibility to participate in the life of the school, as well as a responsibility to participate in the life of your community. *Please collect these.*

## **STUDENT PRODUCTS:**

- **Citizenship Goal.** Each student should write at least one goal. Save these for January's advisory meeting.
- **Service Worksheet.** Each student should complete a Service Worksheet outlining the results of individually completed volunteer service projects.



# REFLECTION

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## CITIZENSHIP GOAL

### OCTOBER – 12<sup>TH</sup> GRADE

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PLEASE FILE THIS IN THE PERSONAL & SOCIAL DEVELOPMENT SECTION OF YOUR PORTFOLIO

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

#### WHAT DOES IT MEAN TO BE A CONTRIBUTING CITIZEN?

To be a citizen means to be a **member** of a community. You may be a citizen of a country, of a local community, even of a workplace or school.

But being a citizen also means you have a **responsibility** to that larger community.

As a student, being a contributing citizen at school means you've got a responsibility to be involved in the life of the school, by joining a club, playing a sport, getting involved in student government or serving as a volunteer.

As a member of a larger community, the community where you live, your responsibilities are increasing as you get older. Once you turn 18, your responsibilities will increase dramatically: if you are a U.S. citizen, for example, you will be able to vote and serve on a jury; and you must register for military service if you are a male. You will also be expected to be more involved in your community after your graduation, whether you are joining the workforce or the military or going on to postsecondary education.

How do you participate in the community at school?

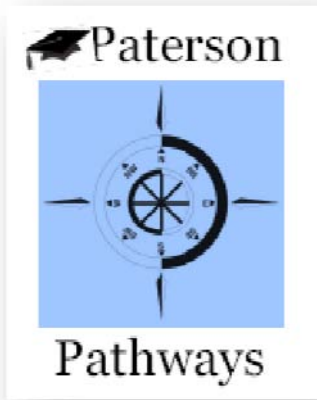
How do you participate in the life of your larger community?

What are you doing to prepare for life after graduation?

#### CITIZENSHIP GOAL

Think about these questions as you update your Citizenship Goal. Remember that your goal should be "**SMART**," that is, it should be specific, measurable, achievable, rewarding, and time-oriented.

#### CITIZENSHIP GOAL:



# REFLECTION

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## SERVICE WORKSHEET

### OCTOBER – 12<sup>TH</sup> GRADE

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PLEASE FILE THIS IN THE PERSONAL & SOCIAL DEVELOPMENT SECTION OF YOUR PORTFOLIO

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

You should complete at least \_\_ hours of volunteer service to graduate. Please complete this worksheet for each volunteer service activity you complete. You may wish to save a copy in your portfolio to total your hours.

#### ***Guidelines:***

- *Must be conducted through a credible non-profit service organization (i.e. School-sponsored club or group, YMCA, Red Cross, food bank, church, etc.)*
- *Must receive a signature from someone in charge of the service activity*
- *Cannot receive compensation or a grade for the service*
- *Cannot be mandatory service, required by school, county, or state*
- *Cannot be service for a relative, employer, or friend*

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Organization/Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor Name and Title: \_\_\_\_\_

**Supervisor Signature:** \_\_\_\_\_ **Hours Volunteered:** \_\_\_\_\_

**PREPARATION and ACTION:** *What did you do? Why? Who did you serve? Where? When?*

**REFLECTION and DEMONSTRATION:** *What did you learn?*



# DISCUSSION GUIDE

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## IMPROVING ACADEMICALLY

NOVEMBER – 12<sup>TH</sup> GRADE

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### DISCUSSION GOALS:

- Help students take stock of what they've accomplished and update their **Academic Goal**.
- Review postsecondary milestones for the remainder of the year.
- Discuss progress with postsecondary applications and review or write a personal statement.
- Help students assess their work and develop an **Academic Inventory**.

### ESSENTIAL QUESTIONS:

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

### MATERIALS NEEDED:

- **Academic Goal Reflection**
- **Postsecondary Milestones**
- **Information about students' credits, assessment results, course loads** (*from your lead advisor*)
- **Academic Inventory**
- **Postsecondary Checklist**

### CLASSROOM ACTIVITIES:

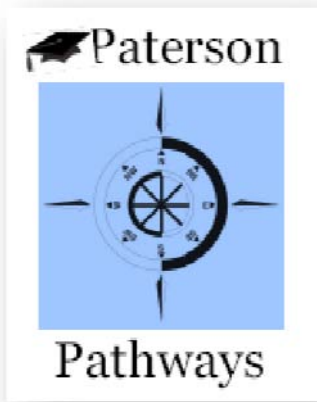
- **Discuss how classes are going.** Your students are now seniors and will soon be graduating. How are they doing? Are they on track to graduate on time? How many are taking advanced, honors, or AP classes? Make sure students remember how to check their grades. Make a note of students who seem to be struggling, as you may wish to refer them for more help.
- **Review postsecondary milestones.** You have discussed the postsecondary process many times and reviewed the assessment exams students will need to take. Distribute the **Postsecondary Milestones** Reflection and focus on page 2, the major milestones that will occur over the remainder of this year. Are students prepared? Are they making progress?
- **Discuss the postsecondary application process.** Students should be in the midst of working on postsecondary applications. Discuss how they are doing. Distribute the **Postsecondary Checklist** and ask students to update the checklist. If students haven't yet prepared personal statements, now is a good time to start.
- **Have students update Academic Goals.** Distribute the Academic Goal Reflection. Ask each student to complete the goal statement. Please collect these.
- **Discuss current academic performance.** Discuss to students' current classes and their progress toward

graduation. Ask students what has contributed to their performance in their classes. Have students check their credits against high school graduation requirements and college admission requirements.

- **Have students develop Academic Inventories.** Distribute a copy of the **Academic Inventory** to each student. Help students complete the Reflection and develop a plan to improve their academic performance, prepare for graduation, and prepare for postsecondary education. Ask students to file their plans in the Academic Development section of their portfolios.

### **STUDENT PRODUCTS:**

- **Academic Goal.** Each student should develop at least one goal. Please save for January's advisory meeting.
- **Academic Inventory.** Each student should complete an Academic Inventory and file it in the Academic Development section of his or her portfolio.
- **Postsecondary Checklist.** Each student should complete a checklist and turn it in.



# REFLECTION

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## ACADEMIC GOAL

### NOVEMBER – 12<sup>TH</sup> GRADE

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PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

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

#### WHAT DO YOU WANT TO ACHIEVE THIS YEAR?

You're now a senior. What do you want to achieve this year before you graduate?

This will be an important year for you: you'll decide what to do after high school and apply to get there. Whether you're going to a four-year college, a community or technical college, an apprenticeship, the military, or into the workforce, you'll have to prove your skills.

As you prepare for the future, think of your academic goals for this year. Do you want to:

- Get a certain GPA (say, 3.0)?
- Pass all your classes?
- Take postsecondary assessment exams (such as the SAT, ACT, or ASSET)?
- Get accepted to the postsecondary program of your choice?
- Graduate on time?

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** 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 high school.
- **Rewarding** so that you will feel you've accomplished something.
- **Time-oriented** and able to be finished by the end of the school year.

#### ACADEMIC GOAL:



# REFLECTION

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## POSTSECONDARY MILESTONES

### NOVEMBER – 12<sup>TH</sup> GRADE

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

The postsecondary admissions process has already started. Whether you hope to attend a four-year university or a community or technical college, join the military, begin an apprenticeship, or go directly into the workforce, you will follow many of the same steps.

#### Research postsecondary programs

If you did not already begin researching postsecondary options, now is the time to get started. Try to visit several colleges or training sites if you can. Where would you like to attend? Here are some issues to consider:

- **Type of program.** Do you need a one-year certificate or two- or four-year degree for your career goals? Do you want to find an apprenticeship? You might want to research community colleges, apprenticeships, and four-year universities to learn what different types of programs can offer.
- **Area of study.** What do you want to study? Does the program offer a “major” in that subject area? How good is its reputation? What other credentials – such as an apprenticeship or research opportunities – will you need?
- **Location.** Do you want to be close to home or far away? Do you want to live in a big city, small town, or rural area?
- **Job opportunities.** What can you learn about your chances to work part-time – or find an internship or apprenticeship – while you’re in school? How will you find a job after you graduate?
- **Your chances.** Based on your grades and test scores, what are your chances of being admitted?
- **Cost.** Don’t let cost discourage you. But do consider what tuition, books, room and board, and other expenses will total each year. Research financial aid and scholarship opportunities. Use the **FAFSA 4caster** to predict the financial aid you could receive: [www.fafsa4caster.ed.gov](http://www.fafsa4caster.ed.gov).

#### TAKE ACTION

##### FALL: Take required assessment exams

You will want to take the **SAT Reasoning**, **SAT Subject Tests**, **ACT**, and/or **ASVAB** junior or senior year depending on your postsecondary goals. Take **AP** tests next spring.

### **FALL: Apply to postsecondary programs**

Guidance counselors recommend applying to six to eight postsecondary programs. You might want to consider a mix of technical, community, and four-year colleges, depending on your educational needs and goals. For four-year colleges, you'll need to decide whether to apply for "Early Admission" (you'll be notified by mid-December but may be locked in to a choice) or "Regular Admission" (you'll be notified by next April). For each application, you'll need:

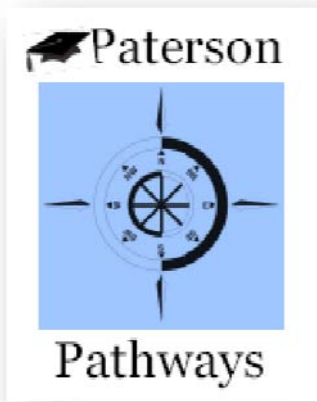
- **Application Fee.** These fees vary. They may be waived if you need help.
- **Recommendations.** You'll probably need several recommendations (usually three) from teachers or other adults who know you.
- **Essays.** You'll have to write one or two essays on subjects chosen by the college to introduce yourself.
- **Information about extracurricular activities.** Colleges will want to know what you've done outside of school.
- **Transcripts and test scores.** Your transcripts will be sent by your high school. Assessment exam scores will be sent by the administrator of the exam (generally, College Board or ACT organization, depending on the exam). You'll have to request that these be sent to each college.
- **FAFSA.** If you want financial aid, your family will need to complete a FAFSA form ([www.fafsa.ed.gov](http://www.fafsa.ed.gov), beginning January 1<sup>ST</sup> of your senior year) and request that it be sent to each college. You can also complete the CSS/Financial Aid PROFILE: <https://profileonline.collegeboard.com/prf/index.jsp>.

### **SPRING: Make your decision!**

If you go through the normal application process, you should know by April whether you've been admitted or not. You can then decide which college to attend. Please note that community and technical colleges often have shorter application processes.

### **SPRING: Finish the school year in style!**

Some students think that once they've been admitted to college they can stop working. But that's not true. If your grades drop suddenly or you don't complete all the work needed to graduate (particularly your culminating project) you could jeopardize your status at college. Make sure you finish the year with strong grades and a good attitude.



# REFLECTION

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## ACADEMIC INVENTORY

### NOVEMBER – 12<sup>TH</sup> GRADE

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PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

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

Please use information from your transcript to answer the questions on this Reflection.

#### **HOW ARE YOU DOING IN YOUR CLASSES THIS YEAR?**

*(Note your grade, how you are doing, how rigorous the class is, and whether it will help you meet graduation requirements and/or College Admission Distribution Requirements.)*

Language Arts:

Math:

Science:

History:

Elective ( ):

Elective ( ):

List advanced and dual credit courses you have taken during high school (*AP, IB, honors classes, etc.*)

## ACADEMIC INVENTORY, Continued

### PROGRESS TOWARD GRADUATION

How are you doing at meeting graduation requirements (the minimum needed to graduate)?

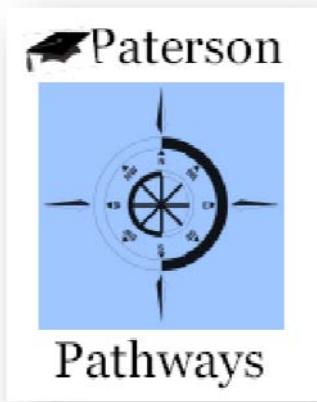
### WHAT DO YOU NEED TO DO TO GRADUATE?

Do you have enough credits to meet your school's graduation requirements? If not, what can you do?

Do you have enough credits to meet your top choice postsecondary program's requirements?

**WHAT WILL YOU DO TO IMPROVE THIS YEAR?** *(Please write a short response about how you can strengthen your academic performance between now and graduation.)*





# REFLECTION

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## POSTSECONDARY CHECKLIST

### NOVEMBER – 12<sup>TH</sup> GRADE

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PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

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

Education I am pursuing (*check as many as apply*):

- Apprenticeship – Length, details:
- Certificate or credential – Program:
- Two-year degree (AA or AS) – Major:
- Four-year degree (BA or BS) – Major:

Application tasks I am working on (*please check all that apply*):

- Financial Aid**

**Assessment tests** (*registered for or completed*):

- SAT Reasoning
- Working on FAFSA and/or CSS
- SAT Subject Tests
- Have identified at least one scholarship
- ACT Applications
- ASVAB
- Have obtained applications
- Have begun work on applications **Letters of Recommendation**
- Have a draft of personal statement
- Have identified people for recommendations
- Have given materials to these people

**Personal Statement:** If you have not done so already, please write a 500-word sample college admissions essay on a personal accomplishment, future goals, influences on your life, or a past achievement.

Remember that your essay will be read by someone who does not know you. How can you present yourself in a way that will make your story interesting to that person? Make sure to follow all the rules of good writing you've learned over the years: correct grammar and punctuation, a strong opening "hook," and smooth transitions between ideas.



# DISCUSSION GUIDE

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## EXPLORING CAREERS

DECEMBER – 12<sup>TH</sup> GRADE

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### DISCUSSION GOALS:

- Help students reflect on their goals and dreams for the future.
- Review the work students have done to date to prepare for postsecondary opportunities.
- Help students develop a **Career Goal** (leads to Annual Goals).
- Help students begin their Career Exploration Reflections

### ESSENTIAL QUESTIONS:

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

### MATERIALS NEEDED:

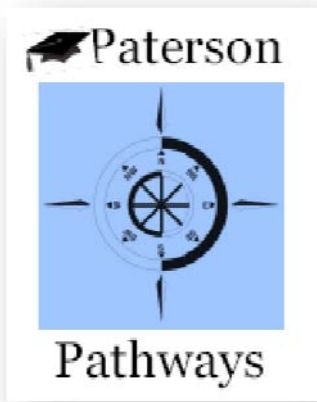
- **Career Exploration Reflection**
- **Career Goal Reflection**

### CLASSROOM ACTIVITIES:

- **Discuss students' Academic and Citizenship Goals.** Over the last several discussions, your students have been asked to develop goals for participating, volunteering, and becoming leaders at school and for succeeding academically this year. Discuss these goals with them. How can you help students become prepare for graduation? What do they need to do?
- **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 the postsecondary tasks they must complete this year. Remind them that these goals should be based on their dreams for the future. *Please collect these.*
- **Help students begin their Career Exploration Reflection.** Help students complete the worksheet,

### STUDENT PRODUCTS:

- **Career Goal.** Each student should develop a career exploration goal. Save them for January's advisory meeting.
- **Career Exploration Reflection Worksheet.** Students should begin work and file this in their portfolios for later use.



# REFLECTION

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## CAREER EXPLORATION

### DECEMBER – 12<sup>TH</sup> GRADE

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PLEASE FILE THIS IN THE CAREER DEVELOPMENT SECTION OF YOUR PORTFOLIO

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

#### WHAT WILL YOU DO AFTER HIGH SCHOOL?

And what education or training will you need to achieve your goals? Use this worksheet as the start of your optional Career Exploration Reflection.

#### FIRST, WHAT DO YOU WANT TO DO?

What do you want to do? Note your career cluster and at least one potential career.

#### NEXT, WHAT HAVE YOU LEARNED ABOUT THIS CAREER?

What career research have you completed? What did you learn? Check each category that applies, and write what career you studied and what you learned.

- Individual career information interview
- Job shadow
- Internship
- Other research

What was the most important career exploration exercise you completed? Why?

## FINALLY, HOW WILL YOU ACHIEVE YOUR DREAMS?

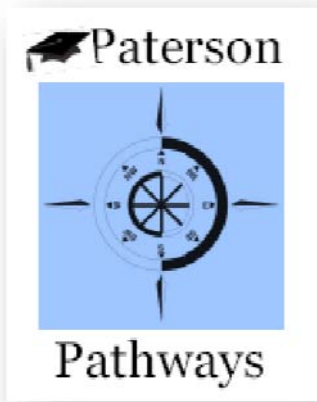
What will you need to do to achieve your career goal?

- No postsecondary education (*please explain why*)
- Apprenticeship
- One-year certificate or credential
- Two-year degree
- Four-year degree
- Post-graduate degree
- Military Service
- Other

What have you done to prepare for this postsecondary plan?

What will you study during postsecondary?

What is your backup career plan?



# REFLECTION

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## CAREER GOAL

### DECEMBER – 12<sup>TH</sup> GRADE

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PLEASE FILE THIS IN THE CAREER DEVELOPMENT SECTION OF YOUR PORTFOLIO

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

#### WHAT ARE YOU DOING TO PREPARE FOR THE FUTURE?

You will be graduating from high school soon. What will you do after that?

Think about the work you've done to date to prepare for postsecondary opportunities. First, please indicate your chosen path for postsecondary:

- Move directly into the workplace
- Find an apprenticeship
- Attend a community or technical college (Certificate or Associate degree)
- Attend a four-year college/university (Bachelor's degree)
- Attend graduate school after college – Field: \_\_\_\_\_
- Join the military

Based on that choice, what work do you need to do this year to prepare? Do you need to...

- Finish taking entrance exams, such as the SAT, ACT, or ASVAB?
- Complete applications to programs and colleges?
- Apply for scholarships and financial aid?
- Finish advanced, dual credit or register for AP exams?
- Find a pre-apprenticeship, internship, or job in your chosen career area?

What do you need to do? When does it need to happen? Please write your most important goals below for your career and postsecondary progress this year. Focus on what must happen by January.

#### CAREER GOAL:



# DISCUSSION GUIDE

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## SETTING GOALS

JANUARY – 12<sup>TH</sup> GRADE

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### DISCUSSION GOALS:

- Help students combine their Citizen, Academic and Career goals into **Annual Goals**.
- **OPTIONAL:** Prepare for conference on goals and academic work to date.

### ESSENTIAL QUESTIONS:

- What do I want to achieve this year?

### MATERIALS NEEDED:

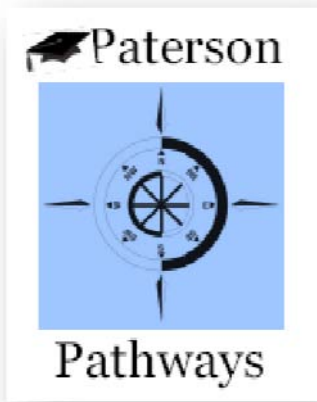
- **Annual Goal Reflection**
- **Students' Citizen, Academic and Career goals** (*from earlier discussions*)

### CLASSROOM ACTIVITIES:

- **Discuss students' Citizenship, Academic and Career Goals.** Over the last several discussions, your students have been asked to develop goals for (1) becoming a leader at school and participating in the life of the community; (2) preparing academically for graduation; and (3) developing specific plans to apply to postsecondary programs. Discuss these goals with them. Have they taken any steps to achieve their goals? What might help them achieve their goals?
- **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. Spend the rest of the discussion helping students add to their portfolios (watch the Paterson Pathways portfolio video if you wish).
- **OPTIONAL:** Remind students that the student-led 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 share their postsecondary plans and the steps they are taking to prepare for postsecondary.

### STUDENT PRODUCTS:

- **Annual Goals.** Each student should develop annual goals and possibly prepare for a conference.



# REFLECTION

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## ANNUAL GOALS

### JANUARY – 12<sup>TH</sup> GRADE

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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 senior year:

- **Academic** – how you will successfully manage your coursework and prepare for graduation
- **Career** – how you will set specific plans to apply to postsecondary programs
- **Citizen** – how you will demonstrate leadership at school and in the community

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 than one big goal?
- 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



# DISCUSSION GUIDE

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## PLANNING FOR LIFE AFTER HIGH SCHOOL

FEBRUARY – 12<sup>TH</sup> GRADE

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### DISCUSSION GOALS:

- Help students assess their progress for their Senior Presentations (if desired).
- Ensure that students are on track with postsecondary applications.
- Review students' work on the HS & Beyond Plan checklist from 11th grade.
- Help students update their checklists to prepare them to finalize the plan this year.
- Help students use their High School & Beyond Plan checklists and other materials from their portfolios to finalize their High School & Beyond Plans.

### ESSENTIAL QUESTIONS:

- What will I do after high school?
- How can I plan?

### MATERIALS NEEDED:

- Students' portfolios
- HS & Beyond Plan Checklist
- HS & Beyond Plan Requirements

### CLASSROOM ACTIVITIES:

- **Review the format of final High School & Beyond Plan.** Students' High School & Beyond Plans will represent the culmination of the work they have done during Paterson Pathways. Students will be able to formally present their Plans during their Senior Presentations (or final student-led conferences). Distribute the **HS & Beyond Plan Requirements** and review the work students will need to complete. Review the progress students have made.
- **Begin HS & Beyond essays.** You may organize small group discussions or have students work individually on the essays that are required as part of their High School & Beyond Plans.
- **Review HS & Beyond Checklists from last year.** Have students retrieve their Grade 11 HS & Beyond Checklists from their portfolios. Discuss the work they've completed. How many of the students have a clear idea of what to do? What progress have they made?
- **Update HS & Beyond Checklist.** Have students update the HS & Beyond Plan Checklist with the tasks they have completed to date (this year's checklist includes some updated items focused on seniors). Make sure students focus on the steps they still need to complete to be ready for life after graduation.

### STUDENT PRODUCTS:

- **HS & Beyond Plan Essay.** Each student should begin his or her essay.
- **HS & Beyond Plan Checklist (Gr 12).** Each student should complete this year's checklist.

# 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

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## HIGH SCHOOL AND BEYOND PLAN REQUIREMENTS

**FEBRUARY – 12<sup>TH</sup> GRADE**

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### **WHAT IS THE HIGH SCHOOL & BEYOND PLAN?**

Your High School & Beyond Plan will build on the work you've done through your Paterson Pathways advisories to plan for the future. By now, you should have a good idea of what you hope to do next year – and you should have already completed many of the steps needed to prepare for next year.

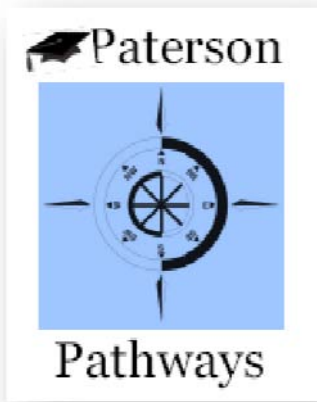
### **WHAT IS REQUIRED FOR THE HIGH SCHOOL & BEYOND PLAN?**

Your High School & Beyond Plan will consist of:

- High School & Beyond Plan essay (*typed, at least two pages in length – see below*)
- High School & Beyond Plan Checklist from grade 12 (*from your portfolio*)
- Most recent four-year course plan (or transcript) that shows all your courses in high school

The essay, which you will write should be headed with your name, the title “**High School & Beyond Plan,**” and the date. It should include the following information, which you may gather from documents in your portfolio:

- Your career cluster, the career that is most interesting to you, and the reasons you selected this career and cluster;
- The postsecondary education or training you will need to pursue this career;
- The courses you took during high school to prepare for postsecondary and for your chosen career, noting, in particular, honors, advanced or dual credit courses or programs;
- The career exploration activities you completed during high school to prepare for your career, including job shadows, internships, or research; and a description of your volunteer service;
- The steps you've taken during junior and senior year to prepare for and apply to your top postsecondary choices;
- Your backup plan, in case you can't attend your top-choice postsecondary school; and, if you have one



# REFLECTION

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## HIGH SCHOOL AND BEYOND PLAN CHECKLIST

### FEBRUARY – 12<sup>TH</sup> GRADE

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PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

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

**CAREER CLUSTER:** Which career cluster have you selected?

**CAREER RESEARCH:** Steps you have taken to be able to pursue a career that interests you:

- Taken electives in cluster area (*details*):
  
- Updated resume (or will before graduation):
  
- Conducted career interviews (list):
  
- Completed a job shadow:
  
- Obtained summer job or internship:

**CAREER PREPARATION:** Briefly describe how your high school coursework has prepared you for your choice of postsecondary program and/or career goal:

Career(s) of Interest:

**POSTSECONDARY RESEARCH:** Your postsecondary plan based on the educational requirements for your top career choice (*check as many as apply*):

- No more education needed (explain why):
- Apprenticeship – Length, details:
- One-year credential – field of study:
- Two-year degree (AA or AS) – Major:
- Four-year degree (BA or BS) – Major:
- Postgraduate degree – Describe:

**POSTSECONDARY PLANNING:** Postsecondary institutions you have researched and decided to apply to. (*list institution and the major you wish to pursue; list military here if you plan to enlist*):

**POSTSECONDARY PREPARATION:** Steps you have completed or plan to take:

- Postsecondary visits, workplace interviews or discussions with a recruiter
- PSAT (*for 4-year college*)
- SAT, SAT Subject Tests and/or ACT (*for 4-year college*)
- ASVAB (*for military*)
- Completed applications for all institutions listed above

**FINANCIAL PREPARATION:** Steps you have taken or will take to prepare yourself for the future:

- Have completed the FAFSA and/or CSS with family
- Have researched scholarship opportunities
- Have researched tuition and living expenses at postsecondary institutions listed above
- Have started a savings or checking account and/or obtained a debit card
- Have researched insurance issues related to turning 18: health and auto

**COMMUNITY INVOLVEMENT:** Steps you have taken or will take to become involved in the community:

- Have begun or completed volunteer service hours
- Have registered to vote (when 18)
- Have registered with Selective Service (for males, when 18)

**BEYOND PLAN – BACKUP PLAN:** Please describe briefly below what you plan to do next year AND what you will do if that plan doesn't work out.



# DISCUSSION GUIDE

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## PLANNING FOR NEXT YEAR

MARCH – 12<sup>TH</sup> GRADE

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### DISCUSSION GOALS:

- Help students use their High School & Beyond checklists and other materials from their portfolios to begin preparing a final High School & Beyond Plan.

### ESSENTIAL QUESTIONS:

- What will I do after high school?
- How can I plan?

### MATERIALS NEEDED:

- **HS & Beyond Plan Requirements**
- **HS & Beyond Plan Checklist (Gr 12)**
- **Most recent Four-year Plan or transcript** (*from grade 11*)

### CLASSROOM ACTIVITIES:

- **Explain format of final High School & Beyond Plan.** Students' High School & Beyond Plans will represent the culmination of the work they have done during Paterson Pathways. Students will be able to formally present their Plans during their Senior Presentations (or final student-led conferences). Then, discuss substance – what do your students want to do after graduation? How can they share their goals through the HS & Beyond Plan?
- **Retrieve materials from portfolios.** Ask students to use the **HS & Beyond Plan Requirements** Reflection as a guide to help them retrieve the needed materials from their portfolios
- **Finish work on final HS & Beyond essays.** You may organize small group discussions or have students work individually on the essays that are required as part of their High School & Beyond Plans.
- **Help students work on their High School & Beyond Plans.** Then take some time to discuss students' work on their High School & Beyond Plan essays. Give them time to continue writing, as they will be expected to complete these during your next discussion.

### STUDENT PRODUCTS:

- **HS & Beyond Plan Essay.** Each student should begin working on an essay.



# DISCUSSION GUIDE

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## PREPARING FOR STUDENT LED CONFERENCES

APRIL – 12<sup>TH</sup> GRADE

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### DISCUSSION GOALS:

- Review the purpose of the Senior Presentation (*or Student-led Conference, your choice*).
- Review presentation (*or conference*) logistics and evaluation and help students prepare. *This discussion is designed to help students use a Senior Presentation format to complete their culminating projects.*

### ESSENTIAL QUESTIONS:

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

### MATERIALS NEEDED:

- **Senior Presentation Introduction**
- **Planning a Senior Presentation Reflection**
- **Senior Presentation Evaluation Rubric** (*one for each student and for each presentation*)
- **Conference video** (*if you wish, from your lead advisor*)

### CLASSROOM ACTIVITIES:

- **Introduce the senior presentation.** Distribute copies of the **Senior Presentation Introduction**. Remind students that they saw this at the beginning of the year. Review what they will be required to achieve to graduate.
- **Review presentation logistics and evaluation.** Explain when and where presentations will be held. Tell students about who will participate on their panels. Distribute the **Senior Presentation Evaluation Rubric** and explain how students will be rated. If you wish, help students prepare by having them watch the Conference video, which shows several students making Senior Presentations.
- **Begin planning presentations.** Distribute a copy of the **Planning a Senior Presentation Reflection** to each student. Review the instructions. Give students time to prepare by developing an outline for the presentation.

### STUDENT PRODUCTS:

- **Prepare for Presentations.** Students should begin their draft outlines for their presentations.



# REFLECTION

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## SENIOR PRESENTATION INTRODUCTION

**APRIL – 12<sup>TH</sup> GRADE**

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### REQUIRED FOR ALL STUDENTS:

- **Completed Portfolio.** Your portfolio must be complete. It must be well organized and must include all contents outlined in your annual portfolio checklists. You must earn a ranking of either 'proficient' or 'distinguished' on your portfolio.
- **Oral Presentation.** You will be asked to present your portfolio – and your plans for the future – in a 12-minute presentation to a panel of advisors and community members. You will be assessed on your preparation, appearance, introduction, poise, communication skills, and your ability to demonstrate the contents of your portfolio and their relationship to your plans for life after graduation. You must earn a ranking of either 'proficient' or 'distinguished' on your presentation.

### REQUIRED FOR 'DISTINGUISHED' RANKING:

- **Career Exploration Reflection.** To earn a ranking of 'distinguished,' your portfolio must include (in addition to a completed High School & Beyond Plan) a typed essay of at least two pages on one career that interests you. Your essay must explain how you became interested in the career, what education or training you will need, and how you have used your high school years to learn about this career. You may base your essay on research or workplace experience.

## PLANNING A SENIOR PRESENTATION

Your senior presentation is the culmination of your time in high school. It will demonstrate that you have accomplished what is required to graduate and that you are prepared for the future. Your presentation should include who you are, what is best about you, your academic achievements, your goals, and your plans for next year.

### PREPARATION

- Find out where and when you are to present
- Organize your portfolio so you know where everything is located
- Prepare an outline for your presentation
- Rehearse - you will have ONLY 12-15 minutes - use your limited time effectively and efficiently

### APPEARANCE

- Your personal appearance affects your credibility. You should wear business clothing – a suit or other workplace-appropriate dress outfit. No revealing necklines, shorts, flip-flops, etc.

### ORAL PRESENTATION

#### Introduction

- Greet your guests, shake hands, and make eye contact with each person.
- Smile, be enthusiastic & confident.
- Introduce yourself by saying your name and that you are happy to be there

- Tell your guests the purpose of your presentation: that you will be presenting your accomplishments from high school and your goals for life after graduation.

### Poise

- Be well prepared.
- Avoid distracting mannerisms (such as tugging at you hair).
- Be enthusiastic.
- Stand straight and with confidence.
- Make eye contact with each of your guests sometime during your presentation.

### Communication Skills

- Speak clearly, don't mumble or speak too quickly or softly. Remember that your audience should be able to hear and understand what you say.
- Rehearse – practice for a friend or for your family.
- Speak in complete sentences – do not use “umm” or “like.”

## PORTFOLIO CONTENT

Please use your presentation to answer the following questions. Use your portfolio to show evidence to support your presentation.

### Academic Development *(What have I accomplished in high school?)*

- How did you decide which courses to take during high school? *You might want to show your most recent Four-year Plan and discuss how and why you chose key courses.*
- How have you used information about your own strengths and weaknesses to improve? *You might want to show your most recent Academic Inventory or discuss your progress over time.*
- What have you accomplished? *You may want to show work you are proud of.*

### Career Development *(What do I want to do in the future? How will I get there?)*

- What are you planning to do next year? What have you done – such as taking advanced, CTE, or dual credit courses or applying to college – to achieve that plan? *Share your HS & Beyond Plan.*
- Have your goals for the future stayed the same since freshman year or have they changed? Why? *You may want to share your Career Reflection, if you wrote one.*
- What has most influenced your plans for the future? *You might want to talk about a job shadow or meeting someone in an interesting career – whatever influenced you most.*

### Personal and Social Development *(Who am I? How do I contribute?)*

- What extracurricular activities have you been involved with in and out of school? *(You might want to talk about how your activities reflect who you are.)*
- What awards and honors have you received? *(Share any awards you've collected.)*
- How have you served your school and community? *(Discuss your volunteer service.)*

### Conclusion

- Summarize your goals for the future.
- Ask your guests if they have any questions, and then answer the questions as well as you can.
- Thank your guests for their time!

# SENIOR PRESENTATION EVALUATION RUBRIC

**DIRECTIONS:** Students are expected to be proficient in each of the following areas. Please evaluate each student's performance in each area. Share these results with each student at the conclusion of his or her senior presentation.

Please note that a student must have received a **Distinguished Portfolio** rating by completing the Career Exploration Reflection to be eligible for a **Distinguished Presentation** rating.

Student: \_\_\_\_\_

Advisor: \_\_\_\_\_

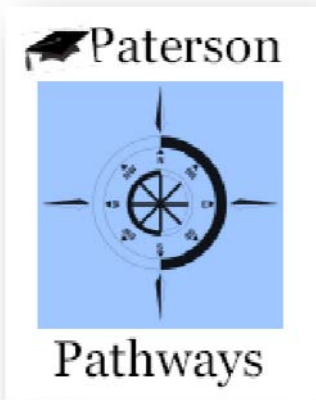
RATING	Distinguished	Proficient	Below Proficient (Comments)
<b>Introduction</b>	<input type="checkbox"/> 6 of 6 boxes checked	<input type="checkbox"/> Greets guests <input type="checkbox"/> Introduces self <input type="checkbox"/> Initiates hand shake <input type="checkbox"/> Has good eye contact <input type="checkbox"/> Provides personal introduction <input type="checkbox"/> Explains purpose of presentation ( <i>Must have 4 boxes checked</i> )	
<b>Appearance</b>	<input type="checkbox"/> Wearing business-professional clothing, groomed appearance	<input type="checkbox"/> Clothing is acceptable	
<b>Poise</b>	<input type="checkbox"/> Poised and consistent throughout the presentation	<input type="checkbox"/> Has acceptable posture <input type="checkbox"/> Makes eye contact <input type="checkbox"/> Shows enthusiasm	
<b>Communication Skills</b>	<input type="checkbox"/> 5 of 5 boxes checked	<input type="checkbox"/> Has appropriate voice quality <input type="checkbox"/> Uses proper grammar <input type="checkbox"/> Paces self, doesn't rush <input type="checkbox"/> Shows preparation <input type="checkbox"/> Conveys thought and meaning ( <i>Must have 3 boxes checked</i> )	

## SENIOR PRESENTATION EVALUATION RUBRIC, Cont'd.

Please circle student's rating:

RATING	Distinguished	Proficient	Below Proficient (Comments)
<b>Academic Development</b> <i>(What have I accomplished in high school?)</i>	<input type="checkbox"/> 4 of 4 boxes checked	<input type="checkbox"/> Relates course choices to long- term goals <input type="checkbox"/> Discusses how he or she used information about strengths and weaknesses to improve academically <input type="checkbox"/> Clearly discusses and presents academic achievements <input type="checkbox"/> Uses portfolio to back up presentation <i>(Need 3 of 4 boxes checked)</i>	
<b>Career Development</b> <i>(What do I want to do in the future?)</i>	<input type="checkbox"/> 3 of 3 boxes checked	<input type="checkbox"/> Shares plan for next year and discusses preparation to next year's plan (applications, etc.) <input type="checkbox"/> Discusses development of goals throughout high school and exploration of goals and careers <input type="checkbox"/> Shares the influence for his or her future goals <i>(Need 2 of 3 boxes checked)</i>	
<b>Personal &amp; Social Development</b> <i>(Who am I? How do I contribute?)</i>	<input type="checkbox"/> 3 of 3 boxes checked	<input type="checkbox"/> Discusses involvement in activities and how they relate to personal interests <input type="checkbox"/> Mentions honors or awards receives and discusses why those honors were merited <input type="checkbox"/> Discusses volunteer service and discussions learned <i>(Need 2 of 3 boxes checked)</i>	
<b>Conclusion</b>	<input type="checkbox"/> 3 of 3 boxes checked	<input type="checkbox"/> Provides a short summary statement <input type="checkbox"/> Answers questions promptly <input type="checkbox"/> Thanks guests <i>(Need 1 of 3 boxes checked)</i>	





# DISCUSSION GUIDE

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## USING MONEY

MAY – 12<sup>TH</sup> GRADE

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### DISCUSSION GOALS:

- Help students learn about financial needs after high school.
- Discuss credit reports and credit rules.
- Help students update their Financial Plans.
- Discuss summer plans and opportunities.
- Help students review and update their resumes

### ESSENTIAL QUESTIONS:

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

### MATERIALS NEEDED:

- **Financial Credit Reports**
- **Financial Plan Worksheet**
- **Students' Resumes** (*from their portfolios*)
- **Summer Activities** (*from your lead advisor, a list of summer jobs and other opportunities*)

### CLASSROOM ACTIVITIES:

- **Review students' Senior Presentations.** Discuss your students' experience with their senior presentations. What did they think? How did they feel about their portfolios? About their ability to present themselves? How have they changed since the beginning of high school? How have student-led conferences and the senior presentation helped them?
- **Introduce credit reports.** Students have already had the opportunity to learn about banking, budgeting, and using credit. This discussion will cover credit reports and financial goals. Distribute the **Financial Credit Reports Reflection** to your students. Focus your discussion in particular on what credit reports are; how credit reports are scored; and what their credit scores will mean for your students.
- **Discuss credit rules.** Within the next year or two (if they haven't been already) your students will be deluged with credit card offers. By college age, in fact, students hold an average of three credit cards. And by college graduation, the average student has amassed \$2,700 in credit card debt (10% owe more than \$7,000). This

much debt can be hard to repay. In the context of learning about the importance of a good credit rating, have students discuss how they plan to use credit – and credit cards – after graduation.

- **Update Financial Plans.** Many students make clear and ambitious postsecondary plans, only to find that they cannot afford to stay in school. Or they go into the workforce and move out of home, only to be unpleasantly surprised by how much it costs to live on their own. The **Financial Plan** helps students understand more about what they will need to spend during the years immediately after high school, and how they will fund their plans. Students should have begun this worksheet as juniors. Ask them to complete it now, using their top postsecondary choice as the baseline, and using the Internet or information they've already collected.
- **Discuss summer plans.** It's nearly summer. What are your students planning to do after graduation and before they begin postsecondary? Share a list of Summer Activities, including summer school classes, jobs, internships, and other opportunities for recent high school graduates in your community. Your school counselors may have additional information about opportunities for student leaders.
- **Discuss students' resumes.** Your students have had the opportunity to develop and update resumes. They have likely used information from their resumes already, for college or job applications. Discuss how they've used their resumes, and how they feel about their resumes. Do their resumes accurately reflect their interests and skills? Why or why not? Have students retrieve their resumes from their portfolios. Let them work in small groups to critique and edit each other's resumes.
- **Update resumes.** If you have access to computers and printers, give students the chance to update and print their resumes. This will be their final opportunity to update their resume during high school. Make sure your students save an electronic copy of their resume – perhaps they could e-mail it to themselves at home so that they will have it handy.

## STUDENT PRODUCTS:

- **Financial Plan.** Each student should complete a Financial Plan Worksheet.
- **Resume.** Each student should update his or her resume.



# REFLECTION

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## FINANCIAL CREDIT REPORTS

**MAY – 12<sup>TH</sup> GRADE**

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### WHAT IS A CREDIT REPORT?

Do you have a credit report? What does it say about you?

You may not know this, but you may already have a credit report. If you have a credit card or if you've ever borrowed money (from someone other than your family, that is) you already have a credit report... and keeping it positive will make a big difference in how you are able to live your life.

A credit report is simply a collection of facts about you that tells lenders whether you're a good risk to lend money to. A credit report has two basic components:

- **Information about your credit history:** that is, every loan and credit card you've applied for or received (including the amount you received, how much you owe each month, whether or not you've made your payments on time, and whether other lenders have asked to see your credit report); and
- **Your three-digit FICO score:** the FICO score (short for Fair Isaac Company, the firm that invented the score) tells lenders in a single number how good a credit risk you are. The FICO score can be between 300 and 850. Here's what different scores say about you:
  - > 750: Excellent credit risk
  - 720 – 750: Very good credit risk
  - 660 – 720 : Acceptable credit risk
  - 620 – 660: Uncertain credit risk
  - < 620: Risky

Three companies publish credit reports: Equifax, TransUnion, and Experian. You can (and should) regularly review your credit report to learn what it says about you and to correct any mistakes.

### WHAT DOES YOUR CREDIT REPORT MEAN FOR YOU?

Your credit report may not sound like much... but it can affect many different areas of your life.

If you want to buy a car or a home, for instance, your credit report will determine whether a bank or other lender will be willing to loan you money.

It will also determine what interest rate you get. If your credit score is above 720, you will generally be able to get a lower interest rate, which will save you money every month while you are repaying the loan.

The same is true with credit cards. People with bad credit reports generally have more trouble getting credit and have to pay a higher interest rate when they do get it.

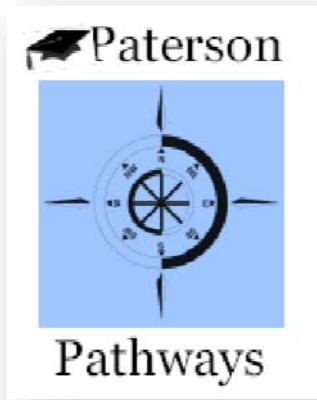
Sometimes your credit report might have incorrect information, or may show a mistaken picture of you because of

identity theft. If that's the case, you should take steps immediately to get your credit report repaired. A bad credit report can cost you, so it makes sense to keep it good.

## HOW CAN YOU KEEP YOUR CREDIT REPORT GOOD?

Even if you already have a credit report, it's probably fairly new. That means that now is a good time to make sure you understand how to keep your credit report strong. Here are a few tips:

- **Check your credit report regularly** and promptly report any incorrect information or identity theft problems.
- **Don't hold or apply for too many credit cards** (more than one or two). Lenders may be concerned about someone who has many credit cards and therefore a greater temptation to spend money. Even applying for a new card will show up on your credit report, so don't apply for new cards just to get a free gift or promotion.
- **Pay all your bills on time:** car payments, mortgage or rent payments, credit cards, and student loans. If you have entered into an agreement to pay a bill, be sure you pay it on time, and always try to pay it in full. Your bill-paying history will become part of your credit report and will affect your credit score.
- **Don't run up large balances you can't repay** on your credit cards. Lenders will be concerned if they see you haven't been able to pay off your credit cards.
- **Do apply for some credit** to get your credit history started. Lenders will also be concerned if you don't have any credit history... so it's a good idea to apply for a small line of credit or a single credit card and then prove that you can use it wisely.



# REFLECTION

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## FINANCIAL PLAN WORKSHEET

**MAY – 12<sup>TH</sup> GRADE**

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

The purpose of the Financial Plan is to help you and your family prepare for the training and education you will be pursuing after high school.

**Directions:**

- Use the chart in your **Postsecondary Comparisons** (from 11<sup>th</sup> grade) to get started calculating costs or potential income (this should be filed in the Career Development section of your portfolio).
- Use the Internet (individual postsecondary institution web sites or the College Board site) to get more detail.

Then complete the information requested below.

Career Cluster: \_\_\_\_\_ Career of Interest: \_\_\_\_\_

Top choice postsecondary plan:

**Estimate your yearly expenses in your postsecondary program of choice (if applicable):**

**Educational Costs**

Tuition & Fees Books & Supplies

**TOTAL**

**Living Costs**

Room & Board Transportation Personal Expenses

**TOTAL**

**Total Expenses (Educational Costs + Living Costs):**

**What is your available income?**

Savings Summer Earnings Part-time work during school year Apprenticeship earnings

**What resources will your family provide?**

From their current income From savings Miscellaneous

**Available Funds (Total all 6 lines above):**

**FINANCIAL NEED** (Expenses minus Available Income):



# DISCUSSION GUIDE

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## MAKING THE TRANSITION

JUNE – 12<sup>TH</sup> GRADE

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### DISCUSSION GOALS:

- Review students' experiences in high school.
- Present students with their completed high school portfolios.
- Celebrate!

### ESSENTIAL QUESTIONS:

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

### MATERIALS NEEDED:

- **Students' Portfolios** (*decide, with your lead advisor, whether you will save students' complete portfolios at the high school or present students' portfolios to them to save at home*)

### CLASSROOM ACTIVITIES:

- **Review the year.** Look back at the high school years. Discuss with students what they thought was best – and worst – about 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 the last four years. If you will be sending their portfolios home, you may want to formally present them to each student.
- **Plan for next year.** What challenges and opportunities will next year bring? Discuss what your students can expect when they begin college or start jobs or apprenticeships. How will they get involved in clubs, activities, or leadership positions? What classes will they be taking? How will life be different?
- **Celebrate.** You might want to celebrate with pizza or other treats.

### STUDENT PRODUCTS:

- **Completed portfolios.** Each student's portfolio should be either: (a) saved permanently at the high school; or (b) presented to students to take home and save.



# RESOURCE GUIDE

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## FOR LEAD ADVISORS

### *DISCUSSION SUMMARIES - GRADE 12*

#### **SEPTEMBER THEME: GETTING ACQUAINTED**

**Discussion Summary.** This first discussion helps re-introduce students to the advisory program and get reacquainted with their advisor and with each other. This discussion gives students an opportunity to check their credits and grades and ensure that they are on track to graduate, and to hear a reminder to register for the SAT, as well as other postsecondary entrance exams.

The portfolio checklists students receive during this discussion have been updated to include the option of a Student Learning Plan. If your school is preparing for all students, they can be incorporated into students' portfolios.

In addition, this discussion will introduce the Senior Presentation.

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

- **An updated portfolio.** Students will review their portfolios and add 12<sup>th</sup> grade portfolio checklists.

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

- Ensure that your 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 both continuing and new students and build trusting, nurturing relationships.
- Discuss how your school will handle culminating projects. If you will use the Paterson Pathways-style Senior Presentation, discuss logistics with your advisors.
- Copy the **12<sup>th</sup> Grade Portfolio Checklist** and **Senior Presentation Introduction**

**Additional Resources You Can Provide.** Your advisors will benefit from a good understanding of the purpose of Paterson Pathways.

- **Paterson Pathways Who's Who.** 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.
- Student will need to take at least one postsecondary entrance exam before graduation. The exam(s) they take will be determined by their postsecondary plans: whether four-year college or university, two-year community college, one-year certificate program, apprenticeship, or military. However, even students who are not sure if they plan to go on to a postsecondary program should be encouraged to take either the SAT or the ACT or other assessment exams. Share information with your advisors about when and where exams will be scheduled, what students must do to register, and what (if any) financial aid is available for students who cannot afford the test

fee.

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 their Culminating Projects (if you wish) but you also might want to share with advisors other ways that students may find their portfolios helpful:

- **For jobs, internships, or apprenticeships.**
- **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 postsecondary applications.** Having access to work samples and up-to-date transcript and credit information will be a very helpful part of the application process.

## OCTOBER: BUILDING COMMUNITY

**Discussion Summary.** Discussions on building community follow a progression throughout high school, offering students support and scaffolding to become involved, to volunteer, and to provide leadership at school and in the community. In this discussion, seniors will have the chance to reflect on their involvement at school, their leadership at school, and their volunteer service in the community.

If your school has a volunteer service requirement for graduation, this discussion will give students an opportunity to check their progress toward the requirement.

To provide seniors support, this discussion plan suggests that each student reflect on their volunteer service activities to date. In addition, the discussion plan suggests that advisory groups complete a group activity to build community.

**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. These goal Reflections should not be filed in students' portfolios. Instead, advisors should collect them and hold them until January's advisory meeting.
- **Complete a Service Worksheet (as needed).** Students will complete Service Worksheets for each completed volunteer service project.

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

- Discuss resources the school can provide to students who are having trouble finding volunteer service opportunities. Your Counseling Office may have a list of community service organizations and may be able to help students who are not making progress. Work with school staff to compile a list of potential service activities for students to undertake. The list should include organization names, contact information, and, possibly, a summary of volunteer tasks each organization has available.
- Discuss the value of reflecting on service projects. Volunteer service becomes service-learning when students carefully prepare for their service and then reflect on what they've done and what they've learned. Point these reflection sections out on the Service Worksheet.
- Copy the **Citizenship Goal Reflection and Service Worksheet**

**Additional Resources You Can Provide.** To mark their last year of high school, your seniors may wish to engage in a group volunteer service project. Can they organize a Saturday or after-school work party to paint, landscape, build benches, or otherwise spruce up the school? How can your seniors leave a lasting mark on the school... and demonstrate leadership in the school community at the same time?

Advisors who want additional information on volunteer service and service-learning can visit [www.servicelearning.org](http://www.servicelearning.org) for more information on the National Commission on Service-Learning. As the Commission notes, successful service-learning has strong connections to the curriculum, meets real community needs, is undertaken as part of a collaborative community process, is based around an authentic student voice, and concludes with reflection.

## NOVEMBER THEME: IMPROVING ACADEMICALLY

**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 meeting, 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. Seniors are in the midst of preparing for postsecondary options and need to be able to understand how they are doing and where they need to improve. In particular, they need to understand how the credits they have earned compare with your school's graduation requirements (the minimum required to graduate), and the requirements of their top postsecondary choices.

This discussion 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 and prepare for graduation and postsecondary.

This discussion also reviews the key milestones in the postsecondary application process for senior year. No matter what your students hope to do after high school, they will have to meet many of these milestones. It also gives students a structured opportunity to review their progress on postsecondary applications and to verify that they are moving forward with their plans for next year.

**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, evaluate their progress toward graduation and postsecondary, and prepare a detailed plan to improve. These plans should be filed in students' portfolios for future reference.
- **Postsecondary Checklist.** Students will review their progress to date on postsecondary applications and will complete the checklist.

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

- Print a record of each student's grades to date, as well as information about any new assessments. Make sure your advisors understand what their students' core courses during senior year will require and what assessments they will be taking this year.
- Compare students' credits and course distribution with your school's graduation requirements and who are not on track to accumulate enough credits.
- Copy the **Academic Goal Reflection and Academic Inventory Reflection**.
- Copy the **Postsecondary Milestones and Postsecondary Checklist**
- Provide your advisors with information about what students should do to register for assessment exams.
- Ensure that your advisors have had the opportunity to familiarize themselves with the basic concepts seniors will be covering in their core academic courses this year.

**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. You can suggest that they:

**Provide more information on postsecondary assessments and the application process.** Invite a college admissions officer or high school counselor to talk with students about assessments they'll need to take to apply to different postsecondary programs and the timeline for college applications.

Your advisors may wish to use students' development of academic inventories as an opportunity to build community within their advisory groups. Organize a postsecondary prep study group to prepare for assessment exams. Or tutor younger students.

## DECEMBER THEME: EXPLORING CAREERS

**Discussion Summary.** This discussion continues toward the annual goal-setting process by helping students develop a postsecondary application goal for the year. By setting goals, students can learn to hold themselves accountable and can celebrate tangible accomplishments. This year's career goal gives students the opportunity to revisit the work they've done to date to prepare for postsecondary applications, and helps them catalog the tasks they must accomplish this year.

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 discussion builds on the career exploration students have completed it to date by asking them to synthesize their research to date into a Career Exploration Reflection worksheet.

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

- **Career Goal Reflection.** Students will reflect on what they know about their postsecondary needs, as well as what they've accomplished to date in the postsecondary preparation process. They will then develop a goal related to their postsecondary and career exploration for the year.
- **Career Exploration Reflection Worksheet.** Students should complete the worksheet to summarize the career and postsecondary exploration they have completed to date.

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

- Ensure that your advisors have had the opportunity to review students' career interests and preliminary postsecondary plans. Students' career interests could be a good discussion topic.
- Copy the **Career Goal Reflection and Career Exploration Reflection Worksheet**
- Review the postsecondary application process and key milestones with advisors. Ensure that advisors understand the steps students should be taking during senior year to move forward with the process of learning about – and then applying to – postsecondary programs.
- Share examples of Career Exploration Reflections from last year's seniors (if applicable) so that your advisors – and seniors – can get a sense of what is expected.

**Additional Resources You Can Provide.** Your advisors may wish to use students' development of career exploration goals as an opportunity to explore careers or postsecondary programs in your community. You can suggest that they:

- **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 non-four year postsecondary opportunities and nontraditional opportunities.** Educators typically know quite a bit about the process to apply and get accepted to a four-year college or university, but may know much less about community or technical colleges, apprenticeships, and other nontraditional career opportunities. You might want to invite representatives from local community or technical colleges, or staff from the Department of Labor & Industries (coordinator of apprenticeships) to speak with your advisors about nontraditional postsecondary opportunities.

## 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 achieve those goals. Seniors' goals should be specifically focused around what they must do between now and graduation and what specific steps they are taking to prepare for and apply to postsecondary programs. Setting goals and then being encouraged to follow up on them will help students prepare for their lives after graduation.

If you wish, this discussion can also help students prepare for 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 have taken during the school year to realize their goals. They will also share any assessment results or grades they have received this year (results from the SAT, ACT, or other college entrance exams) and explain what they will be doing to succeed academically, graduate on time, and succeed in the postsecondary program of their choice.

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 senior year should 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 understand the steps they must take to prepare for postsecondary opportunities.

As advisors help students prepare for their fall conferences, the provided checklist will help students gather information and prepare to demonstrate what they are hoping to accomplish during the year.

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

- **Annual Goals Reflection.** 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:

- Ensure that your advisors have had the opportunity to review students' Academic, Career, and Citizen Goals. Advisors may want to discuss how well students have followed up on their goals since they set them.
- Copy the Portfolio video (from your DVD or the Navigation 101 web site)
- Copy the **Annual Goals Reflection**

**Additional Resources You Can Provide.** Your advisors may wish to review their students' progress in their classes to date so that they can identify any students who need additional assistance. Students who are short the credits they need to graduate may need particularly focused attention.

Remind advisors that even though students won't revisit their goals at every discussion, 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.

## FEBRUARY THEME: PLANNING FOR LIFE AFTER HIGH SCHOOL

**Discussion Summary.** This discussion will give students the opportunity to reflect on their postsecondary preparation progress to date and, if necessary, organize their application or financial aid materials. It will also give students the opportunity to review and organize their portfolios and begin preparing them for their Senior Presentations (or senior Student-led Conferences) next spring.

Students should be making good progress on their plans for next year. This discussion gives them a chance to share their progress – and to catch up if they have been having trouble staying organized.

Beginning in 6<sup>th</sup> grade students complete High School & Beyond Plan worksheets or checklists that help them 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.

Seniors have prepared detailed checklists and pre-writes for each aspect of the High School & Beyond Plan.

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

- **Portfolio review.** Students should organize their portfolios to ensure that they are organized and complete.
- **High School & Beyond Plan.** Students should begin their essays as part of the High School & Beyond Plan.
- **Grade 12 High School & Beyond Plan Checklist.** Students will reflect on career and postsecondary preparation questions and answer based on their current performance, future plans, and progress toward those plans, and then write a short “Beyond and Backup” plan.

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

- Ensure that students have access to Internet resources so that they can make progress on their postsecondary applications as needed. (If desired.)
- Remind your advisors of the basic college application deadlines so that they can understand whether students are on track.
- Share portfolio samples from last year’s seniors with students and advisors so that they understand what a complete portfolio should look like.
- Give your 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 finish 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.
- Review the Paterson Pathways High School & Beyond Plan requirements with your advisors. Note how the High School & Beyond Plan gives students the opportunity to synthesize much of their Paterson Pathways work into a robust plan for next year.
- Copy the **High School & Beyond Plan Requirements** and **Grade 12 High School & Beyond Plan Checklist**

**Additional Resources You Can Provide.** Students should be well along in the postsecondary application process by now. You may wish to help by:

- Inviting a financial aid officer from a local college to present to students and their families and help them understand how the financial aid process works.
- Inviting an admissions officer from a local college to present to students and their families and help them understand how the college admissions (four-year, community, and/or technical) process works.

## MARCH THEME: PLANNING FOR NEXT YEAR

**Discussion Summary.** By combining information about themselves and who they are with information from their Academic Inventories, annual goals, long-term dreams, and career explorations, your students will have the opportunity to synthesize what they've explored so far during Paterson Pathways and turn it into a blueprint for the next several years of their lives.

During high school, Paterson Pathways will give students the opportunity to complete an increasingly sophisticated analysis of their plans each year, culminating in a final High School & Beyond Plan prior to graduation.

By combining information about themselves and who they are with information from their Academic Inventories, annual goals, long-term dreams, and career explorations, your students will have the opportunity to synthesize what they've explored so far during Paterson Pathways and turn it into a blueprint for the next several years of their lives.

### THE PATERSON PATHWAYS HIGH SCHOOL & BEYOND PLAN INCLUDES:

1. High School & Beyond Plan essay (*typed, at least two pages in length*)
2. High School & Beyond Plan Checklist from grade 12
3. Most recent four-year course plan (or transcript) that shows all courses in high school

This discussion helps students combine all these materials and begin writing the HS & Beyond Plan essay.

Help students reflect on what they've learned so far this year. How have their goals and dreams changed over the last year? How has Paterson Pathways changed the way they think about school, or about the future?

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

- **Grade 12 High School & Beyond Plan Checklist.** Students will reflect on career and postsecondary preparation questions and answer based on their current performance, future plans, and progress toward those plans, and then write a short "Beyond and Backup" plan.
- **High School & Beyond Plan Essay.** Students will finish writing their essays.

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

- Give your 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.

**Additional Resources You Can Provide.** Your 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. Your advisors may wish to ask their students to share their High School & Beyond Plan worksheets and/or their Programs of Study with their families.

At this point in senior year, it might be helpful for your seniors to hear from a recent graduate about what postsecondary life is like. Do you have a recent alum who still lives nearby – and has successfully followed through

on this or her plans – who could visit your seniors and share a few words of advice with them?

## APRIL THEME: PREPARING FOR STUDENT-LED CONFERENCES

**Discussion Summary.** Paterson Pathways is based around annual student-led conferences, at which students share their progress – and their plans for the future – with their families and their advisor.

Many schools build on the student-led conference during senior year by asking seniors to complete **Senior Presentations** in front of a panel of teachers and community members. They allow students to share their completed High School & Beyond Plans. And they give students an opportunity to summarize what they have accomplished, what they hope to do in the future, and who they are.

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

- **Draft Outline for Senior Presentation.** Students will use the Reflection provided to prepare an outline for their presentations.

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

- Make sure your advisors understand the logistics of the presentations: when and where they will be held, and how community members should be scheduled and invited.
- 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. If you wish, students may watch it to prepare.
- Copy the **Senior Presentation Introduction, Planning a Senior Presentation and Senior Presentation Evaluation Rubric**

## MAY THEME: USING MONEY

**Discussion Summary.** During this discussion, students will have an opportunity to continue preparing for their financial future. They will learn about credit reports and will learn how to establish – and keep – good credit. This is particularly important as many of your students will be financially independent after graduation; even students who will still rely on their families after graduation may be living away from home and may need to open credit accounts or take out loans.

The Financial Plan is a key part of students' preparation for life after graduation: too many students make good plans academically but don't line up the financial resources to pursue their postsecondary dreams and end up disappointed, having to leave school because they cannot pay their expenses. By developing a Financial Plan, students can think clearly about their options and about the implications of different college and work choices.

Seniors will finalize a Financial Plan based on information they have already collected and the worksheets they began during junior year.

During this discussion, students will finalize their resumes so that they will have an up-to-date resume available after they graduate.

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

- **Credit rules.** Students will be expected to review the Financial Credit Report Reflection and then come up with credit rules they can use to ensure that they establish and keep a good credit rating.
- **Financial Plan.** Students should complete a Financial Plan.
- **Resume.** Students will be expected to update their resumes as needed for summer jobs or internships or other opportunities after graduation.

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

- Discuss the importance of student financial literacy with your advisors. Students have now prepared a Financial Plan and are nearly ready to graduate. It is important that they have all the tools needed to achieve the Financial Plans they created.
- Copy the **Financial Credit Reports Reflection Financial Plan Worksheet**
- Discuss with your advisors the value of having students develop a clear sense of what their dreams will require financially... and where they will get the needed money.
- Give your advisors the opportunity to review Financial Plans completed by this year's graduating seniors. Seeing finished plans will help them help their students prepare this first draft.
- Prepare a list of summer opportunities for your advisors. You might want to include information on summer school, internships, and other opportunities in your community for high school graduates. Many students may already have plans for the summer; but those who don't might need some help planning for a productive summer.
- Discuss students' resumes. Your students should all have resumes by now. Students should be reminded to update their resumes to reflect their senior year accomplishments.

**Additional Resources You Can Provide.**

- **Help students review a sample credit report.** You can download a sample credit report from any of the credit reporting services (for

example, [http://www.experian.com/credit\\_report\\_basics/pdf/samplecreditreport.pdf](http://www.experian.com/credit_report_basics/pdf/samplecreditreport.pdf)). Help your students understand the amount and types of information included in a credit report. Make sure they understand that credit reporting agencies can – and do – collect information on every transaction they make.

- **Ask students to discuss their family’s financial goals with their families.** Ask students to learn more about their family’s financial goals, and the rules their families use to manage debt and savings.
- **Discuss identity theft.** As students become users of credit, they will have to contend with the growing problem of identity theft. Invite a financial professional to help students and their families learn how to guard against identity theft.
- Because financial aid will likely figure into many of your students’ postsecondary plans, you may wish to invite a financial aid counselor from a local college to speak with your seniors and their families.
- If possible, you may want to arrange for a school counselor or other career counseling professional to review and critique each senior’s resume.

## JUNE THEME: MAKING THE TRANSITION

**Discussion Summary.** This last discussion of the students' time in high school is a chance to reflect on the year in review, prepare for future challenges, and celebrate!

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

- **Portfolio.** Students' portfolios should be either: (a) stored permanently at the high school; or (b) presented to them to save at home.

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

- Review the year with your 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 life after high school?
- Plan ways that you and your 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 seniors. What type of celebration would be meaningful for you?
- Plan for how students' portfolios will be treated after graduation (again, either stored at the school or presented to students).

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