Where Am I Going and what do I need to do to get there?

Where Am I Going?

**SUMMARY** Students set personal and career goals and research the preparation requirements and helpful high school courses to reach these goals.

**OBJECTIVES** Students will . . .

- Describe why goals and plans are important.
- Identify personal and career goals.
- Select high school courses to support their goals.

**PREPARATION** Choose a video or other multimedia product about a space exploration project which shows the project stages. NASA CORE (Central Operation of Resources for Educators) is a worldwide distribution center for NASA’s audiovisual educational materials, including videotape programs, slide sets, and computer software disks. You can obtain a free catalog and view online materials at [http://core.nasa.gov](http://core.nasa.gov).

Organize resources for students’ research into space exploration projects. Arrange access to media center, library, Internet.

Make overheads of *My Goals Research*, and *My Courses* worksheets.

Make copies of *My Goals*, *My Goals Research*, and *My Courses* worksheets — one per student.

Research a sample set of goals to use in Step 9.

If students have completed *Thinking about Me, Cluster — Career Families*, *Using CIS Occupation Sort*, and *Occupation Odyssey* activities in this curriculum, they should refer back to these.

Option: If students are using *My Plan* in CIS for Internet’s *My Career Planning Portfolio*, the worksheets used in this activity can be replaced by “Where(in the World) am I Going?” (pages 2 and 3) in the Research and Goals section; and “Relating My Education to My Goals” and “My High School Course Plan” in the Education Plans section.

**MATERIALS** Video (or slide show or CD-ROM)

*My Goals* worksheet

*My Goals Research* worksheet

*My Courses* worksheet

**COMPUTER USE** CIS Occupations, Programs of Study and Training, Oregon and U.S. Schools

**SUBJECT AREAS** Social Studies, Science

**TIME REQUIRED** Four class periods

*continued*
GROUP SIZE  Small group, individual

STEPS

DAY ONE
1. Show students the video of space exploration.

2. Ask students to identify the goal of the project. Record on a board, chart, or overhead.

3. Explain to students that they will do a research assignment on a space project. The aim of their research is to identify the goal(s) of the project and the stages or steps taken to reach that goal. They will be looking at the “action plan” of the project. One essential feature of each student’s work will be a timeline of the project and its key stages. Explain the timeline concept by asking students to think about the key events in their lives to date or events in this class this year. If students completed the Life Map activity, it will be useful to refer back to it now.

4. Outline timeframes, presentation requirements, useful resources.

5. Students conduct their research. This could be a homework assignment.

DAY TWO
6. Ask students to share their findings. Discuss short-term and long-term goals and strategic planning.

7. Ask students to think about and note the goals they have for their own lives: personal, occupational, educational. Review other activities in which students have looked at their personal characteristics, values, and interests will also be very helpful, for example, Thinking about Me, Cluster — Career Families, Using CIS Occupation Sort, and Occupation Odyssey.

8. Give students the My Goals worksheets and explain that their focus is on their career, occupational, and educational goals. Ask them to complete their worksheets as fully as possible.

DAY THREE
9. Ask students to share their goals with the class or a small group. Remind students that all ideas should be respected and treated as confidential.

10. Show students the My Goals Research overheads. Explain that they will use CIS to complete these worksheets. Select an example of an occupational goal and education goals for programs of study and schools; complete the overhead worksheet for the example. If students are not familiar with CIS, demonstrate Occupations, Programs of Study and Training, and Schools information topics that they need to use and the links between these three components of CIS.

11. Provide students time to use CIS in the computer lab or give them home access codes for the online version.

continued
DAY FOUR
12. Have students share their research. Discuss any findings that surprised them.

13. Show the My Courses overhead. Using the example from the previous day, complete the My Courses worksheet.

14. Pass out worksheets to students and ask them to complete the worksheet. Remind them to keep all of their worksheets for use in four-year course planning.

VARIATIONS
1. Use the example of a sports team and the goal of champions, instead of the space exploration theme. Students research one team’s journey to their goal, noting key events. Discuss short term and long term goals and the team’s action plan. Invite a coach and/or captain of a successful team to talk with students.
2. Look at any school activity in terms of goal or objective and planning processes. This could be an opportunity to talk about the process of researching and producing assignments, reports, artwork, organization of scientific experiments, cooking, design and production of textile, wood or metal projects.

ALLIED ACTIVITIES
Cluster — Career Families
Contrast and Compare
Education and Training beyond High School
How to Get There from Here
Juggling My Career Options
Life Map
Life Roles Rainbow
Occupation Odyssey
Using CIS Occupation Sort
What Happens after High School?
Where Do I Want to Be?

ASSESSMENT STRATEGIES
Students complete the research assignment and My Goals, My Goals Research, and My Courses worksheets

STUDENT WORKSHEETS
My Goals
My Goals Research
My Courses

OVERHEADS
My Goals Research
My Courses

PORTFOLIO
My Goals, My Goals Research, and My Courses worksheets

continued
SORTING

▸ **Subject:** Science, Social Science, Advisor/Advisee, Career-Related Learning, Guidance
▸ **Grade Levels:** 8, 9
▸ **CIS Components:** Occupations, Programs of Study and Training, Oregon Schools, U.S. Schools, My Plan

STANDARDS

*Career-Related Learning Standards:*

| Career Development, Personal Management, Problem Solving |

*SCANS:*

| Information, Thinking Skills, Personal Qualities |

*NCDG:*

Knowledge of the benefits of educational achievement to career opportunities; Skills to locate, understand, and use career information; Skills to make decisions; Understanding the interrelationship of life roles; Understanding the process of career planning

*ASCA Standards:*

Academic Development, Career Development, Personal and Social Development

EDUCATIONAL GOALS

*Bloom’s Taxonomy:* Synthesis

*Intellectual Operation:* Reiteration, Illustration
**My Goals**

Name ____________________  Date _____________

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**My Personal Goals**

Goals can take many different forms. A goal can be something you want to achieve, such as getting a good grade in a particular class. A goal can also be a direction you want to check out rather than a specific target you want to reach. Your personal goals may or may not be related to your career goals. However, these goals are important to you and should be considered in your education plans.

Consider these questions in order to develop your personal goals:

- What would I like to learn?
- What are my dreams for my future?
- What do I want out of life?
- What skills would I like to master?
- What do I want to change about myself?
- What would I like to do for my community?

Some of the goals I would like to achieve while I am in high school are:

__________________________________________________________________________________

__________________________________________________________________________________

Some of the goals I would like to achieve in my life are:

__________________________________________________________________________________

__________________________________________________________________________________

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**My Career Goals**

To set career goals, you do not need to know “what I want to be when I grow up!” In fact, you may want to set your first career goal in very broad terms—for example, “I want to explore different computer careers.” Career goals can include many different occupations—to keep all of your options open, you should list any of the occupations that you have been thinking about. Career goals can also take the form of educational goal—“I want to study programming in college” or “I want to attend MIT.” It is now time to set one or more of these goals.

**Occupation Goals**

Look the occupation exploration you have done. Look at your results from career assessment tests. Also think about your “dream” occupations. Check the goal and complete the statements on the next page. List one or more clusters (groups of occupations, like Computer and Math) or career paths (broad program areas that your school may use, like Business and Management) you
want to explore further. Also list the specific occupations that you may want to pursue.

- During high school, I want to explore the following career areas (clusters or career paths):

- I want to prepare to be (occupation titles):

Education Goals
Many education options, like attending a four-year college or beginning a “tech prep” program, require special preparation in high school. You need to know what this preparation is and include it in your education plans. **Remember, graduating from high school is a requirement for most occupations.**

- I want to graduate from high school.
- After high school, I want to study (list the major or programs of study that interest you):

- After high school, I want to continue my education or training at (name of school that interests you):

Take a few minutes to review your goals. Do they reflect what you know about yourself? How do your goals match up? If there are differences between whom you think you are and your goals, rethink and rewrite your goals. Then use the Goals Research worksheets to record information about preparation requirements and helpful high school courses for your goals.
**My Goals Research: Occupation Goals**

**Name ____________________ Date _____________**

This worksheet will help you find and record information on requirements for your occupation goals. Find the CIS occupation and cluster titles for your goals if you do not already have them. Then use the information in CIS Occupations on preparation and helpful high school courses to complete the worksheet.

<table>
<thead>
<tr>
<th>Occupation Title or Cluster Title (draw line between occupations)</th>
<th>Preparation (list options and circle your preferred route)</th>
<th>Helpful High School Courses (* = very important; list any unique course titles especially in &quot;Other&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formal College (4-year and above), College (2-year), Technical or Career School, Apprenticeship</td>
<td>Other Work experience, On-the-job, the Military</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Math Science Social Sciences Other</td>
</tr>
</tbody>
</table>

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This worksheet will help you find and record information on requirements for your education goals. Find the CIS program of study titles related to your goals if you do not already have them. Then use the information in **CIS Programs of Study and Training** on program admission and typical course work to complete the worksheet.

<table>
<thead>
<tr>
<th>Program of Study or Major (draw line between programs)</th>
<th>Overview (List types of programs and circle your preferred route)</th>
<th>Program Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College (4-year and above), College (2-year), Technical or Career School, Apprenticeship</td>
<td>Undergraduate (if a graduate program, also see recommended undergraduate majors)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate (if applicable)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>College Subjects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High School Courses</td>
</tr>
</tbody>
</table>

**Name ____________________  Date ______________**
Education Goals (continued)

This worksheet will help you find and record information on requirements for your education goals. Find the school names related to your goals if you do not already have them. Then use the information in CIS Oregon Schools or U.S. Schools on admission requirements to complete the worksheet. If you plan to go to a 4-year college but you do not know which one, include the minimal requirements for college admissions (see next page).

<table>
<thead>
<tr>
<th>School (draw line between schools)</th>
<th>Admission Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HS Diploma</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Subject requirements for the College-Bound**

(These are general guidelines. For specific schools, check school admissions.)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum recommendations for 4-year college preparation</th>
<th>Recommendations for a selective college</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>4* (including literature, writing and composition, and speech)</td>
<td>4 (including literature, writing and composition, and speech)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 (beginning with algebra)</td>
<td>4 (beginning with algebra)</td>
</tr>
<tr>
<td>Science</td>
<td>2 to 3 lab sciences</td>
<td>4 lab sciences</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3 (including US history, government, economics, world history, world geography)</td>
<td>3 (including US history, government, economics, world history, world geography)</td>
</tr>
<tr>
<td>Health Education</td>
<td>(as required for graduation from high school)</td>
<td>(as required for graduation from high school)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>(as required for graduation from high school)</td>
<td>(as required for graduation from high school)</td>
</tr>
<tr>
<td>Second Language (World Languages)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>The Arts</td>
<td>1 visual or performing arts</td>
<td>1 visual or performing arts</td>
</tr>
<tr>
<td>Electives</td>
<td>Computer skills and other courses</td>
<td>Computer skills and courses that demonstrate interests and goals</td>
</tr>
</tbody>
</table>

*In years or credits (where 1 credit = 1 year)*
## My Courses

**Name ____________________  Date _____________**

You can use your research to select courses for your high school course plan. You will first want to organize it in a useful way. The table below provides one way to do this by subject area.

**Hints:**
- Your school will have specific course and credit requirements for graduation. Fill in those requirements. The suggestions related to your goals will often be consistent with these requirements.
- Your school will not have all of the courses suggested on your lists. Select courses that are most similar. Use your course catalog to find out what is available. You may need to discuss your plans with a counselor or advisor.
- If a subject area is very important to your goals, take as many course in that subject area as you can. Also take advanced classes, like A.P and I.B. if available.
- As you take classes in the “important” subject areas, think about whether you enjoy the class work and whether you would want to use the skills and knowledge you are learning in your work. Your high school courses provide you an opportunity to learn if you might really like a particular field of study and a particular occupation that requires that field of study!

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>High School Graduation Requirements</th>
<th>From Occupation Goals</th>
<th>From Program Goals</th>
<th>From School Goals</th>
<th>Personal Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
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</tr>
<tr>
<td>Mathematics</td>
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</table>

continued
<table>
<thead>
<tr>
<th>Subject Area</th>
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<th>From Occupation Goals</th>
<th>From Program Goals</th>
<th>From School Goals</th>
<th>Personal Goals</th>
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</thead>
<tbody>
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<td>Social Sciences</td>
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<tr>
<td>Arts</td>
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</tr>
<tr>
<td>Second Languages (World Languages)</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Health Education</td>
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<tr>
<td>Technology</td>
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<tr>
<td>Other</td>
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</tr>
</tbody>
</table>

Now you are ready to work with your counselor or advisor to create or update your four-year high school plan based upon your goals.