ACADEMIC MOMENTUM

8th Grade – Ready… Set… Graduate!

written by Michelle Jensen, PhD
illustrations by Micah Mercer

TEACHERS GUIDE
INTRODUCTION

As part of Eastern Promise we are working to increase the “college going culture” of our region. We are doing this through our program called “Academic Momentum”. This program has two phases. First, a curricular program that starts in 5th grade. This activity involves students, parents and the schools signing a “compact” that says the student will work toward developing academic habits to prepare them for post-secondary education or training. As a part of this plan, students participate in a visit to the EOU and Community College campuses and get a chance to see what it would be like to be a student at a college/university. Through this commitment on the part of the student, family and school they will begin to form an informal plan regarding their projected educational and career future. Continuing on through 6th, 7th, and 8th grades, students and parents will become more acquainted with all the processes and procedures to apply to college, acquire financial aid, and navigate the myriad of dimensions many of us see as common.

Second, when the students enter the 9th grade, they will participate in a formal class that follows a well developed and tested curriculum called “Career Choices”. This is a rigorous class that requires career investigation and a “formal” 10-year-plan. The significance of the 10-year-plan is that your typical high school freshman isn’t really thinking years into the future and how academic decisions made in high school might impact post-secondary education/training and career outlook. Because this class is intense and rigorous, students can earn college credit. This class is utilized at several institutions nationally and has resulted in demonstrated outcomes of increased high school graduation rates and increased college attendance rates.

As the teacher, you are an integral part of the team. We are encouraging you to take this curriculum and use it as a guide to have meaningful conversations with your students about their future. We encourage you to develop your own way to approach the materials. The most important thing is that students come away with a better understanding of themselves and what college is.

We urge you to embed this into the culture of your classroom as opposed to doing an isolated 8-lesson unit, though not to minimize the value of formal lessons. You may do this by creating a “college corner” as a part of your room, providing a place for students to post and share the information they gather during this curricular experience. Additionally, it is important to capture those ‘teach-to’ moments as you mold life skills and forward thinking in your students, helping your students to draw the connection between their personal growth today and the future self they are becoming.

THANK YOU for taking on this vital role in your students’ lives! Many of these students may have never talked about their future before now. Your conversations could be life changers!
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Introduction  What is ‘Academic Momentum’?

READY

Lesson 1  Growth Mindset
Lesson 2  Career Pathways & My Options
Lesson 3  Job Skills

SET

Lesson 4  Foreign Language of High School
Lesson 5  Your Academic Life
Lesson 6  Forecasting for High School
Lesson 7  Your Life outside Academics

GRADUATE!

Lesson 8  Personal Development Plan
Pre-Lesson: What is Academic Momentum?

Objective: Students will understand Academic Momentum as it relates to their current educational experience and planning for the future.

Materials: Academic Momentum Compact

Procedure:

- **Think about it:** Write this quote on the board and have students think on it for a minute then turn to partner to discuss its meaning and how it would relate to them:

  The 5 Truths about Success
  1. It’s Hard Work!
  2. You’ll need help.
  3. Mistakes are life’s lessons.
  4. Be persistent and consistent.
  5. **Keep Motivating Yourself!**  
  *Author Unknown*

- Read through “What is Academic Momentum?” with your students. Introduce and discuss new terminology as listed below:

  - **Vocabulary:**
    1. **Post-Secondary Education** - any training or education that happens after high school
    2. **Career** – a job a person has for a long period of time with the option of advancement
    3. **Goals** -the object of a person's ambition or effort; an aim or desired result.
    4. **Collaboration**- working with others to produce or create something
    5. **Academic**- relates to education
    6. **Momentum** – forward movement
    7. **Future**- time that is still to come, following the current moment
    8. **Success**- accomplishment of aim or purpose
    9. **Self-Awareness**- knowledge of one's own character, feelings, motives, and desires.
    10. **Lifestyle**- the way in which a person or group lives.

- Review and Sign Academic Momentum Compact
What is Academic Momentum?

Every student has a dream of what they want to become in their lifetime. Whatever the dream is you have to begin planning early for your career. The Academic Momentum program will help you create the plan to accomplish your dream.

You are probably thinking, “Really? I'm only a 7th grader, a career is a long time from now”! The truth is it takes a great deal of preparation to make your post-secondary education and career actually happen after you graduate from high school.

You may not realize it but your interests, values, and skills will all help determine your possible career or job choices in your future. Before you make those choices you have a great deal to learn about yourself. This will be called self-awareness. When you are done with the Academic Momentum program in 8th grade, you will have learned an incredible amount of very interesting and important information about yourself, your family, your goals and what you want for your future lifestyle.

You are not alone in this journey. Your principal, counselor, teacher, classmates, family & friends will be helping. They are part of a collaborative group that also includes educational institutions you might recognize: Eastern Oregon University, Blue Mountain Community College, Treasure Valley Community College and your local Educational Service Districts. Together all of these groups will be working with you to help you create a more successful future. This begins with everyone being in agreement on some basic things. They are listed in the academic compact that we are asking you to sign with your teacher and principal. Let’s get started!
Lesson One: Growth Mindset

Objective: Students will gain understanding about grit and mindset. They will begin to reflect on their own mindset.

Materials: Ability to stream video for students, Growth Mindset student worksheet

NOTE: It is strongly suggested that you spend time on YouTube or Pinterest before this lesson to watch/read about “growth mindset” and “grit”. It is also recommended that you begin to implement some this topic and language into your everyday classroom activities and procedures. Teachers across the nation are seeing the motivation and attitudes of their students change drastically when creating a growth minded culture in their classrooms. This is a FABULOUS video for you to watch ahead of time:
http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit?language=en

Procedure:

- **Think about it:** Write one of these quotes (or both) on the board and have students think on it for a minute then turn to partner to discuss its meaning and how it would relate to them:
  “A person who never made a mistake never tried anything new.” ~Albert Einstein
  “Do not judge me by my successes, judge me by how many times I fell down and got back up again.” ~Nelson Mandela

  - **Intro to Growth Mindset:** Following partner sharing, show this video introducing Growth Mindset
    https://www.youtube.com/watch?v=E1VUqv0v1EE

- **Connection:**
  - When you challenge your brain to learn... your brain develops and grows.
  - Learning new things can be scary.
  - Repeat... Repeat... Repeat.
  - Don't give up. When something is hard... that is when you need more effort.

- **Making it personal:**
  - Help your students draw connections to their own lives. When a person approaches a challenging experience (learning something new), their thoughts rule the situation. For your students, it could be academics, sports, hobbies, whatever fits for your community. Brainstorm ideas and encourage sharing.
  - People with a growth mindset: embrace challenges, overcome obstacles, work hard... put forth effort, learn from feedback, and celebrate success in others.
Beliefs → Behavior

Extensions:

- Incorporate a 3-5 minute 'grit' lesson in your daily routine. Have students share how they catch themselves having “fixed thinking” and how they changed it. Show you tube videos about persistence/grit/growth mindset each day. There are many resources online.
FIXED vs GROWTH MINDSET

What kind of thoughts do you have?

<table>
<thead>
<tr>
<th>Do I look smart?</th>
<th>How can I learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort is for the intelligent.</td>
<td>Effort makes me smarter.</td>
</tr>
<tr>
<td>I'm no longer interested.</td>
<td>I will persevere.</td>
</tr>
<tr>
<td>I am terrible at _________</td>
<td>I always enjoy a challenge.</td>
</tr>
</tbody>
</table>

LISTEN UP!

1. A growth mindset is beneficial & supported by science.
2. Cultivate an attitude towards growth and developing your abilities. Increase your efforts.
3. Listen for your ‘fixed mindset’ voice & talk back to it with a “growth mindset.”

Change your words... change your mindset!

What does your ‘fixed mindset’ voice say & how can your ‘growth mindset’ voice talk back?

____________________________________

____________________________________

____________________________________

____________________________________
Lesson Two: Career Pathways and My Options

Objective: Students will learn about Career & Technical Education and stackable credentials for career options.

Materials: Student access to computers and internet. Ability to project example of career pathways.

Procedure:

• **Think about it:** Write this quote on the board and have students think on it for a minute then turn to partner to discuss its meaning and how it would relate to them:

  “If you don’t know where you are going, any path will get you there.” ~Unknown

  o **Class/Partner Discussion:** You have spent the last several years learning about what interests you in potential careers and post-secondary learning options. It is important to know that there is NO PRESSURE to know *for sure* what your future holds. The hope is that you have a good idea of what DIRECTION or PATH you are interested in for your future. The question today is “What direction do you THINK you would like to pursue for your career and what is your post-secondary goal?”

• **Connection:** When students have a general idea of what pathway they might take for a career, they are able to begin some of the training in high school. These classes are often called CTE (career and technical education) courses. When students take CTE courses, they count for BOTH high school credit and college credits.

  o **Credits are stackable. (Think Lego’s.)** If you do not want to commit to a university degree today, it’s ok. Many programs have “stackable credentials.” For example, you can find on both BMCC and TVCC websites, under career pathways examples of stackable credits/certificates & degrees like those on the following page. You can begin with a few credits in high school and continue on that path after high school or you can choose a new path.

• **Making it personal:**

  o Have your students spend time on this site searching for options that match their current career goals: [http://www.mypathcareers.org/](http://www.mypathcareers.org/) Have them begin by clicking explore careers in the top left.

  o Following Have students spend time on the website [http://oregon.cteprogramsofstudy.org/](http://oregon.cteprogramsofstudy.org/) looking at options for Career Pathway options in your high school.
You may also allow time to explore their local community college career pathways page to look at “stackable” credentials.

- [http://www.tvcc.cc/academics/cte/career_pathways/index.cfm](http://www.tvcc.cc/academics/cte/career_pathways/index.cfm)
- [http://www.bluecc.edu/academics/career-pathways](http://www.bluecc.edu/academics/career-pathways)

**Extensions:**

- Invite CTE clubs from your local high school to come in and share with students about their programs and the options that are available for students in your high school. (e.g. FFA, DECA, FFCLA, etc.)
- Tie this subject to your classroom journaling or writing assignments.
Lesson Three: Job Skills

Objective: Students will be able to distinguish between hard job skills and soft job skills. They will be able to describe a quality employee.

Materials: Invite 3-5 business/community members for an expert panel.

Procedure:

- **Think about it:** Write this quote on the board and have students think on it for a minute then turn to partner to discuss its meaning and how it would relate to them:

  *A study from Harvard shows that 85% of a person’s success in the workplace is due to their soft skills (interpersonal skills) and only 15% of their technical skills.*

  - **Class/Partner Discussion:**

- **Connection:** Employers are looking for certain qualities and skills in their employees. These are developed over time. YES, they begin now. 😊 There are both **HARD** (technical) Skills and **SOFT** (character and interpersonal) Skills.

  - **Hard Skills** are important to **DO** a job, however
  - **Soft Skills** are the things that help you **GET** and **KEEP** a job.

  - **What are Soft Skills:**
    - Honesty
    - Team Player
    - Rule Follower
    - Strong Writing Skills
    - Good Attendance/Dependable
    - Common Sense
    - Good Personality/Enjoys People
    - Perseverance (grit) - Stick with the job until it is finished.
    - Ability to read and follow directions
    - Willing to ask for clarification when needed

- **Making it personal:**
  - Bring in 3-5 business professionals from your community to serve on a **panel** (a panel will provide a more rich and interactive experience) and ask these types of questions:
    - Can you tell us who you are and what your job is?
    - Can you tell us what you look for in a new employee?
      - What kinds of technical skills do your employees need?
      - What kinds of soft skills (character & interpersonal skills) do your employees need?
    - What kind of post-secondary education is needed in your workplace?
- If someone here was interested in your line of business, what type of high school classes would be important to take?
- How did you prepare yourself for this work?
- **What do you see in the job market for your career?**
- **What other careers are similar to yours?**
- What kinds of extra-curricular activities would you recommend to students in high school if they are interested in a career similar to yours?
- Any other general advice you would offer to our students?

**Extensions:**

Tie this subject to your classroom journaling or writing assignments.
Lesson Four: The Foreign Language of High School

Objective: Students will recognize new vocabulary and express their meanings.

Materials: Index cards

Procedure:

- **Think about it:** Write this quote on the board and have students think on it for a minute then turn to partner to discuss its meaning and how it would relate to them: “The expert in anything was once a beginner.” ~unknown

  o **Class/Partner Discussion:** Remember what it was like when you started middle school? What kinds of things did you learn as you moved from elementary to middle?

- **Connection:**

  o **Life is one big transition.** Each transition connects all of the phases of your life. Elementary teaches you to be a student... Middle School prepares you for High School by learning to develop time management, learning study skills, and how to set goal. High School prepares you for college. In high school you will discover more about yourself, you will learn to how to stay focused and how to work with others. This transition into high school will include a lot of new terms. In some ways, it seems like high school is a foreign language.

1. **You can play a modified version of the game Catch Phrase**

  o **Write each vocabulary word on an individual index card.** Students sit in a circle with a timer set for a random amount of time (3-8 minutes works well). Shuffle the cards and give the deck to the first person in the circle. That person draws a card and tries to get his classmates to guess the word by giving verbal clues. He cannot say the word or any part of the word. When someone guesses the word, he passes the stack to the next person who takes a turn with another word. The person holding the stack of cards when the timer goes off loses.
Advanced Placement:

Apprenticeship: Paid on-the-job training in a career area.

Associates Degree: A two year degree. (e.g. Associates of Science or Associates of Arts)

ASVAB: Armed Services Vocational Aptitude Battery is a test that measures your knowledge and ability in ten different areas.

Bachelor's Degree: A four year degree earned from a University. (e.g. Bachelors of Science or Bachelors of Science.)

Campus Visit: A trip to visit a college campus to learn more about the school.

Career Pathway: The journey to reach goals throughout life. The combination of experiences in life, education and training, unpaid work and interests.

Career Technical Education: A term applied to schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation.

College: School that you go to after high school that you can earn a degree from. Another name for Universities.

College Admissions Test: A test that is often required by universities to determine which students to admit into their college. Common examples are the ACT and SAT.

College Fair: An event to talk with many different colleges in one location to determine what colleges might be a good fit for you.

Community College: School after high school to earn a two year degree.

Higher Education: Education that happens after high school. Also known as college or post-secondary learning.

Post-Secondary: Education that happens after high school. Also known as college or higher education.

Pre-Requisite: Something that is required BEFORE taking a particular course.

School Counselor: A school employee who is trained to help students prepare for college and/or career.

Technical College: A college that prepares students for a specific career field or skill set for a job type.

Trade: A hands on job/career that requires a significant amount of training and skill.
**Credit:** The measurement to determine how much a class is worth. You have to have so many credits in both high school and college in order to graduate.

**Transcript:** A record showing your academic progress.

**Degree:** What you earn after finishing a college program. Examples: Associates Degree, Bachelor’s Degree, Master’s Degree, or Doctorate Degree.

**Dual Credit:** Credit earned during high school that counts towards both high school graduation as well as a college degree.

**Financial Aid:** Money to help pay for college.

**Forecasting:** The process of choosing courses for the following term/semester/year.

**Grade Point Average (GPA):** The average of student’s grades, typically based on a 4-point scale. Very important in the competitive process of applying for colleges.

**Graduation Requirement:** Something that is mandated in order to complete high school.
Lesson Five: Your Academic Life

Objective: Students will recognize the process to earn an Oregon Diploma & discover ways to prepare for success.


Procedure:

- **Think about it:** Project this cartoon and have students think on it for a minute then turn to partner to discuss its meaning. **Class/Partner Discussion:** Why is this funny?

  """How To Do Well In School Without Studying" is over there in the fiction section."

- **Connection:** High School graduation is nothing to be joking about, however it is VERY important to know that the serious undertone of this comic is very true. You will not do well in high school without study skills and a plan.

- **Making it personal:**
  - The first important step is to understand how to earn a high school diploma.
  - The second important step is to have organizational and study skills to earn it.

Extensions:

- Tie this subject to your classroom journaling or writing assignments.
- If your school has an organizational system or note taking system, review it.
OREGON DIPLOMA REQUIREMENTS

<table>
<thead>
<tr>
<th>Curricular Area</th>
<th>Required Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Applied Arts</td>
<td>3</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Career</td>
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</tr>
<tr>
<td>Electives</td>
<td>5.5</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**Language Arts**- AKA Communications or English. Each semester of a PASSING Grade is equal to 0.5 credit. One year of PASSING grades will earn you a full (1.0) credit. If you pass all 4 years you will earn your 4 credits of Language Arts credit.

**Science**- Credits in science can be earned in Biology, Physical Science, Chemistry & more!

**Math**- depending upon your level of math skill, your teachers and counselors will help place you in the appropriate math classes. Examples of these courses will be Algebra or Geometry. Just like Language Arts, you will earn 0.5 credits every semester that you PASS your class.

Have you noticed that **PASSED your class** is in all caps? This is IMPORTANT... in high school, if you earn an F in a class, you will have to earn that credit in some other way. You will NOT graduate without completing your required credits.

**Social Studies**- Examples are US History, World History, and Government or Civics.

**Applied Arts**- These credits can come from a variety of ways and often through your school district CTE programs (career and technical education). Some examples might be Spanish, Computer Aided Drafting, Music or Art courses, etc. You will learn more about your high school during forecasting.

**Health/PE**- You will be required to earn 2 credits between these two areas.

**Career**- As a part of the Eastern Promise curriculum you will take a class like this in your freshman year and have the option for college credit!

**Electives**- There will be many options for you to select courses that interest you and your career pathway and earn credit towards graduation.
6 Step Success Plan

1. **Attend School**- Every day counts! Students who attend class are much MORE likely to graduate and to do well in their classes.

2. **Be Organized**- Find an organizational system that works for you. In order to be successful, you need to know what is due and when it is due. It takes a lot of organization to be successful in high school.

3. **Manage Your Time**- High School brings with it a lot of fun- sports, activities, and clubs. It also comes with more freedom. ALL of those things are good and exciting. To be a successful student, you will need to know how to manage your time and give space for everything including your studies.

4. **Take Notes**- If your school has taught you a note taking method, use it! If not, spend some time researching on the web a style of note taking that will help you be the most prepared for the big exams in your classes.

5. **Study for Exams**- Remember those notes ! USE THEM! ☺ Seriously, review for exams. Many times in high school there is a lot to just memorize. Make flash cards, meet with a friend who will help you (really) study, and re-read material. Do whatever it takes to remember when the test is in front of you.

6. **Dedicated Homework Time**- This is a BIG deal! EVERY DAY, dedicate time to homework. Multiply your grade level (8th) with 10 minutes and that is how many minutes you need to dedicate every day. That's right! Eighty minutes a day this year dedicated to some kind of school work or organization. Remember to think beyond your assignments… study, re-read, think forward about assignments coming up soon.
Lesson Six: Forecasting for High School

Objective: Students will translate the requirements for high school graduation into a 4-year academic plan.

Materials: copies of Forecasting for High School Student worksheet (or something of its same function from your own school district) you may also consider inviting a high school counselor into your class to walk students through this process. A copy of your high school's course catalog.

Procedure:

- **Think about it:** Write this quote on the board and have students think on it for a minute then turn to partner to discuss its meaning and how it would relate to them: “If you fail to plan, you are planning to fail.” ~ Benjamin Franklin
  - Class/Partner Discussion: Failure is not an option. We need a plan.

- **Connection:**
  - This is a great day to highlight any programs or pathways your high school has designed for students.
  - Having a plan can help set minds at ease- to know where we are going.

- **Making it personal:**
  - Review the course subject areas with your students, providing examples from your high school course catalog.
  - Remind students how credits work in high school.
  - Remind students that in high school you MUST pass your classes in order to graduate.
  - Model for students how to make a plan to meet all graduation requirements over the 4 years. This may be where it would benefit you to bring in your high school counselor, or contact him/her for support as needed.
  - Tell your students that it’s OK to adjust this plan each year as you forecast, but it’s important to have a plan as we begin high school.

Extensions:

Tie this subject to your classroom journaling or writing assignments.

Forecasting for High School
## YOUR HIGH SCHOOL GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Math</td>
<td>3</td>
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<td>Physical Education</td>
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<tr>
<td>Health</td>
<td>1</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Applied Arts</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL CREDITS        | 24 Total Credits |
Lesson Seven: What’s Your Natural High?

Objective: Students will explore the benefit of being involved in activities outside of academics and determine what they may pursue in high school.

Materials: Ability to stream videos with good sound. Writing materials for students.

Procedure:

- **Think about it:** Write this fact on the board and have students think on it for a minute then turn to partner to discuss its meaning and how it would relate to them: “According to research, teens who spend time involved in creative activities and youth programs are more likely to do well in school and less likely to be involved with risky behaviors.”
  - Class/Partner Discussion: Ask you students if they believe this to be true and to defend their thinking. Why would the research show this?

- **Connection:**
  - Preview some of the videos that are found at: [http://naturalhigh.org/videos/](http://naturalhigh.org/videos/)
  - Choose a couple based upon your class and their interests. These are very powerful and inspiring stories.
  - Show your students the ones that stand out to you.
  - Discuss how these videos connect to the quote from the beginning.

- **Making it personal:**
  - As you see fit in your classroom environment choose a way to help your students make this new knowledge personal. Have students reflect on what they do and enjoy as a “natural high”. Share in pairs, or have them do some research and present to the whole class, or write reflectively for teacher to read.
  - As a connection to transitioning to high school, you can share (or invite high school students into your classroom to share) about clubs, sports, activities etc that happen at the high school level and how they can become part of the “natural high” experience for young people in your community.

Extensions:

Tie this subject to your classroom journaling or writing assignments.
WHAT IS YOUR NATURAL HIGH?

When do you feel the happiest?
________________________________________
________________________________________
________________________________________

What activity did you love the most as a child and why?
________________________________________________________
________________________________________

What do you do when you feel down? How do you cheer yourself up?
________________________________________________________
________________________________________

In high school (and NOW) there are activities in your community that might match your natural high. What would be a group/activity you might like to be involved with?
________________________________________________________
________________________________________

What is your natural high? _________________________________
Lesson Eight: Personal Development Plan

Objective: Students will reflect on the lessons, create goals for 9th grade as well as post-secondary goals for their future.

Materials: 8th Grade Personal Education Plan

Procedure:

- **Think about it:** Write this quote on the board and have students think on it for a minute then turn to partner to discuss its meaning and how it would relate to them:
  - “The best way to predict your future is to create it.” – Abraham Lincoln
- Provide time and guidance for students to use
Academic Momentum Personal Development Plan
8th Grade

Students Name

Teacher Name

1. Give an example of a time you had a growth mindset & overcame a fixed mindset?
   Remember, that having a growth mindset is when you overcome an obstacle & keep trying.

2. This year you learned that not everyone is ready to go away to a University and that a community college or trade school is a viable post-secondary option. Tell us about your plans following high school. What type of program would you be interested in?

3. Employers are looking for people who have both hard (technical) job skills and soft (interpersonal) skills. What skills do you need to grow in? How will you work on them?
4. As you prepare for high school, what courses are you the most concerned about?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

5. What will you DO to be sure to find success in high school classes next year?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

6. What types of activities (in school or out of school) will you get involved in to find your own natural high?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

7. Setting Goals: Remember everyone reaches goals differently. I will strive to accomplish the goals listed below **during my 9th Grade School Year**.

**Personal Goal** (Something you want to achieve in your own life).

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

**Academic Goal** (Relates to your school work.)

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
**Career Goal** (Helps you get the job you want as an adult.)

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

8. Based on my **Academic & Career Goals**, circle the classes/activities from the menu listed below that will help me prepare for my future.

- English
- Health
- Math
- P.E.
- Science
- Art/Music (circle one or both)
- Social Studies
- Community Activities
- Reading
- Other:___________________________

**Congratulations on successfully planning for your future!**