

8th Grade Unit of Study

Sample Curriculum “A”



8TH GRADE UNIT OF STUDY
5-day (5 hours) sample curriculum

Main Objective:

Students will learn about the journey from 8th grade through high school graduation and beyond. These lessons will provide information about preparing for college, high school graduation requirements as well as how those requirements compare to the success curriculum required for the Hathaway Scholarship. Students will also become aware of how the decisions they make in high school can affect their life after high school, especially when it comes to pursuing a career.

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Day 1: What does the future hold for me and how will I get there?

Materials:

- **The Pathway to College (You Are Here)** map for every 8th grade student
- **Hathaway Scholarship High School Requirements for 2011 and Beyond / Hathaway Rubric** handout for every 8th grade student
- **An AIE Careers & Degrees / QC "What Good is a College Education Anyway?"** handout for every 3-5 8th grade students
- **Education = Money** handout for every 3-5 8th grade students
- **A Scholarship Help** handout for every 8th grade student
- Students will need to have paper and a pen/pencil

Opening:

Have students read over the **AIE Careers & Degrees** career list and circle 2-5 that they are interested in. After about 5-10 minutes, have them note the type(s) of degree they will need for each chosen career. Ask them to think about whether or not they are willing to spend the time and money in college they will need to in order to have the career they want. Then read "**What Good is a College Education Anyway?**" on the reverse side as they follow along. Finally, give them time to look over the **Education = Money** handout. Discuss.

State the

Objective:

As the students continue to think about whether or not college is worth the investment of their time and money, announce that the lifetime income of people with a 4-year degree is over \$1 million MORE than those who have only a high school diploma. Explain that today they are going to explore how to get from 8th grade to high school to college and how the choices they make throughout this journey can affect their future 10, 20, even 30 years from now.

Lesson:

- Turn their attention to **The Pathway to College map**. Give them time to look over the map (10 +/- minutes), and then explain that every part of this map provides directions from 8th grade to college.
- Explain that while going to college requires a commitment of time and money, there are resources out there to help ease the financial burden of a college education. Have them review the **Scholarship Help** handout.
- Finally, introduce the Hathaway Scholarship Program to them. Point them to the **Hathaway Scholarship High School Requirements** handout. Let them know that both sides of this handout explain how to earn the different levels of scholarship as well as how to maintain scholarship eligibility once in college.

Activity: Have the students pair up or get into small groups (no more than 4). On a piece of paper, have them come up with 3-5 questions they would like answered throughout the week about the success curriculum, the Hathaway Scholarship Program, career choices, etc. Reading and discussing a few of these questions during each day of this unit would be a great way to begin each lesson.

Closure: Emphasize the importance of planning for a career NOW, even though it seems like it is in the far distant future. Let them know that future topics for this study will include an in-depth look at the concepts introduced today, as well as the opportunity to explore various careers at a deeper level. Collect their questions.

Day 2: What is the Success Curriculum & how will it help me prepare for my future career?

Materials:

- **The Pathway to College (You Are Here)** map for every 8th grade student (given on Day 1)
- A copy of your district's **high school graduation requirements** (beginning with class of 2011) for every 8th grade student (**not provided**)
- **Hathaway Scholarship High School Requirements for 2011 and Beyond / Hathaway Rubric** handout for every 8th grade student (given on Day 1)
- An **AIE High School Courses** handout for every 3-5 8th grade students
- **College Preparation Checklist for Students** handout for every 8th grade student
- **Four-Year Plan** worksheet for every 8th grade student
- Students will need to have paper and a pen/pencil

Opening: Begin by reading 3-5 questions the students prepared on Day 1 and discussing them. Then, review **The Pathway to College (You Are Here)** handout with the students. Focus specifically on what they need to do in the 8th grade (learn about the Hathaway Scholarship Program & the Success Curriculum, as well as making plans to meet with the school counselor).

State the

Objective: Point out that students need to start planning for college NOW, even though it seems so far away. Highlight the fact that Wyoming offers a unique scholarship opportunity for students who choose to attend college in-state, but there are things they will need to do in high school in order to earn this scholarship. Explain that today they are going to learn about the Hathaway Scholarship Program, the high school Success Curriculum, and taking an active role in earning the scholarship level they want.

Lesson:

- Begin by reminding them that there are MANY scholarship and financial aid opportunities available regardless of where they choose to go to college (remind them about the **Scholarship Help** handout they received on Day 1).

- Discuss the **College Preparation Checklist for Students** handout with them and point out that this will help them prepare for ANY college, not just a Wyoming college.
- Shift gears and talk about attending Wyoming colleges or UW and how students who choose to do that can earn the Hathaway Scholarship. Use the **Hathaway Scholarship High School Requirements for 2011 and Beyond / Hathaway Rubric** handout (both sides) to explain the different levels of the Hathaway Scholarship and the Success Curriculum requirements that go with each level.
- Compare the Success Curriculum requirements with your **district's high school graduation requirements**.
- Read over the **AIE High School Courses** handout with the students. Then turn their attention to the **Four-Year Plan** worksheet.

Activity: Have the students think about what level of the Hathaway Scholarship they would like to work for in high school. Then give them time to fill in the **Four-Year Plan** worksheet.

Closure: Emphasize the importance of planning for college now, and that they should not close any doors to opportunities even if right now they think college isn't for them. Also point out that the Success Curriculum will better prepare them for LIFE after high school, even if they choose not to go to college; they will be better prepared for the workforce.

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Days 3-5: How do I choose and prepare for a career that's right for me?

Materials:

- An **AIE Explore Careers** handout for every 3-5 students
- An **I am able to...** worksheet for every 8th grade student
- A **Goals in Action** worksheet for every 8th grade student
- **Career Magazines** (already delivered to your school)
- Students will need to have paper and a pen/pencil

Opening: Begin by reading 3-5 questions the students prepared on Day 1 and discussing them. Then, review any of the previous days' materials you think necessary before moving on with the next 3 days.

State the

Objective: Planning for a career takes careful thought and a lot of long-term planning. For the next 3 days, students will explore their strengths, explore career options, and set goals for their future.

Lesson:

- Begin with the **AIE Explore Careers** handout and have the students think about the questions presented here. You may ask them to write down their responses on a piece of paper, or you may simply want them to consider the questions in their minds.
- Next, give each student an **I am able to...** worksheet and have them check off the appropriate boxes. You may have some students share their information if you'd like.

- Talk about how it is necessary to know your strengths and how they can use that knowledge to make smart career choices.

Activity:

- This would now be a good time to use the **Career Magazines** sent to your school and plan the next few days activities around them. Below you will see a section called "**Additional Ideas for the 8th Grade Unit of Study**"
- At the end of this unit, give each student a **Goals In Action** worksheet and have them fill it out. You may have some students share their information if you'd like.

Closure:

Just like on Day 2, emphasize the importance of planning for college and/or a career now. Also emphasize again that the Success Curriculum will better prepare them for LIFE after high school, even if they choose not to go to college; they will be better prepared for the workforce.

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Other Ideas for the 8th Grade Unit of Study

- On-line career readiness activities
- Career fair
- Career speakers
- Interest inventories
- Career research projects
- Field trips
- Parent night
- Have students interview a person who works in the career field they are interested in.
- Have students explore the current cost of living and discuss how those costs will change over time.
- Present information on different post-secondary programs from certifications that only take one semester to degrees that take 4 years or more to complete.

Explore Careers

➔ **Investigate career choices based on your talents and dreams.**

Consider your abilities.

Think about all the things you're good at:

- Are you good at subjects like math or English?
- Are you good at working with people, young children or older adults?
- Do you have a musical or artistic talent?
- Do you like to build or fix things?

Think about your interests and make a list.

- Do you enjoy working inside an office or outdoors?
- Do you like to work alone or with a lot of people?
- Do you spend a great deal of time on the computer?
- Are you fascinated by nature and science?
- Do you often find yourself reading books on a certain topic?

Talk to people about their careers.

Ask adults questions about their jobs. Don't be shy — they'll be happy you asked. Here are some sample questions to get you started:

- What do you enjoy most about your job, and least?
- What skills must someone have to be successful in your occupation?
- What high school and/or college classes are important in your field?
- **How much education is required** for someone with your job?

Describe the lifestyle that you want.

In thinking about your future, you must consider what's important to you in your daily life.

- What would you think about a career that required a great deal of travel?
- Is the amount of money you make important to you?
- How would you feel about a job that required you to move on a regular basis?
- What hours of the day, or night, will you be working?



High School Courses

➔ Think about high school courses and college credits.

Think ahead

Your years in middle school will pass very quickly. Then you'll face a new adventure — high school! Take some time now to think about the courses you may want to take then.

Plan all courses necessary for graduation

Every school district requires some specific courses to meet graduation requirements.

- Ask your middle school counselor for a list of your required courses. When you're in eighth grade, a high school official will discuss these requirements, and other things about high school, with you.

Review college admission course requirements

In addition to your school district's graduation requirements, you also need to consider the courses you need for admission into college.

- For example, your district may not require two years of a foreign language to graduate from high school, but a majority of four-year colleges and universities do require at least two years of the same foreign language for admission.
- Many colleges also require certain math courses, often including Algebra I, geometry, and Algebra II. Select several colleges you might consider attending and check with them to see what courses they require. Either call the admissions office or visit the college's Web site for details.

Investigate courses that will count for college credit

Another thing to consider when planning for high school is whether you want to take any courses that might offer you college credit.

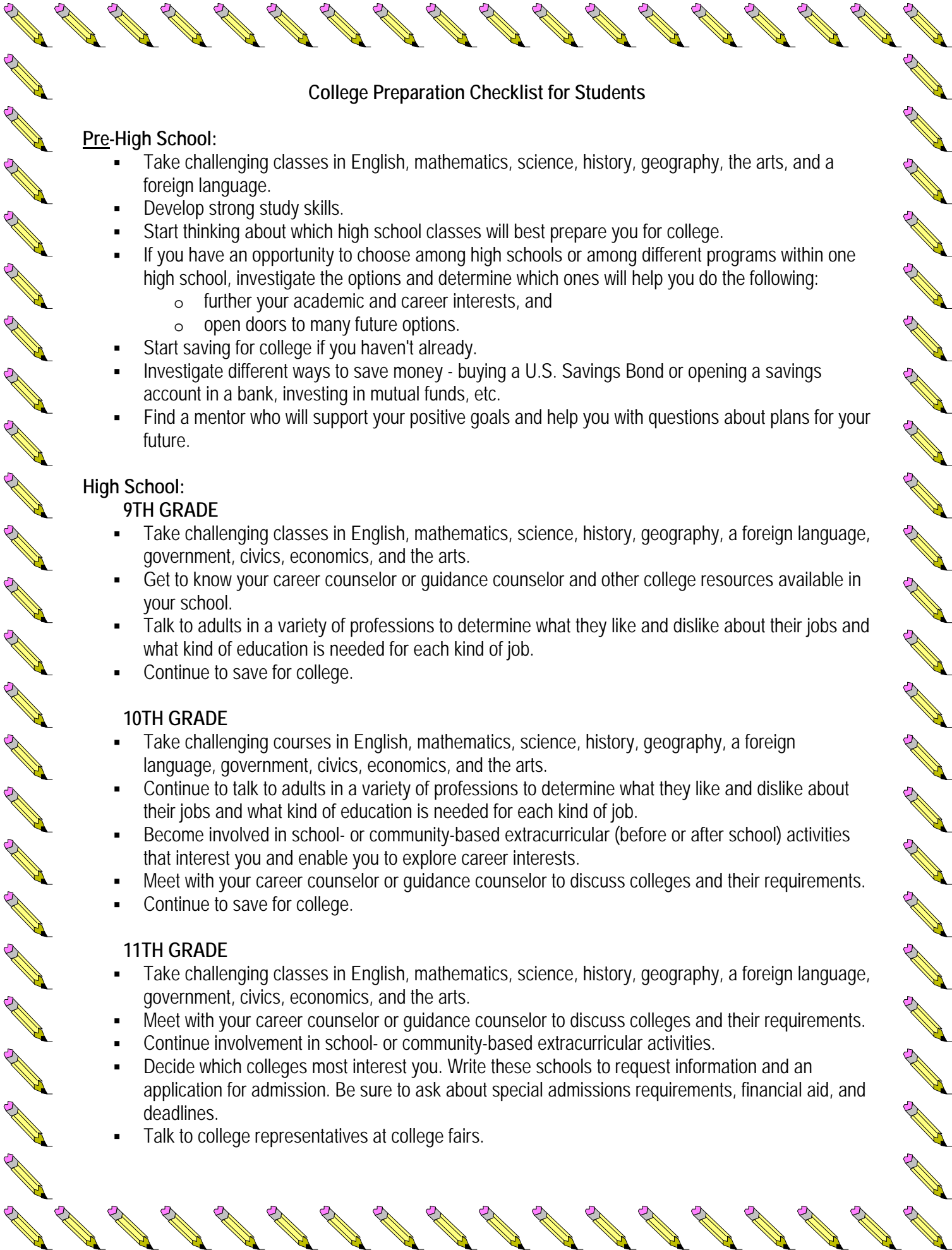
- Upon completion of these courses, such as "Advanced Placement" and "International Baccalaureate," you take an exam and, depending on your score, you may be eligible for college credit. Some high schools also offer "articulated" courses. These are high school courses, such as drafting, that some colleges, through an agreement with your school district, accept for college credit.
- "Dual credit" courses are another option that might be available. These are actual college courses that a school district lets students take to count toward high school graduation. If you're interested in getting a jump on college while you're still in high school, talk to your middle school counselor about whether these special courses might be available in high school. It's probably a good idea to think about what you might need to do in high school to be prepared to participate.

Complete a "Four Year Plan"

To assist you in visualizing your high school courses, you should complete a "[Four-Year Plan](#)."

- Record your courses in pencil (in case you change your mind). Share your plan with your counselor and your parents. To get where you want to be at the end of your four years in high school, start planning now!





College Preparation Checklist for Students

Pre-High School:

- Take challenging classes in English, mathematics, science, history, geography, the arts, and a foreign language.
- Develop strong study skills.
- Start thinking about which high school classes will best prepare you for college.
- If you have an opportunity to choose among high schools or among different programs within one high school, investigate the options and determine which ones will help you do the following:
 - further your academic and career interests, and
 - open doors to many future options.
- Start saving for college if you haven't already.
- Investigate different ways to save money - buying a U.S. Savings Bond or opening a savings account in a bank, investing in mutual funds, etc.
- Find a mentor who will support your positive goals and help you with questions about plans for your future.

High School:

9TH GRADE

- Take challenging classes in English, mathematics, science, history, geography, a foreign language, government, civics, economics, and the arts.
- Get to know your career counselor or guidance counselor and other college resources available in your school.
- Talk to adults in a variety of professions to determine what they like and dislike about their jobs and what kind of education is needed for each kind of job.
- Continue to save for college.

10TH GRADE

- Take challenging courses in English, mathematics, science, history, geography, a foreign language, government, civics, economics, and the arts.
- Continue to talk to adults in a variety of professions to determine what they like and dislike about their jobs and what kind of education is needed for each kind of job.
- Become involved in school- or community-based extracurricular (before or after school) activities that interest you and enable you to explore career interests.
- Meet with your career counselor or guidance counselor to discuss colleges and their requirements.
- Continue to save for college.

11TH GRADE

- Take challenging classes in English, mathematics, science, history, geography, a foreign language, government, civics, economics, and the arts.
- Meet with your career counselor or guidance counselor to discuss colleges and their requirements.
- Continue involvement in school- or community-based extracurricular activities.
- Decide which colleges most interest you. Write these schools to request information and an application for admission. Be sure to ask about special admissions requirements, financial aid, and deadlines.
- Talk to college representatives at college fairs.

11TH GRADE CONTINUED

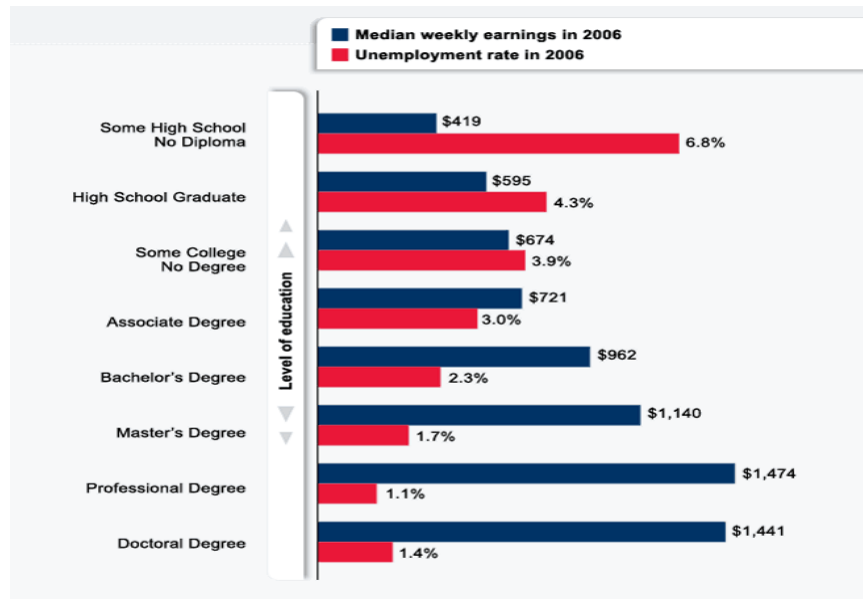
- Take advantage of opportunities to visit colleges and talk to students.
- Consider people to ask for recommendations - teachers, counselors, employers, etc.
- Investigate the availability of financial aid from federal, state, local, and private sources. Call the Student Aid Hotline at the U.S. Department of Education (1-800-4FED-AID) for a student guide to Federal financial aid. Talk to your guidance counselor for more information.
- Investigate the availability of scholarships provided by organizations such as corporations, labor unions, professional associations, religious organizations, and credit unions.
- If applicable, go to the library and look for directories of scholarships for women, minorities, and disabled students.
- Register for and take the ACT or any other exams required for admission to colleges you might want to attend. If you have difficulty paying any applicable registration fees, see your guidance counselor about getting a fee waiver.
- Continue to save for college.

12TH GRADE

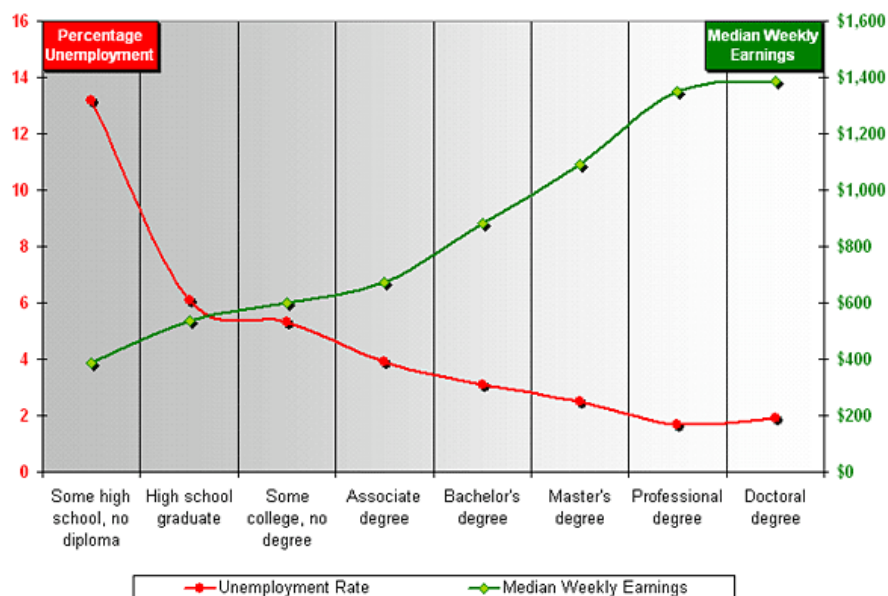
- Take challenging classes in English, mathematics, science, history, geography, a foreign language, government, civics, economics, the arts, and advanced technologies.
- Meet with your counselor early in the year to discuss your plans.
- Complete all necessary financial aid forms. Make sure that you fill out at least one form that can be used for federal aid.
- Write colleges to request information and applications for admission. Be sure to ask about financial aid, admissions requirements, and deadlines.
- If possible, visit the colleges that most interest you.
- If necessary, register for and take the ACT or any other exams required for admission to the colleges to which you are applying. If you have difficulty paying any applicable registration fees, see your guidance counselor about getting a fee waiver.
- Prepare your application carefully. Follow the instructions, and **PAY CLOSE ATTENTION TO DEADLINES!** Be sure to ask your counselor and teachers at least two weeks before your application deadlines to submit the necessary documents to colleges (your transcript, letters of recommendation, etc.).



Education = Money



Level of education	Median weekly earnings in 2006	Unemployment rate in 2006
Some High School, No Diploma	\$419	6.8%
High School Graduate	\$595	4.3%
Some College, No Degree	\$674	3.9%
Associate Degree	\$721	3.0%
Bachelor's Degree	\$962	2.3%
Master's Degree	\$1,140	1.7%
Professional Degree	\$1,474	1.1%
Doctoral Degree	\$1,441	1.4%



GOALS IN ACTION

My career goal:

The education route needed to achieve my goal:

High school courses that will help with the route:

Other actions that will help me achieve my goal:

I AM ABLE TO . . .

Consumer Economics

- ☐ Interpret Data from graphs and compute averages.
- ☐ Estimate and do mental arithmetic.
- ☐ Use weights, measures, measurement scales and money.
- ☐ Understand methods and procedures to obtain housing and services.
- ☐ Use banking and financial services in the community.

Community Resources

- ☐ Understand how to locate and use different types of transportation and interpret related travel information.
- ☐ Use the services provided by the Post Office.
- ☐ Use published or broadcasted information.

Health and Home

- ☐ Understand common illnesses/injuries and seek appropriate medical attention.
- ☐ Understand medical and dental forms and related information.
- ☐ Understand basic health and safety procedures.
- ☐ Perform self-care skills and home-care skills.

Occupational Knowledge

- ☐ Understand basic principles of getting a job.
- ☐ Understand wages, benefits, and concepts of employee organizations.
- ☐ Understand materials and concepts of employee organizations.

Technology Skills

- ☐ Understand computers as an information, computation, and communication device.
- ☐ Use the computer in the study of other basics and for personal and work-related purposes.
- ☐ Understand the world of computers, electronics, and related technologies.

Government and Law

- ☐ Understand voting and the political process.
- ☐ Understand historical information.
- ☐ Understand the concepts of taxation.



Scholarships are offered by many organizations, including federal and state governments and private sources, such as:

- Employers
- Individuals
- Companies/Corporations
- High schools and colleges
- Religious groups
- Unions
- Military
- Chamber of Commerce
- Professional associations

Scholarship eligibility

You can be considered for a scholarship for any of the following reasons (and more):

- Academic performance
- Athletic achievement
- Financial need
- Religious affiliation
- Minority status
- Heritage
- Community affiliations
- A unique set of criteria that's important to the organization providing funds

State and Federal Sources of Financial Aid Funds

The federal government provides \$33 billion in grant aid to post-secondary education students annually. The aid comes in several forms:

Need-based federal aid:

- ✓ Federal Pell Grants
- ✓ Federal Subsidized Stafford Loans
- ✓ Federal Supplemental Educational Opportunity Grants
- ✓ Federal Work Study
- ✓ Perkins Loans

Financing options:

- ✓ Federal PLUS loans (also known as Direct Plus Loans)
- ✓ Federal Unsubsidized Stafford Loans (Also known as Federal Direct Unsubsidized Loans)
- ✓ Other parent loans
- ✓ Alternative Student Loans

In order to receive a grant from the federal program, your college must qualify to administer these grants. Check with your school's financial aid department to be sure your school is a qualified participant. The internet site where you can fill out your "Free Application for Federal Student Aid", (FAFSA), <http://www.fafsa.ed.gov>, provides great information about federal grant programs.

What Good is a College Education Anyway? The Value of a College Education

Questioning whether you should go to college? Here are five ways that a college education will make you a better person:

1. It will likely make you more prosperous (more money!).
2. It will give you a better quality of life.*
3. It will give you the power to change the world.
4. It will be something you can pass on to your children.
5. It makes you a major contributor to your community, state, country, and the world.

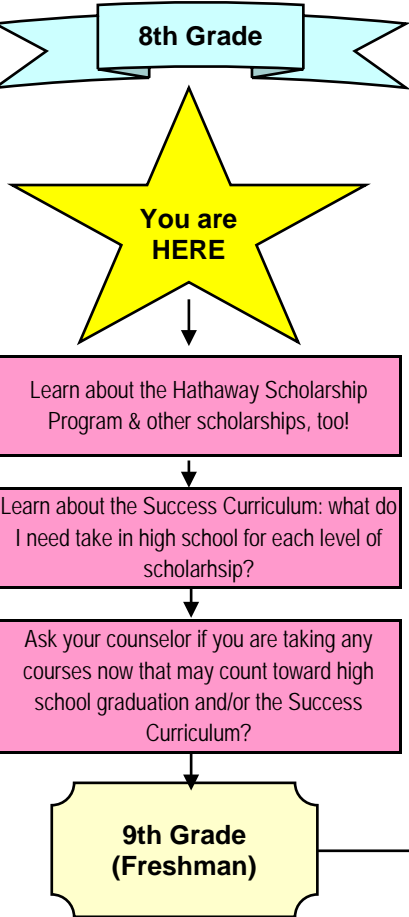
*Quality of life. Is there anyone who wouldn't like to live a longer, healthier life? Studies show that, compared to high-school graduates, college graduates have:

- longer life spans;
- better access to health care;
- better dietary and health practices;
- greater economic stability and security;
- more prestigious employment and greater job satisfaction;
- less dependency on government assistance;
- more continuing education;
- greater Internet access;
- greater attendance at live performances;
- greater participation in leisure and artistic activities;
- more book purchases;
- higher voting rates;
- greater knowledge of government;
- greater community service and leadership;
- more volunteer work;
- more self-confidence; and,
- less criminal activity and incarceration.

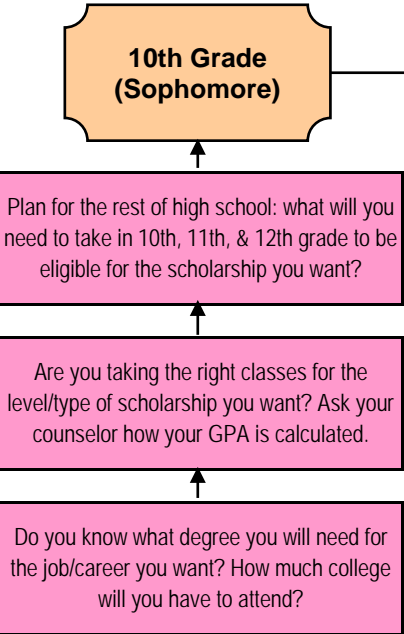


THE PATHWAY TO COLLEGE

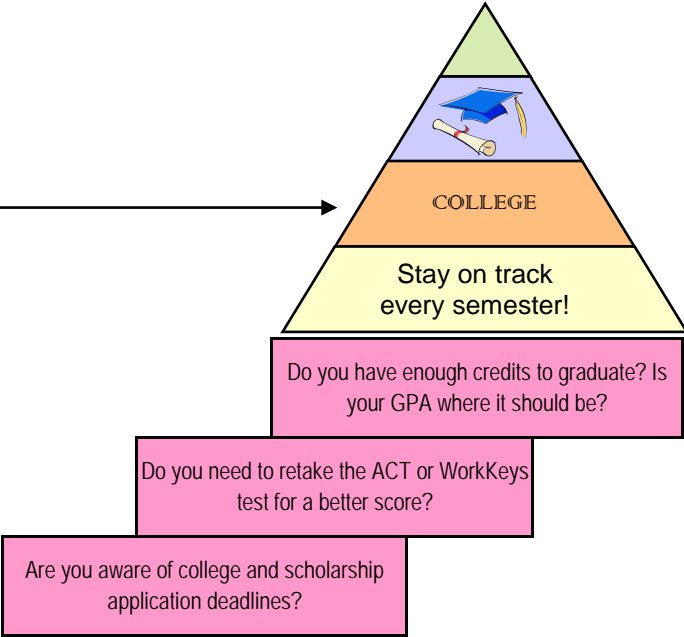
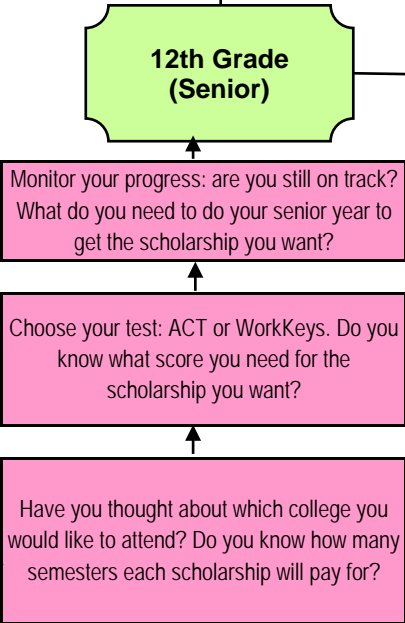
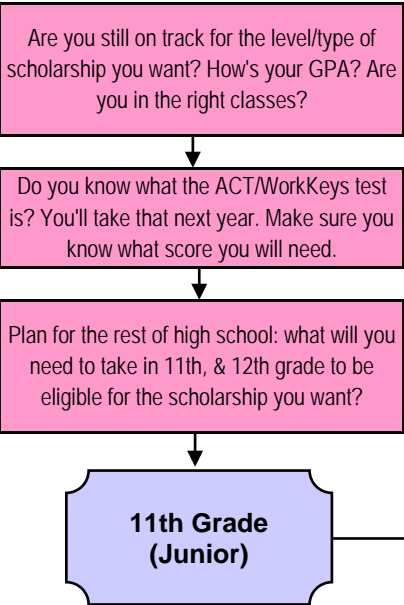
Believe it or not, your 8th grade year is the time to start thinking about college. What do you want to study? What will it take to get there? The time to start planning for your future is NOW!



Do you know what your high school's graduation requirements are? How many years of English, Math, Science, Social Studies, Health/P.E., and/or Foreign Language classes do you need to take? How do your high school's graduation requirements compare to the Hathaway Success Curriculum requirements? REMEMBER: Each level of scholarship has different Success Curriculum requirements! Check with your counselor every year to make sure you stay on track!



Do you know how much it will cost to go to college? Do you know how many semesters of college you will need for your degree? The Hathaway Scholarship will pay between \$800 and \$1,600 per semester toward your tuition. Remember, the more education you receive, the more money you'll make! YOU control your future!!



Once you're in college, it's up to you to maintain a good GPA and to stay eligible for your Hathaway Scholarship. Meet with your academic advisor often to make sure you are on the path to college graduation.



Hathaway Scholarship Requirements

All courses taken in grades 9-12 except where otherwise noted

Success Curriculum Content Area	Provisional Opportunity (\$800/semester) 2.5 GPA / 17 ACT or 12 WorkKeys	Opportunity (\$800/semester) 2.5 GPA / 19 ACT	Honors (\$1600/semester) Honors 3.5 GPA / 25 ACT Performance (\$1200/semester) Performance 3.0 GPA / 21 ACT
<i>*Math</i>	Current H.S. Graduation Requirements which must include at least two years of the Math courses listed below.	Four years of Math to include all of the Math courses listed below and an approved Additional Math Course*.	Four years of Math to include all of the Math courses listed below and an approved Additional Math Course*. One of which is required to be taken in grades 9-12.
<i>Language Arts</i>	Current H.S. Graduation Requirements	Four years of Language Arts at the college or industry preparatory level in grades 9-12 to include all Language Arts standards listed below.	Four years of Language Arts at the college or industry preparatory level in grades 9-12 to include all of the Language Arts courses listed below.
<i>*Science</i>	Current H.S. Graduation Requirements	Four years of Science, three of which shall satisfy H.S. graduation requirements.	Four years of Science to include at least three years of any of the Science courses listed below and an approved Additional Science Course*.
<i>Social Studies</i>	Current H.S. Graduation Requirements	Three years of Social Studies to include a combination of the Social Studies subject matter listed below.	Three years of Social Studies to include a combination of the Social Studies subject matter listed below.
Foreign Language	**Demonstrate proficiency on the state standards for the foreign cultures and languages common core of knowledge requirements.	**Demonstrate proficiency on the state standards for the foreign cultures and languages common core of knowledge requirements.	Two sequenced years of the same Foreign Language. One of which is required to be taken in grades 9-12.

****Only for 2011, 2012, 2013, 2014 and 2015 graduates.**

***Please ask your H.S. Counselor or Curriculum Director for a list of Hathaway-approved Additional Math and/or Science courses.**

MATH COURSES	LANGUAGE ARTS STANDARDS	SCIENCE COURSES	SOCIAL STUDIES SUBJECT MATTER
Algebra I Algebra II Geometry	Reading Writing Listening Speaking	Physical Science Biology I Physics I Biology II Physics II Geology I Chemistry I Chemistry II Computer Science I	World History American History Geography American Government Economic Systems & Institutions



Hathaway Scholarship Requirements

All courses taken in grades 9-12 except where otherwise noted

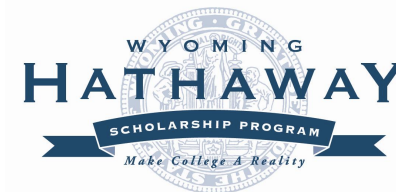
Hathaway Success Curriculum Changes for 2016 Graduates and Beyond

Success Curriculum Content Area	Provisional Opportunity (\$800/semester) 2.5 GPA /17 ACT or 12 WorkKeys	Opportunity (\$800/semester) 2.5 GPA / 19 ACT	Honors (\$1600/semester) Honors 3.5 GPA / 25 ACT Performance (\$1200/semester) Performance 3.0 GPA / 21 ACT
Foreign Language	Two sequenced years of the same Foreign Language One of which is required to be taken in grades 9-12. <u>or</u>	Two sequenced years of the same Foreign Language One of which is required to be taken in grades 9-12. <u>or</u>	Two <u>additional</u> years of Foreign Language courses May be sequenced or non-sequenced different language <u>or</u>
Fine and Performing Arts	Two years of Fine and Performing Arts courses <u>or</u>	Two years of Fine and Performing Arts courses <u>or</u>	Two years of Fine and Performing Arts courses <u>or</u>
Career-Vocational Education	Two years of Career-Vocational Education courses	Two years of Career-Vocational Education courses	Two years of Career-Vocational Education courses

Opportunity and Provisional Opportunity students can elect to take either two sequenced years of foreign language or two years of career-vocational education or two years of fine and performing arts courses.

The native language of the Eastern Shoshone or the Northern Arapahoe, or American Sign Language (ASL) may be taken in fulfillment of this requirement.

Hathaway Scholarship Success Curriculum Plan



Name: _____

Grade Level	Math (4)	Language Arts (4)	Science (4)	Social Studies (3)	Foreign Language Sequenced (2)	Fine Arts (2) OR	Career & Tech Ed (2) OR	Additional Foreign Language (2)
7		9 th -12 th grade only	9 th -12 th grade only	9 th -12 th grade only	One high school level course before 9 th grade allowable	<p>For 2016 Graduates and Beyond</p> <p>Choose two years of either, Fine Arts, Career and Technical Education or an additional Foreign Language. Those courses must be taken in 9th-12th grades.</p>		
8		9 th -12 th grade only	9 th -12 th grade only	9 th -12 th grade only	One high school level course before 9 th grade allowable			
9								
10								
11								
12								

Use the “Hathaway Scholarship High School Requirements for 2011 and 2016 and Beyond” document, your transcript and the “Success Curriculum Course Verification” document to record which classes you’ve taken and which ones you still need to take to be on track for the level of Hathaway Scholarship (the Honors, Performance, Opportunity or Provisional Opportunity) you would like to obtain. The number of courses needed for the Honors and Performance level scholarships is indicated on this form after each subject area.

Updated April 2013