

R E P R O D U C I B L E S

Choosing Education Goals The Lessons

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— *The* —
UNIVERSITY
— *of* —
OKLAHOMA
—

Zarrow Center for Learning Enrichment

Timeline

Directions: Write what you hope to be doing in each area at each age.

AREA	Age 18	Age 21	Age 26	Age 40	Age 65
Education					
Employment					
\$ I will be earning					
Housing					
Family					
Recreation & Leisure					

Subjects I Like

Name: _____ Date: _____

Directions: Check (✓) the box that best identifies how you feel about the item under each subject.

Rating Scale

0 = you don't like it at all 2 = it's O.K. 4 = you really like it

MATH	0	1	2	3	4
Story Problems					
Money management					
Measurement					
Algebra					
Geometry					
Fractions					
Addition, subtraction					
Multiplication, division					
Decimals, percentages					
Other:					
Overall MATH Evaluation					

SCIENCE	0	1	2	3	4
Physical science					
Earth science					
Biology					
Chemistry					
Anatomy/Physiology					
Geology					
Astronomy					
Ecology					
Zoology					
Dissecting					
Lab experiments					
Reading					
Other:					
Overall SCIENCE Evaluation					

ENGLISH	0	1	2	3	4
Reading					
Vocabulary					
Writing					
Grammar					
Spelling					
Poetry					
Fiction					
Non-fiction					
Research					
Presentations					
Other:					
Overall ENGLISH Evaluation					

SOCIAL SCIENCE	0	1	2	3	4
American history					
World history					
Geography					
Civics/government					
Economics					
Leadership/student council					
State history					
Psychology					
Sociology					
Research					
Reading					
Writing					
Other:					
Overall SOCIAL SCIENCE Evaluation					

Subjects I Like (page 2)

Rating Scale

0 = you don't like it at all 2 = it's O.K. 4 = you really like it

HEALTH/P.E.	0	1	2	3	4
Individual sports					
Team sports					
Weightlifting					
Health class					
Exercising					
Leadership roles					
Dressing out					
Showers					
Other:					
Overall HEALTH/P.E. Evaluation					

FOREIGN LANGUAGE	0	1	2	3	4
Spanish					
French					
German					
Latin					
Japanese					
Reading foreign languages					
Speaking foreign languages					
Writing foreign languages					
Group work					
Cultural experiences					
Other:					
Overall FOREIGN LANGUAGE Evaluation					

FINE ARTS	0	1	2	3	4
Choir					
Band/orchestra					
Competition					
Practice					
Ceramics					
Drawing					
Painting					
Sculpting					
Design					
Drama					
Creativity					
Other:					
Overall FINE ARTS Evaluation					

PRACTICAL ARTS	0	1	2	3	4
Wood shop					
Metal shop					
Electronics					
Mechanical shop					
Automotive					
Technology					
TV & radio					
Drafting					
Consumer & family					
Print shop					
Creativity					
Other:					
Overall PRACTICAL ARTS Evaluation					

Subjects I Like (page 3)

Rating Scale

0 = you don't like it at all 2 = it's O.K. 4 = you really like it

COMPUTER TECHNOLOGY	0	1	2	3	4
Keyboarding					
Word processing					
Desktop publishing					
Computer-aided design					
Maintenance & repair					
Data entry					
Programming					
Information systems management					
Support & technical assistance					
Drawing & art					
Website design					
Other:					
Other:					
Other:					
Overall COMPUTER TECHNOLOGY Evaluation					

OTHER	0	1	2	3	4

Graduation Checklist

Name: _____ Date: _____

Directions: Write in ink the classes you have passed and the grade you received. Write in pencil the classes you are currently taking. When you pass the class, write your grade in ink.

English/Language Arts		Social Studies		Science		Mathematics	
Course	Grade	Course	Grade	Course	Grade	Course	Grade
1.		1.		1.		1.	
2.		2.		2.		2.	
3.		3.		3.		3.	
4.		4.		4.		4.	
5.		5.		5.		5.	
6.		6.		6.		6.	
7.		7.		7.		7.	
8.		8.		8.		8.	

Health/P.E.		Foreign Language		Fine Art		Practical Arts	
Course	Grade	Course	Grade	Course	Grade	Course	Grade
1.		1.		1.		1.	
2.		2.		2.		2.	
3.							
4.							

Electives				Other Requirements			
Course	Grade	Course	Grade	Course	Grade	Course	Grade
1.		7.		1.		7.	
2.		8.		2.		8.	
3.		9.		3.		9.	
4.		10.		4.		10.	
5.		11.		5.		11.	
6.		12.		6.		12.	

Educational Performance Summary

Name: _____ Date: _____

Directions: Meet with your school counselor to complete this form.

School Year	G.P.A.	Class Rank	School Year	G.P.A.	Class Rank
9th			11th		
10th			12th		

Name of test:

Type of test:

Date of test:

<i>Sub-categories</i>	<i>Stand. score</i>	<i>Percentile</i>	<i>Range</i>		
1. English			below average	average	above average
2. Math			below average	average	above average
3. Science			below average	average	above average
4. Social Studies			below average	average	above average
5. <i>Other:</i>			below average	average	above average
6. Overall Score			below average	average	above average

Name of test:

Type of test:

Date of test:

<i>Sub-categories</i>	<i>Stand. score</i>	<i>Percentile</i>	<i>Range</i>		
1.			below average	average	above average
2.			below average	average	above average
3.			below average	average	above average
4.			below average	average	above average
5.			below average	average	above average
6.			below average	average	above average

Educational Performance Summary (page 2)

Name of test:			Type of test:	Date of test:	
<i>Sub-categories</i>	<i>Stand. score</i>	<i>Percentile</i>	<i>Range</i>		
1.			below average	average	above average
2.			below average	average	above average
3.			below average	average	above average
4.			below average	average	above average
5.			below average	average	above average
6.			below average	average	above average

Name of test:			Type of test:	Date of test:	
<i>Sub-categories</i>	<i>Stand. score</i>	<i>Percentile</i>	<i>Range</i>		
1.			below average	average	above average
2.			below average	average	above average
3.			below average	average	above average
4.			below average	average	above average
5.			below average	average	above average
6.			below average	average	above average

Admission Requirements Vocabulary

1. G.P.A. Grade point average, calculated by adding the grades you received in classes based upon a point system (4 = A, 3 = B, 2 = C, 1 = D, 0 = F) and dividing it by the number of classes you have taken. It is the average of all your grades freshman through senior years.
2. class rank Where your G.P.A. stands in relation to all other students in your same grade in your school.
3. standardized test A test in which the testing and scoring procedures follow strict rules. Your score is compared with a sample of similar students who have taken the same test across the country.
4. achievement test A test that measures your abilities in reading, writing, math, social studies, science, or study skills.
5. aptitude test A test that measures your ability to think and reason.
6. vocational test A test that measures your ability to do work-related tasks.
7. percentile rank Tells how you scored compared to other students who took the test. The 50th percentile represents average performance. A percentile score of 63 means you scored as well as or better than 63% of the same age group who took the same test.
8. range Gives an idea of how well you perform in relation to others. Usually ranges are described by being above average, average, or below average.
9. standard score A score that has been calculated with a formula using your raw score so that scores will be easier to compare. In most cases, 100 is an average standard score.
10. G.E.D. General Education Diploma. Diploma you receive by taking tests in math, writing skills, science, social studies, and literature and arts to determine if you have basic academic knowledge. You must be 17 years old to take the test. In many states, if younger than 17, you may be able to apply for a waiver from the state department.
11. High School Performance Index The combination of your grade point average (or class rank) and your highest standardized test score (ACT or SAT) determine whether you meet a particular institutions' admission standard.

Study Habits

Name: _____ Date: _____

Directions: Write the “Name of Class” you have for each period of the day in the first row. Check (✓) “Y” for yes or “N” for no for each study habit listed based on whether you use it in each class. Write the number of YESes in the blanks at the bottom of each column. Write your grade for each class at the bottom.

Name of Class:																
Period:	1		2		3		4		5		6		7		8	
Do I ...	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1. Attend class regularly?																
2. Arrive to class on time?																
3. Bring needed materials?																
4. Make sure I’m ready when class begins?																
5. Turn in completed homework?																
6. Do readings before class?																
7. Sit where I can learn best?																
8. Take notes?																
9. Pay attention to teacher?																
10. Participate in class discussions?																
11. Participate in class activities?																
12. Ask questions?																
13. Volunteer answers?																
14. Listen actively and not talk to others?																
15. Keep a calendar for assignments?																
16. Organize materials?																
17. Use class time wisely?																
18. Come in for extra help?																
19. Study for tests?																
20. Participate in study groups?																
21. Use study strategies?																
22. Find a place to study where I can work?																
23. Schedule a time to do homework?																
24. Start on long-term assignments early?																
25. Believe I can get a good grade?																
26. Other:																
Number of YESes																
Grade in Class																

School Work Habits and Academic Skills

Student's Name _____ Class _____

Teacher's Name _____ Date _____

Teacher Directions: Below is a list of school work habits and academic skills. Please complete the "Teacher Thinks" column. Choose the response that best describes the work habits and academic skills this student displays in your class. You may also write responses in the "comments" column.

Student Directions: Below is a list of school work habits and academic skills. Please complete the "I Think" column. Choose the response that best describes the work habits and academic skills you display in the class.

Rating Scale

3 = very good 2 = O.K. 1 = needs improvement

School Work Habits	I Think			Teacher Thinks			Matches		Comments
	3	2	1	3	2	1	Y	N	
1. Attends class regularly									
2. Arrives to class on time									
3. Brings needed materials									
4. Ready when class begins									
5. Turns in completed homework									
6. Does readings before class									
7. Sits where can learn best									
8. Takes notes									
9. Pays attention to the teacher									
10. Participates in class discussions									
11. Participates in class activities									
12. Asks questions									
13. Volunteers answers									
14. Listens actively and does not talk to others									
15. Keeps a calendar for assignments									
16. Organizes materials									
17. Uses class time wisely									
18. Comes in for extra help									
19. Studies for tests									

School Work Habits and Academic Skills (page 2)

Teacher Directions: Below is a list of school work habits and academic skills. Please complete the “Teacher Thinks” column. Choose the response that best describes the work habits and academic skills this student displays in your class. You may also write responses in the “comments” column.

Student Directions: Below is a list of school work habits and academic skills. Please complete the “I Think” column. Choose the response that best describes the work habits and academic skills you display in the class. You may also write responses in the “comments” column.

Rating Scale

3 = very good 2 = O.K. 1 = needs improvement

Academic Skills	I Think			Teacher Thinks			Matches		Comments
	3	2	1	3	2	1	Y	N	
1. Writes clearly and accurately									
2. Reads content materials with ease									
3. Comprehends content books and assignments									
4. Understands and uses vocabulary needed in class									
5. Clearly expresses thoughts verbally									
6. Understands and applies basic math skills accurately									

Home Work Habits

Student's Name _____ Class _____

Parent's Name _____ Date _____

Parent Directions: Below is a list of home work habits. Please complete the "Parent Thinks" column. Choose the response that best describes the home work habits this student displays at home. You may write responses in the "comments" column.

Student Directions: Below is a list of home work habits. Please complete the "I Think" column. Choose the response that best describes the home work habits you display at home. You may write responses in the "comments" column.

Rating Scale

3 = very good 2 = O.K. 1 = needs improvement

Home Work Habits	I Think			Parent Thinks			Matches		Comments
	3	2	1	3	2	1	Y	N	
1. Studies for tests									
2. Reviews the subject nightly									
3. Participates in study groups									
4. Uses study strategies (e.g., test-taking strategy or note-taking strategy)									
5. Finds a place to study where can work									
6. Schedules a time to do homework									
7. Starts on long-term assignments early									
8. Believes can get a good grade									

Study Habits Log

Name: _____ Class: _____ Week of: _____

Directions: Choose three study habits that you feel would help you do better in a particular class. Write the name of the class on the line above. Highlight the three habits you chose. Every day, for five days, mark whether or not you used the habit that day.

	Day 1		Day 2		Day 3		Day 4		Day 5	
	Y	N	Y	N	Y	N	Y	N	Y	N
1. Attend class regularly										
2. Arrive to class on time										
3. Bring needed materials										
4. Ready when class begins										
5. Turn in completed homework										
6. Do readings before class										
7. Sit where I can learn best										
8. Take notes										
9. Pay attention to teacher										
10. Participate in class discussions										
11. Participate in class activities										
12. Ask questions										
13. Volunteer answers										
14. Listen actively and not talk to others										
15. Keep a calendar for assignments										
16. Organize materials										
17. Use class time wisely										
18. Come in for extra help										
19. Study for tests										
20. Participate in study groups										
21. Use study strategies										
22. Find a place to study where you can work										
23. Schedule a time to do homework										
24. Start on long-term assignments early										
25. Believe I can get a good grade										
26. Other:										

Post-Secondary Education Terminology

- | | |
|-------------------------------|--|
| 1. Associates Degree | Usually takes two years of full-time study. |
| 2. Bachelors Degree | Usually takes four to five years of full-time study. |
| 3. Masters Degree | Usually takes one to two years of college after bachelor's degree. |
| 4. Doctorate | Usually takes three years of college after master's degree. |
| 5. Community College | Sometimes called a junior or city college. Offer two years of college-level work in vocational areas or college transfer courses. |
| 6. Technical/Trade School | Specialized training for a particular career field. Usually more expensive than community colleges. Can complete most programs in less than two years. |
| 7. College/University | A school where you can earn a bachelors degree, masters degree, or doctorate in liberal arts or a professional field. Required to take a certain number of general education courses, then a certain number in your specialized area. |
| 8. Apprenticeship | Learning to do a certain job, involving more than 800 craft or trade jobs, through hands-on experience under the guidance of a skilled worker. May require related coursework. Usually takes about four years, but can go to six years. Most popular technical jobs include machining, plumbing, or carpentry. |
| 9. On-the-Job Training | Many companies teach you to do a job while working. May or may not get paid. Training can last a few days, weeks, or up to three years. Training may be in the company work area, at a community college, or other setting. |
| 10. Military Service Training | Training in over 200 technical careers. Must enlist in the military for at least two years depending on branch of military. Includes Army, Air Force, Navy, Marines, and Coast Guard. |

Post-Secondary Education Options—General Information Table

Name: _____ Date: _____

	Program Length	Program Description	Tuition	Admission Requirements	Degree/Cert./ License
Community College					
Technical/ Trade School					
College/ University					
Apprenticeship Programs					
On-the-Job Training					
Military					

Post-Secondary Education Options—General Information Table

	Program Length	Program Description	Tuition	Admission Requirements	Degree/Cert./ License
Community College	<ul style="list-style-type: none"> Two years 	<ul style="list-style-type: none"> Academic courses for transfer or two-year vocation degree 	<ul style="list-style-type: none"> \$500 to \$3,000, varies greatly 	<ul style="list-style-type: none"> Usually open enrollment, may need a high school diploma or GED 	<ul style="list-style-type: none"> Associate's degree Credits to transfer to four-year college
Technical/ Trade School	<ul style="list-style-type: none"> Five months to two years 	<ul style="list-style-type: none"> Specialized training for a particular career field 	<ul style="list-style-type: none"> \$5,000 to \$20,000 for books, fees, and tools 	<ul style="list-style-type: none"> High school diploma or GED and basic skills in math, reading, and English 	<ul style="list-style-type: none"> Associate's degree
College/ University	<ul style="list-style-type: none"> Four years for bachelor degree Six to eight years for advanced degrees 	<ul style="list-style-type: none"> Earn a bachelors, masters, or doctorate degree in liberal arts or a professional field. Complete general educational courses and those in your area of study 	<ul style="list-style-type: none"> Varies greatly, \$5,000 to \$20,000 per year Private more expensive In-state cheaper Scholarships, grants, financial aid available 	<ul style="list-style-type: none"> Varies greatly; examples: GPA, ACT, or SAT, class rank, interview, High School Performance Index score Required to take general courses then required courses in your area 	<ul style="list-style-type: none"> Bachelor's degree Master's degree Doctorate
Apprenticeship Programs	<ul style="list-style-type: none"> Varies, up to six years Average is four years 	<ul style="list-style-type: none"> Learning by hands-on experience with skilled workers Programs in 800 occupations Most popular trades—manual or mechanical skills (e.g., machining, plumbing, carpentry) 	<ul style="list-style-type: none"> Paid during training but low, usually increases as you progress 	<ul style="list-style-type: none"> Contact local state employment office or write Department of Labor 	<ul style="list-style-type: none"> Most programs are registered with federal or state government Certificates from Department of Labor or State
On-the-Job Training	<ul style="list-style-type: none"> Varies may be hours, days, or two to three years 	<ul style="list-style-type: none"> Programs offered by many companies Training may be in the company work area, at a community college, or other setting 	<ul style="list-style-type: none"> Paid during training but low, usually increases as you progress 	<ul style="list-style-type: none"> Apply to job service or to company personnel offices or private employment agencies 	
Military	<ul style="list-style-type: none"> Depends on type of training, may be 2 to 6 years 	<ul style="list-style-type: none"> Army, Air Force, Navy, Marines, Coast Guard Offers training in 200 occupations 	<ul style="list-style-type: none"> Paid while trained. Grants for college later after out—GI Bill 	<ul style="list-style-type: none"> Take Armed Services Vocational Aptitude Battery (ASVAB) 	<ul style="list-style-type: none"> Depends on chosen career and training

Gathering Information on Post-Secondary Education Options

Name: _____ Date: _____

Option Selected: _____ (e.g, trade school, community college)

You may or may not have made a decision about the career field you would like to pursue. Whether you have or not, you need to be thinking about the type of education you want after leaving high school. Select a specific school or program and find the following information. You will be sharing your results with the rest of the class.

Name of school or program: _____

Address: _____

Web address: _____ Phone number: _____

Size of school: _____

Admission requirements: G.P.A. _____ Class rank: _____

Do I need to take the SAT? Yes ___ No___ Score required: _____

Do I need to take the ACT? Yes ___ No___

High School Performance Index: _____

High school classes: _____

Do I need to take entrance or placement exams? _____

How many people are admitted each year? _____

Degrees, certificates, or licenses available: _____

Time needed to complete degree or program: _____

Estimated yearly costs: Tuition _____ Living _____ Books _____

Job placement programs: _____

Support services available: _____

When should I apply? _____

Other information: _____

Post-Secondary Education Options

Teacher will set-up a chart on a large piece of butcher paper on the wall of the classroom or in hallway. As students get their information, ask them to write their information on the table.

Another option is to give each student a different color paper to write their information on. They then tape their information under the correct headings.

The column titles listed below match the questions on the Gathering Information on Post-Secondary Options worksheet.

Name	Address	Web address	Phone #	Size of school	GPA/Class rank	SAT/ACT	Performance Index	High school classes



Entrance/ Placement exams	# of people admitted	Degree/ certificate/ license	Time to complete	Estimated yearly cost	Job placement	Support services	When to apply	Other



Choosing General Goals

Name: Christina Transition Area: Education

		G O A L S	
1. Do I know my interests?	YES → <i>Write interests</i> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <u>Interests</u> College degree in photography </div>	NO → <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <i>Find out interests</i> </div>	
2. Do I know what is required to do this?	YES → <i>Write requirements</i> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <u>Requirements</u> Good photography skills Go to college Good grades </div>	NO → <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <i>Find out requirements</i> </div>	
3. Do I know my skills?	YES → <i>Write skills</i> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <u>Skills</u> Good at photography Grades OK </div>	NO → <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <i>Find out skills</i> </div>	
4. Do I have the skills to meet the requirements?	YES → Go to #5 and consider your limits.	NO → Can I learn the skills? <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> YES → <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <i>Learn skills</i> Take study skills classes in high school </div> </div> <div> NO → <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <i>Reevaluate interest</i> </div> </div> </div>	
5. Do I know my limits?	YES → <i>Write limits</i> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <u>Limits</u> Trouble taking notes in class </div>	NO → <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <i>Find out limits</i> </div>	
6. Do my limits interfere with the requirements?	YES → Can I do something to change this limit? <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> YES → <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <i>Pursue interest</i> </div> </div> <div> NO → <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <i>Make changes and pursue interest</i> Find a college with a learning center </div> </div> </div>	NO → <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <i>Pursue interest</i> </div>	

Choosing General Goals

Name: _____ Transition Area: _____

		G O A L S	
1. Do I know my interests?	YES →	<div style="text-align: right; font-size: small;"><i>Write interests</i></div> <div style="border: 1px solid black; padding: 5px; min-height: 40px;"> <u>Interests</u> </div>	NO → <div style="border: 1px solid black; padding: 5px; min-height: 40px;"> <i>Find out interests</i> </div>
2. Do I know what is required to do this?	YES →	<div style="text-align: right; font-size: small;"><i>Write requirements</i></div> <div style="border: 1px solid black; padding: 5px; min-height: 40px;"> <u>Requirements</u> </div>	NO → <div style="border: 1px solid black; padding: 5px; min-height: 40px;"> <i>Find out requirements</i> </div>
3. Do I know my skills?	YES →	<div style="text-align: right; font-size: small;"><i>Write skills</i></div> <div style="border: 1px solid black; padding: 5px; min-height: 40px;"> <u>Skills</u> </div>	NO → <div style="border: 1px solid black; padding: 5px; min-height: 40px;"> <i>Find out skills</i> </div>
4. Do I have the skills to meet the requirements?	YES →	Go to #5 and consider your limits.	
		NO ↓ Can I learn the skills?	YES → <div style="border: 1px solid black; padding: 5px; min-height: 30px;"> <i>Learn skills</i> </div> NO → <div style="border: 1px solid black; padding: 5px; min-height: 30px;"> <i>Reevaluate interest</i> </div>
5. Do I know my limits?	YES →	<div style="text-align: right; font-size: small;"><i>Write limits</i></div> <div style="border: 1px solid black; padding: 5px; min-height: 40px;"> <u>Limits</u> </div>	NO → <div style="border: 1px solid black; padding: 5px; min-height: 40px;"> <i>Find out limits</i> </div>
6. Do my limits interfere with the requirements?	YES →	↓ Can I do something to change this limit?	
		YES → <div style="border: 1px solid black; padding: 5px; min-height: 30px;"> <i>Make changes and pursue interest</i> </div> NO → <div style="border: 1px solid black; padding: 5px; min-height: 30px;"> <i>Reevaluate interest</i> </div>	NO → <div style="border: 1px solid black; padding: 5px; min-height: 40px;"> <i>Pursue interest</i> </div>

William's Information

Interest

Go to a trade school for carpentry

Graduation Checklist

Freshman year

- Took all required core courses
- Took woodshop and PE for electives
- Passed all courses

Sophomore year

- Took all required core courses
- Took woodshop and metal shop for electives
- Failed English and algebra
- Passed the rest of his courses

Junior year

- Retaking English and algebra
- Taking a social studies and a science course
- Taking PE and art for electives
- Still failing English and algebra
- Passing all other courses

Study Habits Worksheets

Pays attention in class
Participates in class
Doesn't do English homework
Doesn't understand algebra and doesn't ask for help

Subjects I Like

Likes measurement and computation in math
Doesn't like algebra in math
Likes woodworking
Likes art
Doesn't like writing in English

Educational Performance Summary

All test scores were at the 50th percentile (average range) except English, which was at the 25th percentile (low range)

Gathering Information on Post-Secondary Education Option

- Trade school usually requires high school diploma or G.E.D.
- Basic reading, writing, and math skills
- Doesn't know if the carpentry school has any additional requirements



Choosing General Goals

Name: William Transition Area: Education

1. Do I know my interests?

YES

Write interests

Interests

Trade school for carpentry

NO

Find out interests

2. Do I know what is required to do this?

YES

Write requirements

Requirements

High school diploma or GED
Basic skills in English, math, & reading

NO

Find out requirements

Call trade school for other requirements

3. Do I know my skills?

YES

Write skills

Skills

Measurement & computation in math, woodworking (Subject I Like) all tests scores average range except English is low (Ed. Perf.) OK on most credits (Grad Checklist) Pays attention & participates in class (Study Habits)

NO

Find out skills

4. Do I have the skills to meet the requirements?

YES

Go to #5 and consider your limits.

NO

Can I learn the skills?

YES

Learn skills

Pass Algebra and English

NO

Reevaluate interest

5. Do I know my limits?

YES

Write limits

Limits

Failed algebra (Grad Checklist)
Failed English (Grad Checklist)
Need both to graduate (Grad Checklist)
Not doing English homework (Study Habits)

NO

Find out limits

6. Do my limits interfere with the requirements?

YES

Can I do something to change this limit?

NO

Pursue interest

YES

Make changes and pursue interest

Get extra help to pass algebra
Do homework to pass English

NO

Reevaluate interest

Choosing General Goals

Name: _____ Transition Area: _____

GOALS

<p>1. Do I know my interests?</p>	<p>YES →</p> <p style="text-align: right;"><i>Write interests</i></p> <div style="border: 1px solid black; padding: 5px;"> <u>Interests</u> </div>	<p>NO →</p> <div style="border: 1px solid black; padding: 5px;"> <i>Find out interests</i> </div>
<p>2. Do I know what is required to do this?</p>	<p>YES →</p> <p style="text-align: right;"><i>Write requirements</i></p> <div style="border: 1px solid black; padding: 5px;"> <u>Requirements</u> </div>	<p>NO →</p> <div style="border: 1px solid black; padding: 5px;"> <i>Find out requirements</i> </div>
<p>3. Do I know my skills?</p>	<p>YES →</p> <p style="text-align: right;"><i>Write skills</i></p> <div style="border: 1px solid black; padding: 5px;"> <u>Skills</u> </div>	<p>NO →</p> <div style="border: 1px solid black; padding: 5px;"> <i>Find out skills</i> </div>
<p>4. Do I have the skills to meet the requirements?</p>	<p>YES →</p> <p>Go to #5 and consider your limits.</p>	<p>NO →</p> <p>Can I learn the skills?</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>YES →</p> </div> <div style="border: 1px solid black; padding: 5px; flex-grow: 1;"> <i>Learn skills</i> </div> </div> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>NO →</p> </div> <div style="border: 1px solid black; padding: 5px; flex-grow: 1;"> <i>Reevaluate interest</i> </div> </div>
<p>5. Do I know my limits?</p>	<p>YES →</p> <p style="text-align: right;"><i>Write limits</i></p> <div style="border: 1px solid black; padding: 5px;"> <u>Limits</u> </div>	<p>NO →</p> <div style="border: 1px solid black; padding: 5px;"> <i>Find out limits</i> </div>
<p>6. Do my limits interfere with the requirements?</p>	<p>YES →</p> <p>Can I do something to change this limit?</p>	<p>NO →</p> <div style="border: 1px solid black; padding: 5px;"> <i>Pursue interest</i> </div> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>YES →</p> </div> <div style="border: 1px solid black; padding: 5px; flex-grow: 1;"> <i>Make changes and pursue interest</i> </div> </div> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <p>NO →</p> </div> <div style="border: 1px solid black; padding: 5px; flex-grow: 1;"> <i>Reevaluate interest</i> </div> </div>

Graduation Course Planner—William

Name: William

Graduation Year: _____

9th Grade Courses

Pre-algebra — D D	Wood shop — A A
Civics — C C	PE — A A
Physical science — C D	Metal shop — A A
Freshman English — D D	

10th Grade Courses

Algebra 1 — F F	Wood shop — A A
U.S. History — C B	PE — A A
Ecology/Zoology — B C	Computers — B A
Sophomore English — F F	

11th Grade Courses

Algebra 1 —	PE —
World History —	Spanish —
Biology —	Art —
Sophomore English —	

12th Grade Courses

Graduation Course Planner

Name: _____

Graduation Year: _____

9th Grade Courses

Math —	
English/Lang. Arts —	
Social Studies —	
Science —	

10th Grade Courses

11th Grade Courses

12th Grade Courses

