

Designing a District and School Plan

What do we need	What will we do	Who will be do it to	What do we want to happen	What is the impact this will have
Develop ACP Communication Materials	Provide families, educators, and students with fact sheets, create resource page on school's website	School board, district leadership, school educators, families, students, employers	Increase awareness and value of ACP	Provide buy-in, support, and access to implementation resources
Create scope and sequence for ACP curriculum	Create grade-level activities aligned to career readiness markers	Students and families	Demonstrate students are becoming career ready	Engagement in learning that increase academic achievement and post-secondary intentions
Create PD plan for school	Provide train the trainer opportunities for educators implementing the curriculum	Educators implementing ACPs	Educator confidence in implementing curriculum	Quality implementation

Sample Curriculum Design Strategies

ACP Domain	Becoming Career Ready Objectives	ACP Skills
<p>Self-Exploration</p> <p>Career Exploration</p>	<p>Identify one or more careers of interest</p> <p>Connect career plans to personal interests, skills & values</p> <p>Describe their needed skills & future development plan</p>	<p>CDGF (PS1) Develop understanding of self to build and maintain a positive self-concept.</p> <p>Develop cognitive understanding and understand the value of the 16 career clusters and corresponding pathways</p> <p>Identify one’s interests, skills and values</p> <p>Describe multiple ways these interests, skills and values can be expressed in the world of work</p>
<p>4th Grade Lesson</p> <p>Lesson 1: Who am I? The purpose of this lesson is to help students learn become aware of their talents, interests, and unique qualities. Using pictures from magazines, online images, or drawn images each student will create a poster of their images of self and make a five-minute presentation to class.</p>	<p>Formative Assessment</p> <p>Lesson 1: Written assignment describing student’s talents, interests and unique qualities.</p>	
<p>6th Grade Lesson:</p> <p>Lesson 3: Who am I? The purpose of this lesson is to help students identify their interpersonal and learning styles and how these enable them to</p>	<p>Lesson 1: Two written assignments – one focused on their interpretation of the results and one focused on increasing their awareness of how their</p>	

effectively contribute to group projects. Students will complete the xxxx assessment (e.g., learning styles, Myers-Briggs, or related) and write a short analysis of their results. Students will engage in project based learning activity and write a reflective paper on how their interpersonal and learning styles contributed to the group experience.	interpersonal and learning styles contributes to group work activities.
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ACP Domain	Becoming Career Ready Objectives	ACP Skills
Career Exploration	<p>Identify how current courses relate to career plan</p> <p>Articulate skill & entry requirements for careers</p> <p>Connect career plans to personal interests, skills & values</p> <p>Describe their needed skills & future development plan</p>	<p>Identify how one's patterns of interests, skills and values can be expressed in multiple careers</p> <p>Identify key skills and activities associated with three careers</p> <p>Identify two- and four-year post-secondary pathways associated with three careers</p> <p>Create a course-taking plan that is aligned to one's career goals</p> <p>(NCDG, CM 5) Integrate changing employment trends, societal needs, and economic conditions into your career plans.</p> <p>(NCDG, CM 3) Use accurate, current, and unbiased career information during career</p>

		<p>planning and management.</p> <p>(NCDG, ED 1) Attain educational achievement and performance levels needed to reach your personal and career goals.</p>
8 th Grade Lesson		
Lesson 4: Where am I going?		
10 th Grade Lesson		
Lesson 4: Where am I going?		

ACP Domain	Becoming Career Ready Objectives	ACP Skills
Career Planning and Management	<p>Identify how current courses relate to career plan</p> <p>Articulate skill & entry requirements for careers</p> <p>Engage in additional learning opportunities</p> <p>Exercise these skills throughout life – Ready to engage in lifelong career planning & management</p>	<p>Identify employability and social emotional learning skills needed to successfully enter three careers</p> <p>Assess one’s employability and social emotional learning skills to determine which areas need additional development</p> <p>Create a plan for developing one’s employability and social emotional learning skills.</p> <p>Identify out of school learning and work-based opportunities that enable additional career exploration and skill development.</p> <p>Identify the two- and four-year post-secondary pathways one</p>

		<p>plans to consider.</p> <p>Assess one's career goals and post-secondary plans in relation to financial considerations.</p> <p>(NCDG, CM 1) Create and manage a career plan that meets your career goals.</p> <p>(NCDG, CM 2) Use a process of decision-making as one component of career development.</p> <p>(NCDG, CM 4) Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment planning and management.</p>
<p>11th Grade Lesson</p> <p>Lesson 8: How to I get there?</p>		
<p>12th Grade Lesson</p> <p>Lesson 8: How to I get there?</p>		

Table 1. National Career Development Guidelines Framework

Personal Social Development Domain (PS)	
<i>GOAL PS1</i>	Develop understanding of self to build and maintain a positive self-concept.
<i>GOAL PS2</i>	Develop positive interpersonal skills including respect for diversity.
<i>GOAL PS3</i>	Integrate growth and change into your career development.
<i>GOAL PS4</i>	Balance personal, leisure, community, learner, family, and work roles.
Educational Achievement Lifelong Learning Domain (ED)	
<i>GOAL ED1</i>	Attain educational achievement and performance levels needed to reach your personal and career goals.
<i>GOAL ED2</i>	Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.
Career Management Domain (CM)	
<i>GOAL CM1</i>	Create and manage a career plan that meets your career goals.
<i>GOAL CM2</i>	Use a process of decision-making as one component of career development.
<i>GOAL CM3</i>	Use accurate, current, and unbiased career information during career planning and management.
<i>GOAL CM4</i>	Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.
<i>GOAL CM5</i>	Integrate changing employment trends, societal needs, and economic conditions into your career plans.

Source: [National Career Development Association](#)

Indicators of Becoming Career Ready

- Identify one or more careers of interest
- Clearly describe plans to pursue the careers of interest
- Connect career plans to personal interests, skills & values
- Identify how current courses relate to career plan
- Articulate skill & entry requirements for careers
- Engage in additional learning opportunities
- Describe their needed skills & future development plan
- Exercise these skills throughout life – Ready to engage in lifelong career planning & management

ACP CURRICULUM SKILLS

Self-exploration Skill Areas

Awareness of one's

- (a) interests,
- (b) skills, and
- (c) values.

Career Exploration Skill Areas:

- (a) identify how their interests, values, and skills relate to careers of interest;
- (b) describe the skills and activities associated with those careers;
- (c) identify the postsecondary training, two-year, four-year, or graduate degree programs needed to successfully pursue those careers; and,
- (d) Deciding on one or more careers of interest should be based on an assessment of available labor market information (LMI).

Career Planning and Management Skill Areas:

- (a) job search skills;
- (b) youth leadership and development;
- (c) career and work-readiness skills (i.e., soft skills);
- (d) work-based learning; and,
- (e) financial literacy.