**1.9 Developing an ACP Scope & Sequence**

 Topic: *Implementing ACP*

**Prerequisite:** Lesson 1.6

**Audience:** ACP Leadership Team

**Activity Goal**

ACP Overview and Culture.

 The purpose of this activity is to help educators brainstorm developing an ACP scope and sequence with students.

**Background Knowledge for the Presenter**

* Begin by introducing participants to the Career Cruising Wisconsin Portfolio Completion Standards. Completion Standards allow districts/schools to set the criteria that students are required to meet in order for their ACPs to be considered complete. Different completion standards can be set for each grade level, allowing the use of this feature for a single course, for graduation requirements, or to implement a progressive system where students complete more sections of their ACPs as they advance from one grade level to the next. Completion Standards support student engagement, rigor, and accountability of your implementation.
* Refresh participants’ memory on the school/district’s vision of a college and career ready student. If school/district does not have one, use the state’s version.

**Materials Needed**

* Handout – Wisconsin Portfolio Completion Standards: Recommended Default Settings (1.9A)
* Handout - ACP Student Outcomes Samples (1.9B)
* Handout - Colorado Quality Indicators (1.9C)
* Handout – Wisconsin Portfolio Completion Standards: Blank Copy (1.9D)
* Handout – Grade-By-Grade Activity Guide to Support Recommended Portfolio Completion Standards (1.9E)

**Time Needed:** 45 minutes

**Procedures**

1. Introduce participants to the Career Cruising Wisconsin Portfolio Completion Standards: Recommended Default Settings (1.9A).
2. Ask participants to form small groups to discuss the WI portfolio completion standards and how they relate to their district/school’s goals.
	1. Questions to guide discussion
		1. Given your district/school’s definition of college and career readiness, which completion standards do you think are necessary for students to complete at each grade level?
		2. Are all standards required? Which ones are optional?
		3. What supports are in place for all students and for those who need the most intense support?
3. Have participants utilize the ACP student outcomes handout (1.9B) and/or the Colorado Quality Indicators handout (1.9C) to determine the desired student outcomes for their district/school.
4. Based on their conversation and the identified student outcomes, small groups should create their district’s Portfolio Completion Standards using the blank copy of the Career Cruising Wisconsin Portfolio Completion Standards (1.9D).
5. Have participants return to the larger group and share their findings
	1. Questions to guide discussion
		1. What did each group identify as the most important standard in each grade level and why?
		2. Is there consensus among the group about the most important standard in each grade level?
		3. Are the standards identified already in place at the district/school or is this something you need to work on? How can you ensure this is implemented?
6. Based on the district/school’s determination of completion standards, utilize the career cruising activity guide (1.9E) to identify the activities required for students at all grade levels. Optional activities at each grade level can also be identified.
7. If time allows, share examples of scope and sequences of different districts. Examples linked below.
	* New Berlin School District (Pages 9 & 10): <http://www.nbexcellence.org/cms_files/resources/NBSD_COURSE%20GUIDE_1718_F10.pdf>
	* Appleton Area School District:

<https://dpi.wi.gov/sites/default/files/imce/acp/conference/AASD%20Presentation%20.pdf>

* + Winter School District:

 <http://www.winter.k12.wi.us/schools/elementaryschoolACP.cfm>

* + Lake Country School District

 <http://www.lcs.k12.wi.us/faculty/thurinh/GuidanceScopeandSequence.pdf>

* Kewaunee School District

<http://www.kewaunee.k12.wi.us/ACPScopeSequenceforEd.pdf>

* + Elmbrook School District

<https://www.elmbrookschools.org/teaching-learning/college-career-life-readiness/acp>

Handout 1.9A

WISCONSIN PORTFOLIO COMPLETION STANDARDS: RECOMMENDED DEFAULT SETTINGS

Completion Standards allow you to set the criteria that students are required to meet in order for their ACPs to be considered complete. Different completion standards can be set for each grade level, allowing the use of this feature for a single course, for graduation requirements, or to implement a progressive system where students complete more sections of their ACPs as they advance from one grade level to the next. Completion Standards support student engagement, rigor, and accountability of your implementation.

The following list of Completion Standards represents the Default Setting. These settings can be changed and adjusted for your local school district:

|  |  |
| --- | --- |
| **Criteria** | **Grade Level** |
| **Career and Education Exploration** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Career Matchmaker | X | X | X | X | X | X | X |
| My Skills |  |  | X |  | X |  |  |
| Ability Profiler\* |  |  |  |  |  |  |  |
| Learning Styles Inventory | X |  | X |  | X |  |  |
| My Saved Careers | X | X | X | X | X | X | X |
| Minimum number of careers | 1 | 2 | 3 | 4 | 4 | 4 | 4 |
| Career Selector |  |  | X |  | X |  |  |
| My Saved Schools |  |  | X |  |  | X | X |
| Minimum number of schools |  |  | 1 |  |  | 2 | 3 |
| School Selector |  |  |  |  |  | X |  |
| Financial Aid Selector |  |  |  |  |  |  | X |
| **Four Year Education Plan** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Education Plan: Grade 9 |  |  |  |  |  |  |  |
| Minimum number of credits  |
| Education Plan: Grade 10 |  |  |  |  |  |  |  |
| Minimum number of credits  |
| Education Plan: Grade 11 |  |  |  |  |  |  |  |
| Minimum number of credits  |
| Education Plan: Grade 12 |  |  |  |  |  |  |  |
| Minimum number of credits  |
| **Career Planning** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| My Saved Clusters |  | X | X | X | X |  |  |
| Career Planning Activities\*\* |  |  | X |  | X | X |  |
| Minimum number of activities |  |  | 1 |  | 2 | 3 |  |
| Post-Secondary Plan |  |  |  |  |  |  | X |
| Career and Life Goals |  |  | X | X | X | X | X |

|  |  |
| --- | --- |
| **Criteria** | **Grade Level** |
| **Activities and Abilities** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Hobbies & Interests | X | X | X | X | X | X | X |
| Minimum number of activities | 1 | 1 | 2 | 2 | 3 | 3 | 3 |
| Extracurricular Activities | X | X | X | X | X | X | X |
| Minimum number of activities | 1 | 1 | 2 | 2 | 3 | 3 | 3 |
| Skills and Abilities |  |  | X | X | X | X | X |
| Minimum number of skills/abilities |  |  | 1 | 1 | 2 | 2 | 3 |
| Awards and Certificates |  |  |  |  |  |  |  |
| Work Experience |  |  |  |  |  |  |  |
| Volunteer Experience |  |  |  |  |  |  |  |
| Minimum number of hours |  |  |  |  |  |  |  |
| **Annual Portfolio Development Activities** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Annual Portfolio Review\*\*\* |  |  |  |  |  |  |  |
| Review & Revise\*\*\*\* | Yes\_ **No X** |
| **My Journal** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| My Journal | X | X | X | X | X |  |  |
| Minimum number of entries | 1 | 1 | 1 | 1 | 2 |  |  |

Handout 1.9B

**ACP Student Outcomes Samples**

| **ACP COMPONENTS** | **POTENTIAL STUDENT OUTCOMES** |
| --- | --- |
| **KNOW** | ***Self-Awareness*** | * Sets personal goals
* Writes a self-reflection
	+ Articulates how personal interests and goals are connected
	+ Articulates personal strengths and growth areas
* Develops executive skills necessary to plan and work toward goals
* Develops critical thinking skills
* Develops self-advocacy skills
* Demonstrates personal responsibility
 |
| ***Academic Preparation*** | * Chooses courses aligned with interests and goals
* Understands what middle school coursetaking means for high school transition
* Coursetaking includes courses that will prepare students for college and careers:
	+ CTE Programs of Study
	+ Honors/AP/IB courses
	+ Dual enrollment courses
	+ Work-based education
* Knows high school graduation requirements
* Knows career pathways and programs of study
* Understands how assessment results support post-secondary choices
* Develops an Academic and Career Plan
 |
| **EXPLORE** | ***Exploration Activities*** | * Explores programs of study and career pathways
* Attends a career/job/college/training fair
* Discusses career options with a career advisor
* Conducts research on a selected career pathway
* Goes on a field trip to a college or company
* Engages in job shadowing or informational interviewing
* Understands how culture and stereotyping can affect career choices
* Uses multiple tools to gain information about careers and/or colleges
* Participates in co-curricular activities
 |
| **PLAN** | ***Career Planning Activities*** | * Sets career goals
* Attends a skill, career or tech center
* Researches local labor market
* Understands salary ranges for careers of interest
* Knows multiple ways to seek and find employment
* Develops interviewing skills
* Completes or updates resume
* Explores work-based learning opportunities, such as co-op, internships, or apprenticeship programs
* Practices completing job applications
* Knows skills and habits required to succeed in careers of interest
* Knows education and training requirements for careers of interest
* Understands financial implications of postsecondary education and training
* Understands financial implications of careers of interest
* Completes FAFSA
* Explores college entrance requirements
* Practices or takes the SAT
* Applies to technical and/or 4-year colleges & universities
 |
| ***Academic Planning Activities*** | * Sets academic goals
* Aligns course planning to postsecondary goals
* Stays on track for graduation
 |
| **GO** | ***Management Activities*** | * Knows mentor and how to schedule time with them and/or reach them with questions
* Completes plan
* Plan contains
	+ Postsecondary goals
	+ Course plan
	+ Service learning
	+ Co-curriculars
	+ Pathways & PoS info
	+ Assessment results
	+ Financial plan
	+ Strength & interest inventory results
* Meets with mentor annually to update plan
* Has a backup plan (“Plan B”)
 |

Handout 1.9C

**Colorado High School ICAP Quality Indicators**

**Quality Indicator 1: Self-Awareness**

**Definition:** An understanding of how one’s unique interests, talents, and aspirations play a role in decision-making and interpersonal relationships. Individual thoughts and feelings that get students excited about life and learning, and the ability to articulate passions and dreams; including recognizing challenges and potential barriers to attaining goals, and how healthy lifestyles contribute to personal and professional success.

**Sub-Indicator 1:** Students will demonstrate knowledge, understanding, and personal awareness of her/his individual talents, interests, hopes, dreams, and passions.

**Outcome- 1** Each student will participate in self-discovery exercises/assessments in order to uncover potentially hidden talents, interests, and aspirations.

**Outcome- 2** Each student will identify the unique characteristics and attributes that set her/him apart from other people and allows them to express themselves as individuals.

**Outcome-3** Each student will articulate, through written essay or other creative work, how her/his unique attributes may contribute to or possibly hinder their career success.

**Sub-Indicator 2:** Students will demonstrate personal understanding of how their mindsets and behaviors impact their personal learning styles, self-management, and social skills.

**Outcome-1** Each student will demonstrate critical thinking skills  to make informed, ethical, and socially responsible decisions regarding their personal wants, needs, and aspirations in relation to her/his postsecondary goals.

**Outcome-2** Each student will demonstrate effective collaboration and cooperation skills by engaging in extracurricular activities with others who share the same interests, passions, or personal goals for success.

**Outcome-3** Each student will apply self-determination and self-discipline to learning in order to enhance her/his aptitude and self-confidence when faced with difficult tasks.

**Outcome-4** Each student will demonstrate her/his ability to work independently toward achieving an academic or personal goal.

**Outcome-5** Each student will demonstrate the ability to effectively balance academic, personal, and community activities in order to achieve a holistic sense of wellness.

**Sub-Indicator 3:** Students will demonstrate personal awareness and social maturity through the development of positive relationships with peers, teachers, and other adults.

**Outcome-1** Each student will develop a personal/professional network of adult mentors that she/he may access for guidance and support when developing career or postsecondary goals.

**Outcome-2** Each student will participate in specific assessments that identify unique, individual, leadership qualities. Those leadership qualities may be developed and enhanced through practice and self-reflection.

**Outcome-3** Each student will identify individuals (peers or adults) upon whom she/he may rely for support in order to effectively transition through challenging situations at home, school, or within her/his community.

**Outcome-4** Each student will demonstrate self-advocacy skills and be able to assert herself/himself through the use of appropriate oral and written communication.

**Quality Indicator 2: Career Awareness**

**Definition:**

An understanding of the difference between jobs, occupations, and careers and the impact this might have on one’s career satisfaction. Ability to articulate the implications of a wide range of local regional, national, and global career pathways and opportunities, while giving consideration to economic, cultural influences, and the impact of stereotypes on career choice.

**Sub-Indicator 1:** Students will demonstrate knowledge, understanding, and personal awareness about career pathways available in local, regional, national and global arenas

**Outcome-1** Each student will identify one primary career pathway in which she/he discovers an interest, while recognizing the local, regional, national, and global implications for that career field.

**Outcome-2** Each student will identify two additional career pathways in which she/he discovers an interest, as identified by the Colorado Career Cluster model.

 **Sub-Indicator 2:** Students will be able to articulate and utilize information regarding the influences and impact of cultural biases and stereotypes on career options.

 **Outcome-1** Each student will identify the impact of negative stereotypes and how these cultural biases may cause barriers to a career pathway for themselves and others.

**Outcome-2** Each student will articulate through written essay or other creative work, the implications of how culture impacts career choices.

**Sub-Indicator 3:** Students will demonstrate an understanding of the economic influences and impact on career pathways in which they are interested.

**Outcome-1** Each student will be able to identify and communicate the implications of multiple ways in which the average salary in a particular career field

influences lifestyle choices.

**Outcome-2** Each student will identify and utilize multiple personal and community resources that inform them about career pathways and assist them in making career choices.

 **Sub-Indicator 4:** Students will demonstrate the necessary mindsets and behaviors that support

 an understanding of how the whole self influences career awareness.

**Outcome-1** Each student will be able to articulate how self-management skills impact career awareness.

**Outcome-2** Each student will be able to explain how the ethical and social responsibilities of careers they are considering.

**Quality Indicator 3: Postsecondary Aspirations**

 **Definition:**

Participation in career exploration activities centered on students’ passions, interests, dreams, visions of their future-self, and perceived options.

**Sub-indicator 1:** Students will participate in activities that allow them to explore occupations based on dreams, passions, and individual interests.

**Outcome-1** Each student will describe the future visions they have of themselves within the workforce, through a written paper or presentation designed to articulate future goals, dreams, and aspirations.

**Outcome-2** Each student will participate in extracurricular activities that support her/his life interests that relate to their postsecondary vision of themselves.

 **Sub-indicator 2:** Students will develop mentoring relationships with at least one member of their community that represents a job within their identified career pathway.

**Outcome 1-** Each student will make professional connections to community members in their community, in order to obtain “real world” information regarding careers that exist within their community that support their chosen pathway.

**Outcome 2-** Each student will demonstrate an understanding of the barriers to access that exist for certain careers within her/his local community, and identify areas in their state or other states where employment opportunity exists for the career field in which they are interested.

 **Sub-indicator 3:** Students will demonstrate knowledge and understanding of how their dreams and interests translate into career fulfillment.

**Outcome 1-** Each student will create a presentation or write an essay describing her/his future vision of themselves within the workforce, including how they plan to make this vision a reality.

**Outcome 2-** Each student will include in her/his essay or presentation, how their values and academic aspirations support future personal life needs, wants, and goals, and how their plan of action addresses these issues.

**Quality Indicator 4: Postsecondary Options**

 **Definition:**

The knowledge and application of a variety of postsecondary and career opportunities and advancements available by using tools such as career clusters, personality assessments and learning style inventories highlighting individual strengths and capabilities.

 **Sub-indicator 1:** Students will develop self-awareness of their personal motivations, abilities,

 limitations, interests, and skills and apply these to career options and selections.

 **Outcome-1** Each student will apply knowledge gained from career and college-ready assessments to her/his own postsecondary plans.

**Outcome-2** Each student will apply knowledge of personal strengths and challenges to the selection of her/his postsecondary career options.

**Outcome-3** Each student will demonstrate critical thinking and informed decision making skills to assess possible career pathways that best fit her/his skills, abilities, and interests.

**Outcome-4** Each student will utilize what they know about themselves in relation to the world, in order to communicate an academic action plan to achieve future goals through a portfolio or multiple print or digital sources.

**Sub-indicator 2:** Students will demonstrate their knowledge through a written essay or other creative work, the variety of postsecondary opportunities they have considered (including, 2 year and 4-year degree programs, apprenticeships, military service, career and technical colleges, and service-learning programs such as Job Corps) and which option(s) appears to be the most in line with their career goals.

**Outcome-1** Each student will also articulate the difference between types of colleges, as well as technical and apprenticeship programs, and how these college and career choices best fit her/his whole self.

**Outcome-2** Each student will communicate the interconnections between self knowledge, self directed learning and postsecondary opportunities.

**Outcome-3** Each student will demonstrate the ability to navigate and use a variety of technological tools in order to identify and select her/his career and

college options.

 **Outcome-4** Each student will be able to calculate the costs, benefits, and challenges (including personal, social, environmental and/or family implications) to

make informed decisions regarding her/his individual postsecondary options.

**Sub-indicator 3:** Students will understand and apply the self management, academic, social skills, and behaviors necessary to reach their optimal postsecondary potential.

 **Outcome-1** Each student will actively engage in challenging coursework, advanced placement opportunities, extra-curricular clubs, organizations, and

college or workforce preparation programs available to them.

**Outcome-2** Each student will demonstrate knowledge of basic vocabulary, mindsets, and behaviors appropriate for professional interaction.

**Outcome-3** Each student will demonstrate knowledge of the application and interviewing process: including dressing for success, identifying personal strengths and abilities, and communicating effectively as demonstrated through verbal and written assessments.

**Outcome-4** Each student will demonstrate executive processes or self-management skills including, effective reasoning, critical thinking, using logic, forming arguments in a socially acceptable manner, assuming personal responsibility, and managing personal life transitions.

**Quality Indicator 5: Environmental Expectations**

 **Definition:**

 An ecological system in which school, family, community, culture, and worldview influence the

 students’ career development and post-secondary plans.

 **Sub-indicator 1:**

 Students will demonstrate, in written or other creative form, how their academic

 environmental resources influence their career choice.

 **Outcome-1** Each student will actively participate in programs and activities, which

focus on issues of equitable distribution of resources.

**Outcome-2** Each student will be able to identify and utilize available academic resources in her/his region that minimize academic environmental limitations.

**Outcome-3** Each student will demonstrate through written or other creative work, the academic environmental strengths and limitations of their community, and how she/he will utilize those strengths to support their future educational or employment goals.

 **Sub-indicator 2:**

 Students will actively participate in extracurricular activities in order to decrease the likelihood

 of engaging in risky behaviors while demonstrating behavior that positively impacts

 postsecondary and career options.

**Outcome-1** Each student will actively avoid involvement in negative environmental associations, in order to reduce the likelihood of negative impact on

her/his postsecondary options and career choices.

**Outcome-2** Each student will actively pursue participation in positive environmental resources (community afterschool programs and clubs) which have a

beneficial impact on postsecondary and career choices.

 **Sub-indicator 3:**

 Students will understand how values and beliefs within multiple environments (school, home,

 and community) influence future career and other postsecondary options.

**Outcome-1** Each student will articulate through written essay or other creative work, her/his cultural and environmental norms, values, and beliefs as they relate to career choice.

 **Outcome-2** Each student will also identify her/his own family structural and financial limitations influencing postsecondary and career options.

**Outcome-3** Each student will also identify specific limitations to her/his career choice based on their geographical region.

**Outcome-4** Each student will also identify specific environmental factors that influence her/his physical, emotional, and mental health in relation to career choice, and develop a plan for combating those factors to reduce negative impact.

**Quality Indicator 6: Academic Planning**

 **Definition:**

 The skills and knowledge necessary to map out and pass the academic courses required to

 achieve postsecondary goals.

**Sub-indicator 1:** Students will demonstrate the academic discipline mindsets and behaviors for successful course completion (*academic discipline* includes organization, planning, and effort).

**Outcome-1** Each student will demonstrate the ability to complete coursework in a timely manner using organizational skills (i.e., electronic calendar, graphic organizer).

 **Outcome-2** Each student will demonstrate appropriate personal/social and conflict resolution skills, in order to reduce disciplinary outcomes.

**Outcome-3** Each student will demonstrate self-advocacy and self-assertion through use of appropriate communication skills when engaging teachers, parents, and fellow students as issues arise over coursework.

**Outcome -4** Each students will demonstrate through written essay or other creative work, an understanding of how her/his own academic behaviors and mindsets influence their career and college choices such as, setting high academic goals, demonstrating self-discipline, motivating themselves, managing stress, and organizing their lives to get better grades

**Sub-Indicator 2:**  Students will demonstrate the necessary knowledge of how the Colorado State Standards apply to their chosen future career clusters and any other postsecondary options they are interested in pursuing.

**Outcome-1** Each student will be able to identify the importance of using effective communication, teamwork, collaboration, cooperation, and problem-solving skills in the workplace, and be able to demonstrate those skills in the classroom.

**Outcome-2** Each student will also apply personal responsibility and accountability skills as evidenced by a turning in assignments on time, and reducing instances of tardiness and absenteeism.

**Sub-Indicator 3:**  Students will enroll in necessary courses to complete high school graduation through Individual Career and Academic Plan (ICAP) completion and curriculum alignment.

**Outcome-1** Each student will apply information from personal interests, values, and abilities assessments to select college and/or career options.

**Outcome-2** Each student will select high school coursework that is compatible with her/his individual career cluster interests.

**Outcome-3** Each student will demonstrate intentional, self-directed, educational planning by accessing academically challenging course work, (i.e., concurrent enrollment, Advanced Placement, or other options to align their career aspirations).

**Quality Indicator 7: Employability Skills**

 **Definition:**

 To define, develop, and hone skills that increase the likelihood of becoming and remaining

 successfully employed and civically responsible citizens.

**Sub-Outcome 1:** Students will demonstrate their knowledge of skills, aptitude, and educational requirements related to a particular career field.

 **Outcome-1** Each student will identify relevant employability systems including: interpersonal, technological, and community.

**Outcome -2** Each student will access multiple employability resources within her/his local, state, national, and international community.

**Sub-Indicator 2:** Students will actively develop personal and professional employability traits by engaging in classroom and community opportunities.

 **Outcome- 1** Each student will articulate, through written essay or other creative work, her/his personal and professional strengths related to meeting individual educational or occupational goals.

**Outcome- 2** Each student will articulate the specific ways in which she/he are actively working toward enhancing personal and professional traits in relation to

a given career pathway.

**Sub-Indicator 3:** Students will articulate the ways in which they are developing essential employability skills.

**Outcome -1** Each student will demonstrate how she/he is actively working toward improving academic competencies related to basic employability skills (i.e. math, writing).

**Outcome -2** Each student will actively work toward the goals outlined on their personal action plan for improving basic employability skills (i.e. math, writing).

**Outcome- 3** Each student will articulate through written essay or other creative work, the impact academic performance may have on their future career options.

**Quality Indicator 8: Personal Financial Literacy**

 **Definition:**

Having an awareness of and be able to articulate the cost of postsecondary options and apply this awareness to their postsecondary career and academic planning process.

**Sub-Indicator 1:** Students will demonstrate the ability to recognize financial aid vocabulary and know what options are available to pay for postsecondary options.

**Outcome-1:**Each student will demonstrate an understanding of what a FAFSA is,

have access to it, and complete it, along with any other financial aid application related to their individual, post-secondary goals.

**Outcome-2** Each student will locate the *cost of attendance* (COA) for a particular post-secondary institution, and demonstrate the knowledge about how this amount is determined.

**Outcome-3** Each student will be able to articulate what *expected family contribution* (EFC) means, how it is calculated, and how this total impacts her/his means for attending a particular institution.

**Sub-Indicator 2:** Students will demonstrate by the beginning of 11th grade, knowledge of specific financial options available to them through the State of Colorado in order to pursue their postsecondary options.

**Outcome-1** Each student will utilize *College in Colorado,* along withother postsecondary resources to assist her/him in the financial aspect of individual postsecondary planning.

**Outcome-2** Each student will complete the *Colorado Opportunity Fund* application, if she/he has not already done so.

**Outcome-3** Each student will identify and utilize the financial support options that are best suited to fund her/his postsecondary plans. These options may include traditional scholarships, federal or private student loans, technologically-based funding resources, or other non-traditional means of financial support.

**Comments, questions, or concerns should be directed to Leann Morgan, Ph.D., University of Colorado-Colorado Springs**

 **(****lmorgan7@uccs.edu****), or Rhonda Williams, Ed.D., University of Colorado- Colorado Springs (****rwilliam@uccs.edu****)**

Handout 1.9D

WISCONSIN PORTFOLIO COMPLETION STANDARDS

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|  |  |
| --- | --- |
| **Criteria** | **Grade Level** |
| **Career Planning Activities** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Attend a career/job fair |  |  |  |  |  |  |  |
| Attend a college/training fair |  |  |  |  |  |  |  |
| Attend a skill, career or tech center |  |  |  |  |  |  |  |
| Attend camp (music, sports, arts) |  |  |  |  |  |  |  |
| Complete a job search workshop |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Criteria** | **Grade Level** |
| **Career Planning Activities (cont.)** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| Complete interest or ability testing |  |  |  |  |  |  |  |
| Complete or update interviewing skills |  |  |  |  |  |  |  |
| Complete or update resume |  |  |  |  |  |  |  |
| Co-op program or internship |  |  |  |  |  |  |  |
| Discuss career options with a career advisor |  |  |  |  |  |  |  |
| Explore an apprenticeship program |  |  |  |  |  |  |  |
| Go on a field trip to a college |  |  |  |  |  |  |  |
| Go on a field trip to a company |  |  |  |  |  |  |  |
| Job shadowing program |  |  |  |  |  |  |  |
| Pathway interviews |  |  |  |  |  |  |  |
| Practice completing job applications |  |  |  |  |  |  |  |
| Practice or take the SAT/ACT |  |  |  |  |  |  |  |
| Senior Project |  |  |  |  |  |  |  |
| Take part in community service |  |  |  |  |  |  |  |
| Talk to speakers (college, military, career) |  |  |  |  |  |  |  |
| Work as a volunteer |  |  |  |  |  |  |  |
| Work full-time |  |  |  |  |  |  |  |
| Work in the summer |  |  |  |  |  |  |  |
| Work part-time |  |  |  |  |  |  |  |
| Work related activities |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |

Specify particular activities that students must record in their Portfolios.

Handout 1.9E

**GRADE-BY-GRADE ACTIVITY GUIDE TO SUPPORT RECOMMENDED PORTFOLIO COMPLETION STANDARDS**

|  |  |  |
| --- | --- | --- |
| **GRADE** | **CAREER CRUISING ACTIVITIES** | **SUGGESTED RESOURCES** |
| **6** | * + Complete the first 39 questions of Career Matchmaker and save results
	+ Save at least **one** career of interest and review the **At-A-Glance** page and other areas of the career profile to get a better understanding of job requirements
	+ Complete the **Learning Styles Inventory** and save results
	+ Create a **My Journal** entry reflecting on learning style assessment
	+ Add at least **one** hobby/interest and **one** extracurricular activity to **My Plan**
 | **My Plan Activity #2** - Saving Your Career Matchmaker Results **Classroom Activity #3** - Using Career Matchmaker**Classroom Activity #14** - Learning Styles**My Plan Activity #8** - Activities & Experiences |
| **7** | * Complete 39 additional questions in **Career Matchmaker** and save results
* Under **Careers,** use the **Career Clusters** search to find different careers by favorite school subject
* Save at least one **Career Cluster** of interest (My Saved Clusters) to **My Plan**
* Explore career profiles: **Job Description**, **Working Conditions**, **Earnings**, **Education**, and **Sample Career Path** sections
* Save at least **one** additional career of interest to **My Plan**
* Research **one** saved career of interest in detail and present findings to class
* Create a **My Journal** entry reflecting on why the career(s) and cluster(s) saved are a good fit
* Review and add any new hobbies/interests and extracurricular activities to **My Plan**
 | **My Plan Activity #3** - Careers That Interest Me**Classroom Activity #1** - School Subjects & Careers**Classroom Activity #2** - Using School Subjects in the Workplace**Classroom Activity #9** - Career Interview Project |

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| **8** | * Complete 38 additional questions in **Career Matchmaker** (for a total of 116 answered questions) and save results
* Use the **Career Selector** tool to research careers based on a variety of criteria. Explore career profiles: **Job Description**, **Working Conditions**, **Earnings**, **Education**, and **Sample Career Path** sections
* Review **My Saved Clusters** and add new clusters of interest if applicable
* Save at least **one** additional career of interest to **My Plan**
* Complete **one** career planning activity and record in **My Plan** (e.g., attend a career or college fair, complete community service, create a resume, etc.)
* Take the **Learning Styles Inventory** for a second time and save results; review tips and learning strategies
* Complete the **My Skills** assessment and save results. Add at least **one** skill/ability in **My Plan**
* Explore the **Suggested School Subject** in a career profile of interest. Under **Education**, search for schools and save at least **one** school and major of interest in **My Saved Schools**
* Add at least **one** short-term and **one** long-term career/life goal in **My Plan**. Write a **My Journal**
* entry that outlines a plan to meet one goal
* Add at least **one** new hobby/interest and **one** extracurricular activity to **My Plan**
* Based on careers of interest, activities, and goals, build a four-year high school course plan using the **Course Planner** tool (emphasize that it can be changed as students progress through school)
 | **Classroom Activity #4** - Your Career Ideas & Career Matchmaker**Classroom Activity #5** - Using Career Selector**My Plan Activity #7** - Career Preparation & Planning**Classroom Activity #14** - Learning Styles**Classroom Activity #11** - Using My Skills**Classroom Activity #12** - College Research Exercise**My Plan Activity #6 -** High School Education Plan |

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| **9** | * Start a new **Career Matchmaker** assessment; answer at least 39 questions and save results
* Explore **Suitable for You?** feedback from **Career Matchmaker** for careers that did not appear on the suggestion list
* Save at least **one** additional career of interest and compare against the three other saved careers from previous three grades.
* Write a **My Journal** entry about saved careers. Is there a pattern or clear area or skill of interest?
* Review saved **Career Clusters** and add any others of interest
* Add or update short-term and long-term goals in **My Plan**
* Under **Education**, review the **College Planning Timeline**
* Add at least **one** additional skill or ability to **My Plan**
* Add at least **one** short-term and **one** long-term career/life goal in **My Plan**
* Add at least **one** volunteer experience, work experience, award, or certificate and save to **My Plan**
* Review hobbies, interests, and extracurricular activities and add any new ones to **My Plan**
* Based on careers of interest, skills, activities, and goals, complete grade 10 course selection using the **Course Planner** tool
 | **Classroom Activity #3** - Using Career Matchmaker**Classroom Activity #6** - Comparing Careers**Classroom Activity #8** - Career Fair Project**My Plan Activity #8** - Activities & Experiences**My Plan Activity #6** - High School Education Plan |
| **10** | * Take a second **Career Matchmaker** assessment, answering at least 58 questions
* Save results and review educational requirements for at least **two** career matches of interest
* Use the **Career Selector** tool to find careers based on a variety of criteria
* Review saved **Career Clusters** and add any others of interest
 | **Classroom Activity #15** - Why Study This? A Cross-Curricular Game **Classroom Activity #5** - Using Career Selector |

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| **10****(cont’d)** | * Save at least **one** additional career of interest to **My Plan** and compare to four other saved careers from previous grades
* Take the **Learning Styles Inventory** for a third time and save results; review tips and learning strategies
* Complete the **My Skills** assessment for a second time and save results
* Add at least **one** additional skill or ability to **My Plan**
* Look at skills needed for careers of interest and make a list of skills to work toward in **My Journal**
* Update short-term and long-term goals in **My Plan**
* Complete **one** additional career planning activity and record it in **My Plan** (e.g., attend a career or college fair, complete community service, create a resume, etc.)
* Add at least **one** hobby/interest and **one** extracurricular activity to **My Plan**
* Under **Education**, review the **College Planning Timeline**
* Complete course selection for grade 11 using **Course Planner**. Look ahead to grade 12 courses and adjust as needed
 | **Classroom Activity #6** - Comparing Careers**Classroom Activity #14** - Learning Styles**Classroom Activity #10** - Discovering Your Work Skills**Classroom Activity #12** - College Research Exercise**My Plan Activity #6** - High School Education Plan |
| **11** | * Revisit latest **Career Matchmaker** assessment and answer additional 58 questions (for a total of 116)
* Save results and review educational requirements for at least **two** career matches of interest.
* Save any new careers of interest to **My Plan** and compare against other saved careers
* Complete **School Selector** questionnaire; save at least **one** school and **one** major of interest
 | **Classroom Activity #4** - Your Career Ideas and Career Matchmaker**My Plan Activity #4** - Schools that Interest Me |

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| **11****(cont’d)** | * Complete **one** additional career planning activity and record in **My Plan** (e.g., attend a career or college fair, job shadow, practice SAT/ACT, etc.)
* Use the **Resume Builder** to create a resume and cover letter and attach to **My Files**
* Add or update short-term and long-term goals in **My Plan** and write about progress and next steps in **My Journal**
* Under **Education**, review the **College Planning Timeline**
* Review and add hobbies, interests, extracurricular activities, volunteer experiences, work experiences, awards and certificates, and other relevant experiences to **My Plan**

 Add at least **one** additional skill or ability to **My Plan** Complete course selection for grade 12 using **Course Planner** | **My Plan Activity #7** - Career Preparation & Planning**My Plan Activity #9** - Using the Resume Builder**Classroom Activity #13** - Finding the Right College |
| **12** | * Revisit latest **Career Matchmaker** assessment. Re-take if necessary and save results
* Save any new careers of interest to **My Plan** and compare against other saved careers
* Review career paths, attributes & abilities, interviews, and wage and outlook information in at least **two** career profiles of interest (either new or saved). Use **Career Selector** to gain more insights on what to look for in a career.
* Revisit the latest **My Skills** assessment results and add **one** skill or ability to **My Plan** (for a total of three)
* Review **Saved Schools** and **School Selector** results (retake if needed). Add at least **one** Financial **Aid Selector** and save at least **two** of interest
 | **Classroom Activity #6** - Comparing Careers**Classroom Activity #5** - Using Career Selector**Classroom Activity #11** - Using My Skills**My Plan Activity #4** - Schools That Interest Me**Classroom Activity #13 -** Finding the Right College**My Plan Activity #5** - Scholarships and Financial Aid |
| **12****(cont’d)** | * Under Education, review the College Planning Timeline again and complete the Post-Secondary Plan
* Review and add hobbies, interests, extracurricular activities, volunteer experiences, work experiences, awards and certificates, and other relevant experiences to My Plan
* Review and update short-term and long-term goals in My Plan and write about progress and next steps in My Journal
* Update resume and cover letter and save new versions to My Files
* Review Work Search: You & the Job Market section in the Employment Guide for important factors to consider in selecting a potential career
 | My Plan Activity #9 - Using the Resume Builder |