



Monmouth-Roseville Junior High 6-8

Postsecondary and Career Expectations
Each student should have an individualized learning plan to help make decisions about career and postsecondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.

6 6TH GRADE

By the end of 6th grade, a student should be supported to:

- Aspiration -complete an interest survey through Career Unit Counseling Classes
- Planning -complete CharacterStrong lessons with the Classroom Teacher
- Self-Advocacy -complete CharacterStrong lessons with the Classroom Teacher

By the end of 6th grade, a student should be exposed to:

- Aspiration -Career units through Counseling classes including the Wax Museum through 6th grade teaching staff and counselor
- Planning -CharacterStrong lessons with the Classroom Teacher
- Self-Advocacy -CharacterStrong lessons with the Classroom Teacher

7 7TH GRADE

By the end of 7th grade, a student should be supported to:

- Aspiration -set goals through CharacterStrong/ELD Growth Goals/Health and Pathful
- Planning -set short-term and long-term goals, Career project (Health)
- Self-Advocacy -utilize CharacterStrong lessons and Pathful
- Aspiration -complete bell ringers, utilize a planner, identify study tips, complete Q3 goals letter (ELA)
- Planning -keep track of iReady progress
- Self-Advocacy -explore engineering internships/units Career projects (Health)
- Aspiration -explore activities/units Career project (Health)
- Self-Advocacy -utilize the self-advocacy guide
- Aspiration -amplify- Taking Risks-Classroom Principle 2 and utilizing CharacterStrong

8 8TH GRADE

By the end of 8th grade, a student should be supported to:

- Aspiration -explore Mental health (Health)
- Self-Advocacy -utilize CharacterStrong
- Aspiration -explore Real World Simulation, amplify engineering internships, explore career interests including Mechanic, Firefighter, Skilled Trades, Vet/Vet Tech, Arboriculture, Rural Health Care, Ag Aviation and Pork Production
- Planning -develop an educational plan through High School Registration
- Self-Advocacy -explore Real World Simulation, salaries and wages in various careers
- Aspiration -complete a career cluster survey through ROE/VR
- Self-Advocacy -attend a career exploration day through Real World simulation
- Aspiration -participate in Growth Mindset Lessons and CharcterStrong
- Self-Advocacy -explore Learning Style Quiz
- Aspiration -map a support network through support systems lesson (Health)
- Self-Advocacy -utilize High School Registration as the unit to learn about educational planning

By the end of 6th grade, a student should be exposed to:

- Aspiration -Real World Simulation
- Self-Advocacy -(Ag) Employability
- Aspiration -Real World Simulation, (Ag) Consumer food prices for various activities. Budgeting activity (health)



Aspiration



Planning



Self-Advocacy