

Lesson 4: Planning – Learning About Yourself, I Pledge To...

Grades: 9-12

Goals and Objectives:

- Students will use mission statements to help guide them to meet goals and improve their circumstances.
- Students will work towards seeing the big picture.
- Students will be able to break down their goals into manageable pieces.
- Students will work towards creating and meeting their goals.

Content Standards and Objectives:

21C.S.5-8.1: The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

21C.S.5-8.2: The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.

21C.S.5-8.3: The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.

21C.S.9-12.1: The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

21C.S.9-12.2: The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.

21C.S.9-12.3: The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.

Standard 1: Advisor/Advisee – Academics – Contributing to Effective Learning (AA.S.1): Acquiring the knowledge, skills, and attitudes that contribute to effective learning in school and across the lifespan is critical to the academic success of students at the high school level.

Standard 2: Advisor/Advisee – Academics – Academic Rigor and Postsecondary Options (AA.S.2): Developing and monitoring personal educational plans, transitioning between academic levels, and exploring postsecondary options have an impact on the completion of school prepared for future plans.

Standard 3: Advisor/Advisee – Academics – Understanding the World of Work, Home, and Community (AA.S.3): Understanding the work environment and the requirements necessary to prepare to enter the workforce has a significant influence on the decisions students make. Monitoring standardized test scores, report card grades, and educational plans leads to achieving individual goals. The skills learned in the school environment also apply to the home and community.

Standard 4: Advisor/Advisee – Career – Exploration and Planning (AA.S.4): Completing a career interest inventory, investigating the world of work including occupational employment outlook, and adjusting educational plans accordingly are all factors in the decision-making process.

Standard 5: Advisor/Advisee – Career – Strategies for Future Career Goals (AA.S.5): Knowing where to obtain information about the world of work and postsecondary training/education and developing skills will enhance a student's ability to achieve goals for the future. This includes developing a resume or portfolio, employ effective interview/communication skills, completing admission or employment applications, and identify resources for researching career choices.

Standard 6: Advisor/Advisee – Career – Employment Readiness Skills (AA.S.6): Understanding the relationship between personal qualities, education, and training are keys to success in the world of work. The focus of this standard is the employment of readiness skills for on-the-job success.

Standard 7: Advisor/Advisee – Personal/Social Development – Respect for Self and Others (AA.S.7): Acquiring the knowledge, attitudes, and interpersonal skill will help a student understand and respect self and others. This standard will address understanding self as an individual and member of diverse local and global communities and interact with others in ways that respect individual and group differences.

Standard 8: Advisor/Advisee – Personal/Social Development – Decision-Making (AA.S.8): Making decisions and setting goals are necessary to achieve goals. Young adults face many challenges and require the skills to make the right choices and understand the consequences of their decisions.

Standard 9: Advisor/Advisee – Personal/Social Development – Personal Safety Skills (AA.S.9): Applying personal safety skills and coping strategies will assist with solving problems and making healthy choices. Young adults need to be able to identify at-risk behaviors and the common stressors that create conflict and impede achieving goals. Stress and anger management are important skills for survival.

Procedures:

1. Have students review the following pledge lists.
2. Together, create five additional pledges that can be addressed over the next two years.
3. Discuss the importance of each of these pledges.
4. Have students take home the parent pledge sheet and discuss the following with their parents:
 - How can your guardians help you meet your goals?
 - What pledges and promises do your parents need to make to help you meet your goals?
 - Are there other community members that can help you meet your goals?

Reflective Questions for Journal or Discussion:

- How do they align with the goals you have set for yourself?
- At graduation time, do you project that you will have met and kept all of your pledges?
- Do you think having them in writing will help you meet them?

Student Activity Sheet: "I Pledge..."

I pledge to...

- graduate from high school.
- end every semester between now and graduation with at least a 2.5 Grade Point Average.
- apply for admission and financial aid from a West Virginia college, university, or vocation program.
- maintain an attendance rate of 95% or better.
- utilize all of the resources provided for me.
- take the PSAT in 10th grade and the ACT/SAT in 11th and 12 grade.
- complete a semester of community service.
- _____
- _____
- _____
- _____
- _____

Signature

Date



Parent/Guardian Activity Sheet: "I Pledge..."

I/we pledge to...

- help our student graduate from high school.
- encourage and expect our student to end every semester between now and graduation with at least a 2.5 Grade Point Average.
- help our student apply for admission and financial aid from a West Virginia college, university, or vocational program.
- utilize every resource that is available to me.
- register and support our student when taking the PSAT in tenth grade and the ACT/SAT in 11th and 12th grade.
- _____
- _____
- _____
- _____
- _____

Signature

Date



Plan, apply and pay for college.