

## **Lesson Title: Personal Learning Plan (PLP)**

**Career Cluster:** N/A

**Essential Knowledge and Skills:** Career Development, Problem Solving, Information Technology Application, Communication

**Career Concept:** Extended Learning Opportunities, Postsecondary Options

**Summary:** Students will use various resources to develop a Personal Learning Plan (PLP) that shows their choice of career field and career clusters, course selections for at least grades 9-12, and activities they wish to participate in.

### **Course Objectives:**

- 3.1 Students will be able to understand the purpose of a Personal Learning Plan.
- 3.2 Students will be able to use information gathered from self-awareness activities, the career field cluster model, Essential knowledge and skills, career exploration, and goal setting to develop a Personal Learning Plan.
- 3.3 Students will be able to consult with parents/guardians and other caring adults on a regular basis to review progress in meeting goals and make necessary changes
- 3.4 Students will be able to follow the Personal Learning Plan when registering for classes.

### **Lesson Objectives:**

*Students will...*

Develop an understanding of the purpose of a Personal Learning Plan.

Select courses and activities that will help them reach future goals.

Record course and activity choices in a Personal Learning Plan document either online or in a print document.

Use the Personal Learning Plan when registering for classes.

**Time:** Six class periods

**Required Materials:** Personal information accumulated throughout the careers course, high school graduation requirements, plans of study for career clusters found at [www.nebraskacareerconnections.org](http://www.nebraskacareerconnections.org), school course catalogs, "Personal Learning Plan" activity sheet, "Career Cluster Brochure Student Directions" handout, "Career Cluster Brochure Teacher Directions" handout, "Course List" example, list of courses for grades 9-12, "Interview Guide" activity sheet.

**Optional Resources:** Internet access to [www.nebraskacareerconnections.org](http://www.nebraskacareerconnections.org), Personal Learning Plan PowerPoint example, "PLP Typing Template" or "Example Web Style PLP" activity sheet

**Guest presenters:** school counselor(s), senior students

### **Content and Teaching Strategies:**

*Anticipatory Set*

"The more you learn, the more you earn." Show Bureau of Labor Statistics chart illustrating earning data by educational level (See Earning, Learning, and Living PowerPoint Example for chart). If annual earnings are multiplied by 40 working years for a high school graduate and someone without a high school diploma, the difference is \$328,640. So on graduation day, the high school diploma is worth \$328,640. (2003 data)

## Lesson Components

As you teach this lesson each component will need to be edited to match your schools requirements and data. A school counselor usually has the information readily available.

(Note to teacher: If using lesson component eight and nine, assign eight at the beginning of the unit as homework.)



1. Complete or re-visit the “Goal Planning Discussion Guide” on [www.nebraskacareerconnections.org](http://www.nebraskacareerconnections.org). Discuss with students setting long-term goals such as graduating from high school and the short-term goals needed to achieve them. Discuss the importance of framing high school classes to be prepared for future career goals.



2. By now the Career and Life Skills (CALs) assessment should have been completed on a paper copy or on the Internet. At this time if the students have completed the paper copy, have them transfer their scores from the paper copy to the online assessment, and review the average scores for each Essential Knowledge and Skill. Identify skills in need of improvement and discuss school and out of school opportunities that would help build each skill. In the student notebook, have student respond to the prompt, “These are the skills I need to develop or improve...”



Define transcripts, grades, credits, prerequisites, required courses, electives, rigor, transitions and extended learning opportunities. Use these talking points:

- a. Transcripts are a record of the courses you have taken, including the grades and credits you earned. Other information may be included such as achievements, test scores, attendance, etc.
- b. Grades are a way of recording your progress in a class. They may be listed as a percentage, i.e. 88%, on a point scale, i.e. 3.0 is a B, on a letter scale, i.e. A, B, C, D, F, or with a Pass/Fail indication.
- c. Credits are units to measure the quantity of classes completed. For example, you will earn five credits for each semester class you pass. Historically credits were developed based upon the number of hours per week a class met.
- d. Prerequisites are classes that must be taken before another class can be taken. They often provide an introduction or foundation that will help you be successful in the next class. For example, it would be best to take Drafting 1 before Drafting 2. Sometimes, permission can be gained to enter a class without the prerequisite if the student can demonstrate knowledge and skill needed for the next class.
- e. Required classes are those classes that the local school board of education has decided are necessary for all students to take. They must be taken and passed in order to graduate from high school.
- f. Electives are classes the student can choose. Elective choice may be based upon classes that will support career goals, leisure interests, or personal and family goals.
- g. Rigor implies taking challenging classes and they give the student the best opportunity for developing knowledge and skills. Students should be encouraged to take rigorous classes all through school, but particularly during the senior year. A challenging senior year helps the student maintain a high level of study skill habits and sharpness in thinking skills which help in training and educational programs after high school.
- h. Transition is the passage from one part of life to another. Typical transitions for students are from middle school to high school and high school to training after school. Typical transitions for youth are from adolescence to adulthood, or dependence to independence.

i. Extended Learning Opportunities are school and community activities that help develop transferable skills and leadership development. There are extended learning opportunities suggested in the Career Clusters under school and community activities.

4. Using personal materials from class and the “Personal Learning Plan” activity sheet, record choice of career field(s) and career cluster(s) in the student notebook.



5. Introduce the suggested “Plans of Study” on [www.nebraskacareerconnections.org](http://www.nebraskacareerconnections.org) or use local plans if available. Have students print the “Plan of Study” for the career cluster they are most interested in (two plans, if necessary.) Discuss components of the plans: core subjects, Nebraska Career Education classes, supporting classes, and activities.

*Note to teacher:* If the students do not have access to Nebraska Career Connections, print classroom copies of all sixteen Career Cluster plans for students to use from

[www.nebraskacareerconnections.org](http://www.nebraskacareerconnections.org). For additional programs of study examples go to [www.careerclusters.org](http://www.careerclusters.org).

6. Invite the school counselor to speak to the students about graduation requirements for the school district and give an explanation of available courses. See the Example “Personal Learning Plan PowerPoint” for a system of working through required classes and electives. This PowerPoint will need to be customized to your school districts requirements. Students will need a suggested “Plan of Study” for their chosen career cluster, a “Personal Learning Plan” activity sheet (see example and format as needed for your school) and a list of courses to circle choices and take notes for questions, as the counselor is speaking. (See “Course List” example.)

*Note to teacher:* Depending on the size of your school, this explanation could take one to three class periods. If the counselor cannot spare more than one session with the students, make plans about which classes you feel comfortable talking with and which classes the counselor would prefer to meet with.

7. Using the “Personal Learning Plan” activity sheet, students will select classes required for graduation, classes that will enable them to obtain admission to the post-secondary option of their choice, and classes that will build Essential Knowledge and Skills for the career clusters they are considering.



8. Assign students one school or community extended learning opportunity to research. Students should interview the sponsor or someone that participates in the activity. Students should learn about the activity and which Essential Knowledge and Skills are developed by participating. Students will present a 30-60 second promo on their selected organization.

a. Alternative option: Sponsor an activity fair where students can learn directly from the sponsors and participants of the activities.

b. Alternative option: Distribute any promotional materials activities may have and explain the various organizations to the students.

9. After hearing all the promotional information, students will select extended learning activities they are interested in to add to their “Personal Learning Plan” activity sheet.

10. Introduce the brochure project using the “Career Cluster Brochure Student Directions” handout. See “Career Cluster Brochure Teacher Instructions” handout for a detailed description of the activity.

11. Students will seek input from the instructor, counselor, parents and other caring adults to assess the quality of their completed plan.

a. Instructor and/or counselor. The teacher or counselor should plan a conference time to work with the student about the quality of their Personal Learning Plan. For focused students, this may be a brief conference, but for unsure students time and discussion will be a valuable tool. If the teacher will be responsible for these conferences, a good

time to complete them is when the students are working on the brochure project. The students can be individually pulled away from their work on the project to conference for a few minutes with the teacher.

- b. Parents. Students should take their plans home to review with parents. Students should ask for parental suggestions and make sure there is agreement between parents and students on the plan. Make necessary changes when the students return their plans. Options for parental involvement include: getting the parents' signature and comments; having someone available to discuss Personal Learning Plans at Parent/Teacher Conferences; sending home Personal Learning Plans with semester grades; and the ultimate plan is setting up a conference with the student, parent, and teacher advisor/counselor.
- c. Other caring adults. Some students may have a mentor other than their parents such as a friend, relative, someone in their career field, coach, etc. Encourage students to get ideas and support from the caring adults in their lives. In addition, many schools have advisor-advisee programs and their teacher advisor can offer their support and advice.



12. Using the Nebraska Career Connections website, enter the courses in the on-line "Educational Plan" or type on the computer for future reference (see "PLP Typing Template" or "Example Web Style PLP" activity sheet).

*Note to teacher:* Recommend a copy of the Personal Learning Plan be disseminated to the parents/guardians, student cumulative folder, and on file for use with advisory teams throughout remaining school years.

13. When registration for each year arrives, help students re-visit the plan and make any needed changes.
14. During registration have current Seniors come to talk with students and parents regarding courses, requirements and the importance of being involved in activities.

### **Lesson Closure**

Write an essay in the student notebook with the following theme, "What I learned about myself while making my Personal Learning Plan."

### **Essential Knowledge and Skills Connection**

The components of this lesson emphasize **career development, problem solving, information technology application, communication**. Choose one of the following activities to help students connect the lesson with their own development of EKS:

- Write a journal entry, reflecting on one of the EKS used in this lesson. Students could choose a strength or weakness they wish to improve or enhance.
- Students complete a graphic organizer (see Supporting Documents—Teacher Resources) to emphasize EKS used in this lesson connected to home, school, and work.

### **Formative Assessment:**

Complete a Personal Learning Plan and assess the quality of the plan with a caring adult. Assess the essay in the student notebook with the following theme, "What I Learned about Myself While Making My Personal Learning Plan."

## Career Cluster Brochure Teacher Instructions

Each student should choose a career cluster for which he or she will do research. The brochure will be handwritten and tri-fold. Pictures may be included as long as they relate to the topic. Much of the content can be found on [www.nebraskacareerconnections.org](http://www.nebraskacareerconnections.org). Follow the diagram below for details. Notes to the teacher are highlighted.

Side 1:

(Inside Flap)	(Back)	(Title Page)
<p>Cluster Overview</p> <p>Students write a summary about the career cluster. This should include the following:</p> <ul style="list-style-type: none"> <li>• list of all pathways</li> <li>• description of recommended Essential Knowledge and Skills</li> <li>• expand on the technical skills for the cluster</li> </ul> <p>Students can find these through <a href="http://www.nebraskacareerconnections.org">www.nebraskacareerconnections.org</a> and <a href="http://www.EducationQuest.org">www.EducationQuest.org</a>.</p>	<p>Advice from the Field</p> <p>(Students interview an individual from the cluster and write three paragraphs with helpful advice for people entering the cluster. This should contain at least two quotes from the person interviewed.)</p> <p>Help students find a representative from their career clusters. Suggestions include: using a contact from the Kuder Interest Test Person Match, contact a college instructor or contact a professional organization.</p>	<p>Title (Career Cluster)</p> <p>Appropriate Picture(s)</p> <p>Slogan/Tag Line (Example: Beef—It's What's for Dinner; Just Do It, etc.)</p> <p>Author</p>

Side 2 (Inside):

Students should select the three most interesting pathways within their chosen cluster.

Pathway 1	Pathway 2	Pathway 3
<p>Write three paragraphs for this pathway:</p> <ol style="list-style-type: none"> <li>1. Description of the pathway</li> <li>2. Examples and descriptions of a program of study for the pathway</li> <li>3. Find two postsecondary opportunities for the pathway (one or more in Nebraska)</li> </ol> <p>Students can find these through <a href="http://www.nebraskacareerconnections.org">www.nebraskacareerconnections.org</a> and <a href="http://www.EducationQuest.org">www.EducationQuest.org</a>.</p>		

Find the same information for all three pathways.

## Extended Learning Opportunity Interview Guide

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

Activity title:

Circle one:            school            community

Sponsor or leader:

Person interviewed:

Description:

Requirements to join:

Common activities or events:

Meeting dates or season:

Skills usually learned from activities:

## Career Cluster Brochure Student Directions

Choose a career you want to learn more about. You will create a tri-fold brochure that explains the cluster and three of the pathways. The brochure should be handwritten. Pictures can be printed but should not take up too much area to avoid the content being cut short.

Follow the diagram below to show you how to make your Career Cluster Brochure:

Side 1:

(Inside Flap)	(Back)	(Title Page)
Cluster Overview	Advice from the Field Section	Title (Career Cluster)
<p>Students write a summary about the career cluster. This should include the following:</p> <ul style="list-style-type: none"> <li>• list of all pathways</li> <li>• description of recommended Essential Knowledge and Skills</li> <li>• expand on the technical skills for the cluster</li> </ul>	<p>(Students interview an individual from the cluster and write three paragraphs with helpful advice for people entering the cluster. This should contain at least two quotes from the interviewee.)</p>	<p>Appropriate Picture(s)</p> <p>Slogan/Tag Line (Example: Beef—It's What's For Dinner; Just Do It, etc.)</p> <p>Author</p>

Side 2 (Inside):

Students should select the three most interesting pathways within their chosen cluster.

Pathway 1	Pathway 2	Pathway 3
<p>Write three paragraphs for this pathway:</p> <ol style="list-style-type: none"> <li>4. Description of the pathway</li> <li>5. Examples and descriptions of a program of study for the pathway</li> <li>6. Find two postsecondary opportunities for the pathway (one or more in Nebraska)</li> </ol>		

Find the same information for all three pathways.

## Senior High Course Offerings Sample

<p><b><u>Agri-Business</u></b>            Ag Construction            Ag Management            Ag Mechanics            Ag Processing  <i>*Agri-Science</i>            Companion Animal/Small Animal Care  <i>*Natural Resources/Wildlife Management 1</i>            Natural Resources/Wildlife Management 2</p>	<p><b><u>Mathematics</u></b>  <i>*Algebra 1</i>  <i>*Algebra 2</i>  <i>*Algebra A</i>  <i>*Algebra B</i>            Algebra/Trigonometry            AP Calculus            Computer Science 1            Computer Science 2            Pre-Calculus  <i>*Geometry</i>            Probability &amp; Statistics</p>	<p><b><u>Music</u></b>  <i>*Choraleers/Jazz Tones</i>  <i>*Band</i>  <i>*Jazz Band</i>  <i>*Orchestra</i>  <i>*Choir</i></p> <hr/> <p><b><u>Physical Education</u></b>            Advanced Weight Training  <i>*Aerobics</i>  <i>*Individual Lifetime Wellness</i>  <i>*Team Sports</i>  <i>*Weight Training</i>  <i>*Health Ed &amp; Safety</i></p>
<p><b><u>Business Education</u></b>  <i>*Accounting 1</i>            Accounting 2  <i>*Business Law 1</i>            Business Law 2  <i>*Economics</i>  <i>*Keyboarding</i>  <i>*Marketing 1</i>            Marketing 2 – Sports &amp; International Business            Entrepreneurship &amp; Management  <i>*Computer Applications</i>  <i>*Intro to Information Tech.</i>            Digital Media  <i>*Personal Finance</i>  <i>*Record Keeping</i>            TANN Web Page Design            TANN Microsoft Office Specialist            TANN PC System Maintenance            TANN Digital Media            TANN Web Page Design 2            TANN Programming in C++</p>	<p><b><u>English</u></b>            Advanced Composition            American Literature            British Literature            Composition  <i>*English 10</i>            Practical Communication            Mythology/Science Fiction            AP Literature &amp; Composition            Research Composition            Shakespeare            World Literature            Speech            Humanities            Journalistic Photography  <i>*Newspaper Production</i>  <i>*Yearbook Production</i>  <i>*Novice Debate</i>            Varsity Debate  <i>*Theatre 1</i>            Theatre 2</p>	<p><b><u>Industrial Technology</u></b>            Architectural Drafting            Auto Technology            Carpentry            Consumer Auto  <i>*Drafting 1</i>            Drafting 2  <i>*Electronics Technology 1</i>            Electronics Technology 2            Metals Technology 1            Metals Technology 2            Power and Energy  <i>*Woodworking Technology 1</i>            Woodworking Technology 2</p> <hr/> <p><b><u>Visual Arts</u></b>  <i>*Introduction to Senior High Art</i>            Advanced Drawing            Commercial Art            Creative Art            Painting            Pottery            Sculpture</p>
<p><b><u>Family &amp; Consumer Sciences</u></b>  <i>*Child Development</i>  <i>*Creative Design</i>            Economic Management  <i>*Food and Nutrition</i>  <i>*Food Science</i>            Housing  <i>*Parenting Issues Relationships</i></p>	<p><b><u>Science</u></b>            Biology 10            AP Biology  <i>*Chemistry</i>            AP Chemistry            Human Anatomy &amp; Physiology            Physics            AP Physics</p>	<p><b><u>Social Science</u></b>            Government  <i>*American History 2</i>            Intro to Psychology            Psychology 1 and 2            Investigating History            Sociology            World Cultures</p>
<p><b><u>World Languages:</u> *French, *German, *Spanish</b></p>		

## Personal Learning Plan Web Style

Complete the Personal Learning Plan below. What classes would help a student interested in the career you selected? Be sure that your plan will meet high school graduation and postsecondary entrance requirements. Check with your teacher to see how many classes you would take in a particular grade level (including both semesters).

Use resources from this class, [www.nebraskacareerconnections.org](http://www.nebraskacareerconnections.org), and your school's course catalog or suggested plans of study to identify classes that can help you be successful in this career cluster. Consider extended learning activities available in your school and community that would support you along the way.

Subject	Middle School	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English					
Math					
Science					
Social Studies					
Career Education Courses					
Additional Requirements or Electives					
School and Community Activities					

## Personal Learning Plan

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# Personal Learning Plan



Name: \_\_\_\_\_ Cluster: \_\_\_\_\_

Pathway: \_\_\_\_\_

School Counseling	Education Levels	Grade	English/ Language Arts	Math	Science	Social Studies	Nebraska Career Education Program of Study	Requirements & Electives	Extended Learning School/Community Activities
<p><b>Preparing all student for lifelong learning, earning and living.</b></p> <ul style="list-style-type: none"> <li>• Career Development using NCE model</li> <li>• Academic/Career counseling</li> <li>• Assessments of interests, skills, college &amp; career readiness</li> <li>• Goal setting</li> <li>• Personal Learning Plans</li> <li>• Extended learning</li> <li>• Parental involvement</li> <li>• Programs of Study</li> <li>• Postsecondary credit</li> <li>• Seamless transitions to college &amp; careers</li> </ul>	<b>MIDDLE SCHOOL</b>	7							
		8							
	<b>SECONDARY</b>	9							
		10							
		11							
		12							
	<b>POSTSECONDARY</b>	Year 13							
		Year 14							
		Year 15							
		Year 16							

# Earning, Learning, & Living Presentation

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## Earning, Learning, & Living

Levels of Education  
Earning by Levels of Education  
Graduation Requirements  
College Entrance Requirements

## Education Levels

- Certificate or Diploma
- Associate Degree (2 years)
- Bachelor Degree (4-5 years)
- Master's Degree (BA + 1-3 years)
- Doctorate Degree (BA + 4-8 years)

	Weekly	Monthly	Annual	40 years
<b>Doctorate</b>	<b>\$1,349</b>	<b>\$5,840</b>	<b>\$70,148</b>	<b>\$2,805,920</b>
<b>Professional degree</b>	<b>\$1,307</b>	<b>\$5,663</b>	<b>\$67,964</b>	<b>\$2,718,560</b>
<b>Master's degree</b>	<b>\$1,064</b>	<b>\$4,610</b>	<b>\$55,328</b>	<b>\$2,213,120</b>
<b>Bachelor's degree</b>	<b>\$900</b>	<b>\$3,900</b>	<b>\$46,800</b>	<b>\$1,872,000</b>
<b>Associate degree</b>	<b>\$672</b>	<b>\$2,912</b>	<b>\$34,944</b>	<b>\$1,397,760</b>
<b>Some college, no degree</b>	<b>\$622</b>	<b>\$2,695</b>	<b>\$32,344</b>	<b>\$1,293,760</b>
<b>High school graduate</b>	<b>\$554</b>	<b>\$2,400</b>	<b>\$28,808</b>	<b>\$1,152,320</b>
<b>Some high school, no diploma</b>	<b>\$396</b>	<b>\$1,716</b>	<b>\$20,592</b>	<b>\$823,680</b>
<b>\$1,152,320 minus \$823,680 equals \$328,640</b>				

## Demographics

	Norfolk	Omaha	Lincoln	Sioux Falls	Des Moines	Chicago	San Francisco	Minneapolis
Comparable Salary <sup>1</sup>	\$50,000	\$51,518	\$53,742	\$50,922	\$54,176	\$64,751	\$113,812	\$57,755
Food Cost Index	93.3	96.6	101.7	95.7	94.7	108.2	118.2	99.6
High School Grad	81.87%	85.15%	85.7%	85.97%	84.35%	67.73%	76.32%	85.02%
Average Home Cost	\$91,700	\$109,200	\$112,800	\$98,300	\$113,000	\$158,200	\$404,500	\$118,700
Average Commute	11.8 min	17.6 min	16.1 min	13.2 min	16.5 min	32.7 min	76.8 min	20.5 min
Unemployment Rate	2.24%	3.65%	2.84%	2.21%	3.84%	8.24%	5.14%	3.92%
Job Growth	3.27%	3.79%	4.90%	.91%	-.80%	.55%	1.67%	2.70%
Sales Tax	7%	7%	7%	6.92%	6%	8.05%	8.25%	7%

Source: [www.houseandhome.msn.com](http://www.houseandhome.msn.com)

## Norfolk Public Schools Graduation Requirements

- **Total Credits 230**
- Social Studies 35
- English 40 (includes 5 credits of speech)
- Math 30
- Science 20
- PE 15
- Electives 90 (includes 5 credits in technology)

## University of Nebraska Entrance Requirements

- **Total credits 160**
- Social Studies 30
- English 40
- Math 40
- Science 30
- Academic Elective 10
- Foreign Language 20-40

## Credit Comparison

- Norfolk School
  - Total Credits 230
  - Social Studies 35
  - English 40 (includes 5 credits of speech)
  - Math 30
  - Science 20
  - PE 15
  - Electives 90 (includes 5 credits in technology)
- UNL
  - Total credits 160
  - Social Studies 30
  - English 40
  - Math 40
  - Science 30
  - Academic Elective 10
  - Foreign Language 20-40

## NCAA College Athletics Entrance Requirements Division 1

- **Total Credits 130**
- Social Studies 20
- English 40
- Math 20
- Science 20
- Academic Elective 10
- Core Elective 20
- 2.0-2.5 grade point average
  - (C to C+ average depending on ACT or SAT scores)

## Personal Learning Plan

## Norfolk Graduation Requirements

- A written **Personal Learning Plan** must include:
  - Identified Career Field or Career Cluster
  - Anticipated Graduation Date
  - Post High School Transition Plans
- Successful completion of **40 Credits of Language Arts**
  - Must include:
    - 10 Credits of English 9
    - 10 Credits of English 10
    - 5 Credits of Composition
    - 5 Credits of Literature
    - 5 Credits of Speech
- Successful completion of **35 Credits of Social Studies**
  - Must include:
    - 20 Credits of American History
    - 5 Credits of World Cultures/Geography
    - 5 Credits of Government
- Successful completion of **20 Credits of Science**
  - Must include:
    - 10 Credits of Physical Science
    - 10 Credits of Biology
- Successful completion of **30 Credits of Mathematics**
  - Credits must be in sequence based upon placement in 9th grade:
- Successful completion of **15 Credits of Health and Physical Education**.
- Successful completion of **90 Credits of Electives**
  - Must include:
    - 5 credits of Computer Technology or Student Demonstration of Mastery of Computer Technology Skills. Classes include: Computer Applications, Drafting, and Computer Programming.
- **Total 230 Credits**

Personal Learning Plan							
9 <sup>th</sup> grade		10 <sup>th</sup> grade		11 <sup>th</sup> grade		12 <sup>th</sup> grade	
1 English 9	English 9	1 English 10	English 10	1 Writing Choice	Literature Choice	1 English Choice	English Choice
2 Physical Science 9	Physical Science 9	2 Biology	Biology	2 Science Choice	Science Choice	2 Science Choice	Science Choice
3 Math	Math	3 Math	Math	3 Math	Math	3 Math	Math
4 American History 1	American History 1	4 American History 2	American History 2	4 Government	World Cultures	4 Social Studies Choice	
5 Lunch	Lunch	5 Lunch	Lunch	5 Lunch	Lunch	5 Lunch	Lunch
6 PE	Computer Technology Choice	6 PE	PE	6 Speech		6	
7		7		7		7	
8 Foreign Language	Foreign Language	8 Foreign Language	Foreign Language	8 Foreign Language	Foreign Language	8 Foreign Language	Foreign Language
Summer School	Summer School	Summer School					
American History 2		American Literature		Sociology			
Drivers Ed		Practical Communications		American Literature			
		Speech or Government		Practical Communications			

**Black:** required for graduation. **Red:** may be needed for college entrance. **Blue:** offered in summer school.

## Required Classes

- Classes you must take and pass in order to graduate from high school.

1 English 9	English 9	1 English 10	English 10	1 Writing Choice	Literature Choice	1 English Choice	English Choice
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## English Choices

**Composition (Writing)**

- Composition (Creative Writing)
- Advanced Composition
- Practical Communication
- Research Composition
- AP Literature and Composition (Year long college-level class for the serious English student)

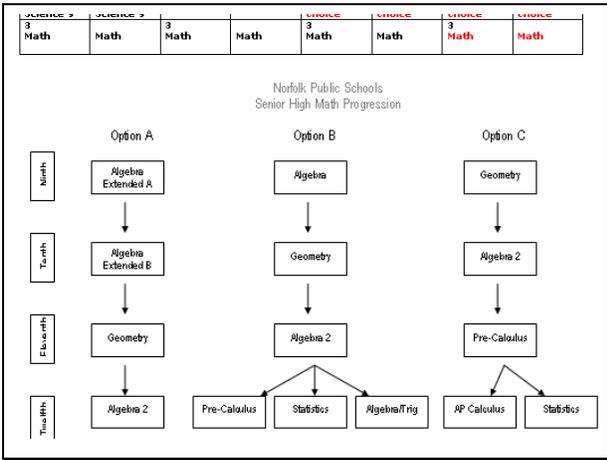
**Literature**

- American Literature
- British Literature
- Mythology/Science Fiction
- Shakespeare
- World Literature
- Speech (required)

2 Physical Science 9	Physical Science 9	2 Biology	Biology	2 Science Choice	Science Choice	2 Science Choice	Science Choice
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## Science Classes

- **Physical Science (9)**
- **Biology (10)**
- **AP Biology**
- **Chemistry**
- **AP Chemistry**
- **Physics**
- **AP Physics**
- **Anatomy and Physiology**



4 American History 1	American History 1	4 American History 2	American History 2	4 Government	World Cultures	4 Social Studies Choice	
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## Social Studies Choices

- Sociology
- Psychology 1 and 2
- Introduction to Psychology
- Investigating History

6 PE	Computer Technology Choice	6 PE	PE	6 Speech		6	
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## Physical Education Choices

- *Individual Lifetime Wellness*
- *Team Sports*
- *Weight Training & Conditioning*
- *Aerobics*
- *Health Education and Safety*
- Advanced Weight Training (elective)
- Weight Training (elective 9<sup>th</sup> grade)

6 PE	Computer Technology Choice	6 PE	PE	6 Speech		6	
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## Computer Technology Choices

- Computer Applications
- Drafting
- Computer Science 9
- Computer Science 1 and 2

6 PE	Computer Technology Choice	6 PE	6 Speech	6		
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## Speech

- Speech may be taken in 9<sup>th</sup> grade.
- Speech may be taken in summer school between 10<sup>th</sup> and 11<sup>th</sup> grade.
- Speech may be taken in 11<sup>th</sup> grade.
- A year of **Novice Debate** will substitute for the speech requirement.

8 Foreign Language							
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## World Languages

- *\*French (9-12)*
- *\*German (10-12)*
- *\*Spanish (9-12)*
- Conversational Spanish (9<sup>th</sup> grade elective)

Summer School	Summer School	Summer School	
American History 2	American Literature	Sociology	
Drivers Ed	Practical Communications	American Literature	
	Speech or Government	Practical Communications	

- 6 weeks, 30 class sessions
- Only 2 missed classes permitted
- \$20 per semester
- Register for one or two semesters
- 8 a.m. to 10 a.m., 10 a.m. to noon
- Drivers Ed - \$260

## Electives

- Courses you choose
  - Support your career interests
  - Support your leisure interests
  - Support your personal and family goals

## Agri-Business Junior High

- Introduction to Agriculture

## Agri-Business

- Ag Construction
- Ag Management
- Ag Mechanics
- Ag Processing
- *\*Agri-Science*
- Companion Animal/Small Animal Care
- *\*Natural Resources/Wildlife Management 1*
- Natural Resources/Wildlife Management 2

## Business Education Junior High

- Keyboarding
- Computer Applications
- World of Business

## Business Education

- \*Accounting 1
- Accounting 2
- \*Business Law 1
- Business Law 2
- \*Economics
- \*Keyboarding
- \*Marketing 1
- Marketing 2 – Sports & International Business
- Entrepreneurship & Management
- \*Computer Applications
- \*Intro to Information Tech.
- Digital Media
- \*Personal Finance
- \*Record Keeping

## Technology Academy of Northeast Nebraska (TANN)

- TANN Web Page Design
- TANN Microsoft Office Specialist
- TANN PC System Maintenance
- TANN Digital Media
- TANN Web Page Design 2
- TANN Programming in C++

## Family & Consumer Sciences Junior High

- Fashion and Design
- Family Living
- Careers 9
- Wellness 9

## Family & Consumer Sciences

- \*Child Development
- \*Creative Design
- Economic Management
- \*Food and Nutrition
- \*Food Science
- Housing
- \*Parenting Issues
- Relationships

## Industrial Technology Junior High

- Industrial Technology 9
- IT9 - Woods

## Industrial Technology

- Architectural Drafting
- Auto Technology
- Carpentry
- Consumer Auto
- \*Drafting 1
- Drafting 2
- \*Electronics Technology 1
- Electronics Technology 2
- Metals Technology 1
- Metals Technology 2
- Power and Energy
- \*Woodworking Technology 1
- Woodworking Technology 2

## Language Arts Electives Junior High

- Drama
- Publications
- Speech
- Writing (?)

## Language Arts Electives

- Humanities
- Journalistic Photography
- \*Newspaper Production
- \*Yearbook Production
- \*Novice Debate
- Varsity Debate
- \*Theatre 1
- Theatre 2

## Math Electives

- Computer Science 9 (Junior High)
- Computer Science 1
- Computer Science 2

## Music Junior High

- Chorus
- Band
- Orchestra

## Music

- \*Choraleers/Jazz Tones
- \*Band
- \*Jazz Band
- \*Orchestra
- \*Choir

## Visual Arts Junior High

- Art 9
- 3-D Art 9
- Computer Art

## Visual Arts

- *\*Introduction to Senior High Art*
- Advanced Drawing
- Commercial Art
- Creative Art
- Painting
- Pottery
- Sculpture

## Other Junior High Electives

- Challenge
- Peer Tutoring (SPARK)
- Learning Strategies
  - Reading 1
  - Reading 2
  - Study Skills 1
  - Writing 1
  - Writing 2
  - Writing 3

## 9-12 Athletics

- Fall Sports
  - Football
  - Volleyball
  - Girls Golf
  - Softball
  - Boys & Girls Cross Country
  - Boys Tennis
  - Cheerleading
- Winter Sports
  - Boys & Girls Basketball
  - Boys & Girls Swimming
  - Wrestling
  - Cheerleading
- Spring Sports
  - Baseball
  - Boys & Girls Track
  - Girls Tennis
  - Boys Golf
  - Boys & Girls Soccer

## Senior High Activities

- Debate
  - Competitive debate
- DECA
  - Marketing club
- Drama Club
  - All aspects of theatre
- FBLA
  - Future business leaders
- French Club
- FFA
  - Science, business & technology of agriculture
- Gay-Straight Alliance
  - Promote safe schools, decrease harassment
- German Club
- Girls "N" Club
  - Lettered in sport or activity
- Key Club
  - Service organization
  - Linked to Kiwanis Club

## Senior High Activities

- Marching Band
  - Half time shows & competitions
- Milestone/Panther Newspaper & Yearbook
- Mock Trial
  - Competition
- Mu Alpha Theta
  - Math Club
- Musical
- National Forensic League
  - Honorary speech & debate
- National Honor Society
  - Scholarship, character, service & leadership (Selected)
- Norfolk Panther Octagon Club
  - Service organization
  - Linked to Optimists Club

## Senior High Activities

- One-Act Play
  - Competition
- Pink Panthers
  - Dance Team
- Quiz Bowl
  - Academic competition
- Skills USA VICA
  - Technology Club
- SOART
  - Student Organization Against Racial Tension
- Speech & Debate
  - Competition
- Student Advisory
  - Meets with principal to discuss school issues
- Student Athletic Trainers
  - Help athletes at practice & games
- Winter & Spring Play

## Community Youth Activities

- 4-H
- Boys Scouts
- Girls Scouts
- Civil Air Patrol
- Wildlife/Young Life
- Church Youth Groups
- Fellowship of Christian Athletes

## Personal Learning Plan (PLP) Presentation

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## Norfolk Graduation Requirements

- A written **Personal Learning Plan** must include:
  - Identified Career Field or Career Cluster
  - Anticipated Graduation Date
  - Post High School Transition Plans
- Successful completion of **40 Credits of Language Arts**
- Must include:
  - 10 Credits of English 9
  - 10 Credits of English 10
  - 5 Credits of Composition
  - 5 Credits of Literature
  - 5 Credits of Speech
- Successful completion of **35 Credits of Social Studies**
- Must include:
  - 20 Credits of American History
  - 5 Credits of World Cultures/Geography
  - 5 Credits of Government
- Successful completion of **20 Credits of Science**
- Must include:
  - 10 Credits of Physical Science
  - 10 Credits of Biology
- Successful completion of **30 Credits of Mathematics**
- Credits must be in sequence based upon placement in 9th grade:
- Successful completion of **15 Credits of Health and Physical Education**.
- Successful completion of **90 Credits of Electives**
- Must include:
  - 5 credits of **Computer Technology** or Student Demonstration of Mastery of Computer Technology Skills. Classes include: Computer Applications, Drafting, and Computer Programming.
- Total 230 Credits**



Personal Learning Plan							
9 <sup>th</sup> grade		10 <sup>th</sup> grade		11 <sup>th</sup> grade		12 <sup>th</sup> grade	
1 English 9	English 9	1 English 10	English 10	1 Writing Choice	Literature Choice	1 English Choice	English Choice
2 Physical Science 9	Physical Science 9	2 Biology	Biology	2 Science Choice	Science Choice	2 Science Choice	Science Choice
3 Math	Math	3 Math	Math	3 Math	Math	3 Math	Math
4 American History 1	American History 1	4 American History 2	American History 2	4 Government	World Cultures	4 Social Studies Choice	
5 Lunch	Lunch	5 Lunch	Lunch	5 Lunch	Lunch	5 Lunch	Lunch
6 PE	Computer Technology Choice	6 PE	PE	6 Speech		6	
7		7		7		7	
8 Foreign Language	Foreign Language	8 Foreign Language	Foreign Language	8 Foreign Language	Foreign Language	8 Foreign Language	Foreign Language
Summer School	Summer School	Summer School	Summer School				
American History 2		American Literature		Sociology			
Drivers Ed		Practical Communications		American Literature			
		Speech or Government		Practical Communications			

**Black:** required for graduation. **Red:** may be needed for college entrance. **Blue:** offered in summer school.

## Required Classes

Classes you must take and pass in order to graduate from high school.

1 English 9	English 9	1 English 10	English 10	1 Writing Choice	Literature Choice	1 English Choice	English Choice
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## English Choices

### Composition (Writing)

- Composition (Creative Writing)
- Advanced Composition
- Practical Communication
- Research Composition

### Literature

- American Literature
- British Literature
- Mythology/Science Fiction
- Shakespeare
- World Literature

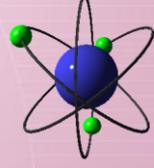
- AP Literature and Composition (Year long college-level class for the serious English student)
- Speech (required)

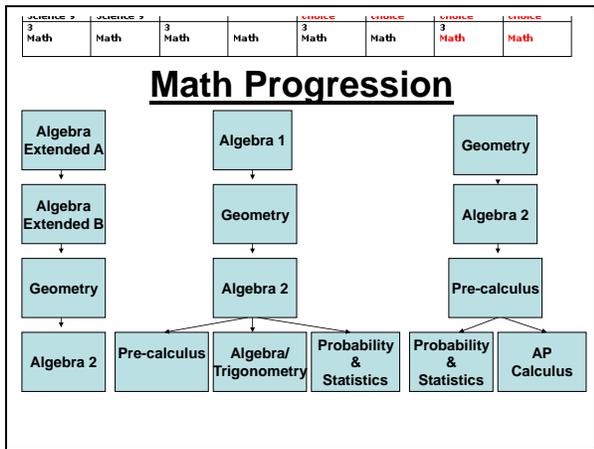


2 Physical Science 9	Physical Science 9	2 Biology	Biology	2 Science choice	Science choice	2 Science choice	Science choice
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## Science Classes

- Physical Science (9)
- Biology (10)
- AP Biology
- Chemistry
- AP Chemistry
- Physics
- AP Physics
- Anatomy and Physiology





4	4	4	4	4	4	4	4
American History 1	American History 1	American History 2	American History 2	Government	World Cultures	Social Studies Choice	

### Social Studies Choices

- Sociology
- Psychology 1 and 2
- Introduction to Psychology
- Investigating History



6	6	6	6	6	6	6	6
PE	Computer Technology Choice	PE	PE	Speech			

### Physical Education Choices

- Individual Lifetime Wellness
- Team & Individual Sports
- Beginning Strength Training
- Aerobics/Weight Training
- Health Education and Safety
- Adaptive Physical Education
- Advanced Strength Training (elective)
- Weight Training (elective 9<sup>th</sup> grade)



6	6	6	6	6	6	6	6
PE	Computer Technology Choice	PE	PE	Speech			

### Computer Technology Choices

- Computer Applications
- Drafting
- Computer Science 9
- Computer Science 1 and 2



6	6	6	6	6	6	6	6
PE	Computer Technology Choice	PE	PE	Speech			

### Speech

- Speech may be taken in 9<sup>th</sup> grade.
- Speech may be taken in summer school between 10<sup>th</sup> and 11<sup>th</sup> grade.
- Speech may be taken in 11<sup>th</sup> grade.
- A year of **Novice Forensics** will substitute for the speech requirement.



8	8	8	8	8	8	8	8
Foreign Language							

### World Languages

- \*French (9-12)
- \*German (10-12)
- \*Spanish (9-12)
- Conversational Spanish (9<sup>th</sup> grade elective)



Summer School	Summer School	Summer School	
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Drivers Ed	Practical Communications	American Literature	
	Speech or Government	Practical Communications	

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- Only 2 missed classes permitted
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## Electives

- Courses you choose
  - Support your career interests
  - Support your leisure interests
  - Support your personal and family goals



### Agri-Business Junior High

- Introduction to Agriculture



### Agri-Business

- Ag Construction
- Ag Management
- Ag Mechanics
- Ag Processing
- \*Agri-Science
- Companion Animal/Small Animal Care
- \*Natural Resources/Wildlife Management 1
- Natural Resources/Wildlife Management 2



### Business Education Junior High

- Keyboarding
- Computer Applications
- World of Business



### Business Education

- \*Accounting 1
- Accounting 2
- \*Business Law 1
- Business Law 2
- \*Economics
- \*Keyboarding
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- Marketing 2 – Sports & Entertainment Marketing
- Entrepreneurship & Management
- \*Computer Applications
- \*Intro to Information Tech.
- Digital Media
- \*Personal Finance
- \*Record Keeping



## Technology Academy of Northeast Nebraska (TANN)

- TANN Web Page Development
- TANN Digital Media
- TANN PC System Maintenance
- TANN Intro to Digital Design
- TANN Adv Web Page Development
- TANN Programming in C++



## Family & Consumer Sciences Junior High

- Fashion and Design
- Family Living
- Careers 9
- Wellness 9



## Family & Consumer Sciences

- *\*Child Development*
- *\*Creative Design*
- Economic Management
- *\*Food and Nutrition*
- *\*Food Science*
- Housing
- *\*Parenting Issues*
- Relationships



## Industrial Technology Junior High

- Industrial Technology 9
- IT9 - Woods



## Industrial Technology

- Architectural Drafting
- Auto Technology
- Carpentry
- Consumer Auto
- *\*Drafting 1*
- Drafting 2
- *\*Electronics Technology 1*
- Electronics Technology 2
- Metals Technology 1
- Metals Technology 2
- Power and Energy
- *\*Woodworking Technology 1*
- Woodworking Technology 2



## Language Arts Electives Junior High

- Drama
- Publications
- Speech



## Language Arts Electives

- Journalistic Photography
- \**Newspaper Production*
- \**Yearbook Production*
- \**Novice Forensics*
- Varsity Forensics



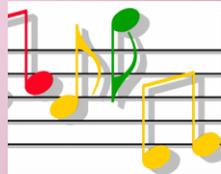
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## Music Junior High

- Chorus
- Band
- Orchestra



## Music

- \**Choraleers/Jazz Tones*
- \**Band*
- \**Jazz Band*
- \**Orchestra*
- \**Show Choir (Jazz Tones)*
- \**Treble Choir*
- \**Varsity Choir*



## Visual Arts Junior High

- Art 9
- 3-D Art 9
- Computer Art



## Fine Arts Visual Arts

- \**Introduction to Senior High Art*
- Advanced Drawing
- Commercial Art
- Creative Art
- Painting
- Pottery
- Sculpture



## Fine Arts

- Humanities
- \*Theatre 1
- Theatre 2



## Other Junior High Electives

- Challenge
- Peer Tutoring (SPARK)
- Learning Strategies
  - Reading 1
  - Reading 2
  - Study Skills 1
  - Writing 1
  - Writing 2
  - Writing 3



## Extended Learning Activities

Make a connection between what you are learning in school and what you can use in life

- Fun
- Learn transferable skills
- Look good on your resumé



## 9-12 Athletics

- Fall Sports
  - Football
  - Volleyball
  - Girls Golf
  - Softball
  - Boys & Girls Cross Country
  - Boys Tennis
  - Cheerleading
- Winter Sports
  - Boys & Girls Basketball
  - Boys & Girls Swimming
  - Wrestling
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  - Boys Golf
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## Senior High Activities

- Debate
  - Competitive debate
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- Drama Club
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  - Future business leaders
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  - Student Organization Against Racial Tension
- Speech & Debate
  - Competition
- Student Advisory
  - Meets with principal to discuss school issues
- Student Athletic Trainers
  - Help athletes at practice & games
- Winter & Spring Play

## Community Youth Activities

- 4-H
- Boys Scouts
- Girls Scouts
- Civil Air Patrol
- Wildlife/Young Life
- Church Youth Groups
- Fellowship of Christian Athletes



## Bibliography

PowerPoint developed by Pamela Wright, Careers Teacher, Norfolk Jr High, Norfolk, NE [pwright@npsna.org](mailto:pwright@npsna.org), 2007.  
Animation selected from [www.animationfactory.com](http://www.animationfactory.com) Subscription service.

Career Cluster HEALTH SCIENCES

	9th GRADE	10th GRADE	11th GRADE	12th GRADE
<b>LANGUAGE ARTS</b>	English 9	English 10	3 sem. of <b>Composition &amp; Literature + Speech</b> <i>Advanced Composition</i> <b>Research Composition</b> <i>American or World Literature</i>	
<b>SOCIAL STUDIES</b>	American History I	American History II	Government World Cultures	<b>Sociology</b> <b>Intro to Psychology</b>
<b>MATH ►</b>	Algebra I	Geometry	Algebra II	<b>Pre-Calculus</b> <i>Probability &amp; Statistics</i>
<b>SCIENCE</b>	Physical Science	Biology	<b>Chemistry</b> <b>Physics</b> <b>Anatomy &amp; Physiology</b> <b>AP Biology</b> <b>AP Chemistry</b>	
<b>PHYSICAL EDUCATION</b>	PE 9	2 semesters of <b>Weight Training or Aerobics or Team Sports or Individual Lifetime Wellness or Health and Safety</b>		
<b>CAREER EDUCATION</b>	<b>Food Science</b> <b>Foods &amp; Nutrition</b> <b>Child Development</b> <b>Parenting Issues</b> <i>Electronics (as pathway indicates)</i> <b>Computer Applications*</b> <b>Relationships</b> <b>Personal Finance or Economic Management</b>			
<b>FINE ARTS</b>	<i>Humanities</i> <i>Intro to Art</i> <i>Sculpture</i> <i>Music</i>			
<b>WORLD LANGUAGES</b>	<i>French or German or</i> <b>Spanish</b>			

**REQUIRED**

**HIGHLY RECOMMENDED: SELECT BASED ON PATHWAY**

*SUGGESTED: SELECT BASED ON PATHWAY*

► See Math Flow Chart

\*5 credits of Computer Applications, Drafting I, or Computer Science