

## Academic & Career Planning Scope and Sequence



### KNOW

Students in the Cedarburg School District possess an understanding of who they are, including personal strengths, interests, beliefs, and their learning style.

Students know:

- Their interests
- Their skills/abilities
- Their strengths
- Their learning style
- How to identify and write the elements of a SMART goal
- Where to access additional information and resources to help them on their road to self discovery and learning

### EXPLORE

Students in the Cedarburg School District possess knowledge of their postsecondary options and intended area of study.

Students know:

- State, public, private, vocational, and military options
- Different career clusters and pathways that match their interests, skills and strengths
- Requirements and courses of study needed for their future plans
- Where they can go to receive the education and training they need to pursue their career interest

### PLAN

Students in the Cedarburg School District possess knowledge of the resources necessary to reach their postsecondary goals.

Students have:

- Set academic, career, and personal/social goals
- Opportunities to join clubs and extracurricular activities
- A plan to either pay for college tuition or support themselves with gainful employment
- An understanding of the college/job application process
- Written a resume
- Met the requirements and courses of study needed for their future plans

### GO!

Students have completed the necessary steps to engage in the post-secondary option of their choice - recalculating as needed.

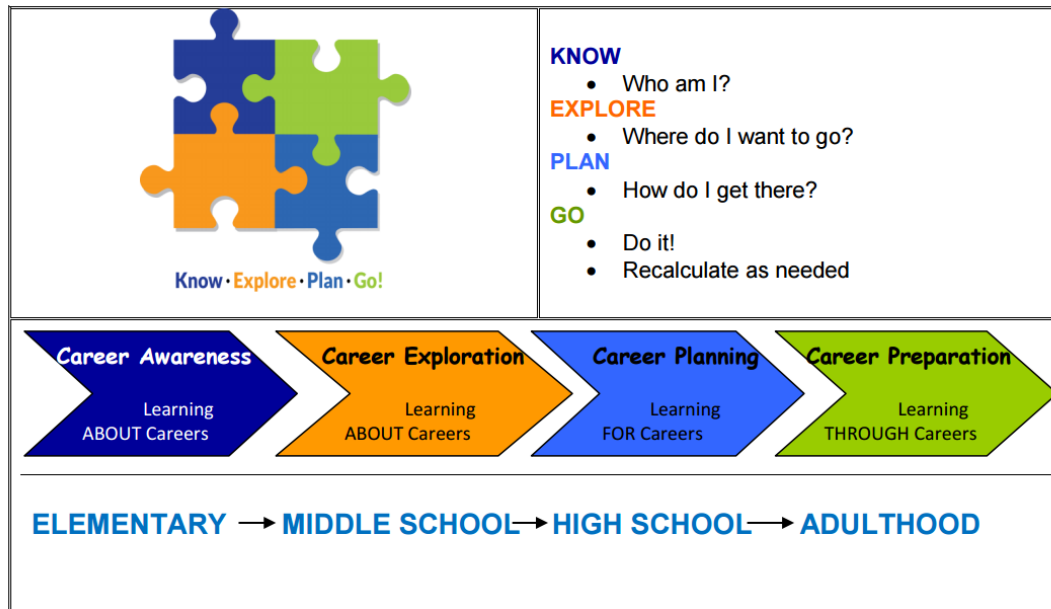
Students have:


- Met the requirements of college entrance (grades, courses of study and entrance exams)
- Developed a plan that details the post-secondary steps needed to reach their future goals (ie: sequence of courses)
- Applied to at least one postsecondary institution, job, or the military consistent with the application requirements and deadlines

In collaboration between schools, community partners, and families, students who **KNOW** who they are, **EXPLORE** where they want to go in life, and have a **PLAN** of how to get there demonstrate the following 21st Century skills to **GO** out and reach their postsecondary goals:

- time management and organizational skills
- clear and convincing oral and written expression
- open to possible failure (growth mindset)
- ability to weigh sources for importance and credibility
- inquisitive nature
- use of technology to assist learning
- open to critical feedback and ability to use that feedback
- critical thinking skills
- analytical thinking skills
- problem solving skills
- can draw inferences and reach conclusions independently
- effective interaction and communication with others

**Model**



<b>KNOW - <i>Who am I?</i></b>	<b>EXPLORE - <i>What do I want to do?</i></b>	<b>PLAN - <i>How do I get there?</i></b>	<b>GO - <i>Do It!</i></b>
<ul style="list-style-type: none"> <li>-Self-awareness activities</li> <li>-Exploration activities</li> <li>-Individual goal-setting</li> </ul>	<ul style="list-style-type: none"> <li>-Career awareness assessment</li> <li>-Career research</li> </ul>	<ul style="list-style-type: none"> <li>-Connecting middle and high school instructional activities with preparation to enter a particular field of interest.</li> <li>-Work-based learning opportunities</li> <li>-Extra-curricular and community-based learning experiences</li> <li>-Postsecondary training options</li> <li>-Financial plan to cover cost of postsecondary training</li> </ul>	<ul style="list-style-type: none"> <li>-Updated regularly</li> <li>-Adapt/Modify Intentional Sequence of Courses</li> <li>-Adapt/Modify Personal Goals</li> <li>-Adapt/Modify Career Goals</li> <li>-ACP Conferencing</li> </ul> 

### Cedarburg School District ACP Scope and Sequence

	<b>KNOW</b> <i>Who Am I?</i>	<b>EXPLORE</b> <i>What do I want to do?</i>	<b>PLAN</b> <i>How do I get there?</i>	<b>GO... Do it!</b>
<b>GRADE 6</b>	<b>Individual Exploration Activities:</b> <ul style="list-style-type: none"> <li>- Students complete Learning Styles Assessment ( Career Cruising)</li> <li>- Students set quarterly personal goals (Career Cruising)</li> <li>- About Me Reflection Sheet</li> </ul>	<b>Career Exploration Activities:</b> <ul style="list-style-type: none"> <li>- Junior Achievement Lessons</li> <li>- Career Cruising Activities</li> <li>- Explore clubs and extracurricular opportunities</li> </ul>	<b>Planning Activities:</b> <ul style="list-style-type: none"> <li>- Course Planning Sheet</li> </ul> <b>Academic Planning Activities:</b> <ul style="list-style-type: none"> <li>- Students set quarterly academic goals (Career Cruising)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>ACP Information shared with Parents (Skyward Blasts, etc.)</i></li> <li>• <i>WTS Website communication</i></li> </ul>
<b>GRADE 7</b>	<b>Individual Exploration Activities:</b> <ul style="list-style-type: none"> <li>- Learning Styles Assessment (Career Cruising)</li> <li>- Setting personal goals (Career Cruising)</li> </ul>	<b>Career Exploration Activities:</b> <ul style="list-style-type: none"> <li>- Junior Achievement Lessons</li> <li>- Career Cruising Activities</li> <li>- Explore clubs and extracurricular opportunities</li> </ul>	<b>Planning Activities:</b> <ul style="list-style-type: none"> <li>- Course Planning Sheet</li> </ul> <b>Academic Planning Activities:</b> <ul style="list-style-type: none"> <li>- Setting academic goals (Career Cruising)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>ACP Information shared with Parents ( Skyward Blast, etc)</i></li> <li>• <i>WTS Website communication</i></li> </ul>
<b>GRADE 8</b>	<b>Individual Exploration Activities:</b> <ul style="list-style-type: none"> <li>- Setting personal goals (Success Planner - Career Cruising)</li> <li>- Skills and Work Values Assessments (ACP PAW course)</li> <li>- Interest Inventory</li> </ul>	<b>Career Exploration Activities:</b> <ul style="list-style-type: none"> <li>- Junior Achievement Lessons</li> <li>- Career Cruising Activities</li> <li>- 8th Grade Career Day</li> <li>- Explore clubs and extracurricular opportunities</li> </ul>	<b>Planning Activities:</b> <ul style="list-style-type: none"> <li>- Junior Achievement</li> <li>- Career Cruising</li> <li>- CHS Counselors Course Planning Meeting: Students investigate high school options: extra-curricular activities, courses, volunteering, etc.</li> <li>- CHS Freshman Preview Night at CHS (course planning, elective fair, activity fair, tours)</li> </ul> <b>Academic Planning Activities:</b> <ul style="list-style-type: none"> <li>- Setting academic goals (Success Planner - Career Cruising)</li> <li>- Students register for freshman classes</li> </ul>	<ul style="list-style-type: none"> <li>• <i>ACP Conferencing with Counselor/Educator</i></li> <li>• <i>ACP Information shared with Parents (Skyward Blast, etc.)</i></li> <li>• <i>WTS Website communication</i></li> </ul>

<p><b>GRADE 9</b></p>	<p><b>Individual Exploration Activities:</b></p> <ul style="list-style-type: none"> <li>- Students discover their strengths using MI Advantage (multiple intelligence assessment) in Naviance</li> <li>- Setting personal goals using Game Plan and Resume Builder in Naviance</li> <li>- Assign as a task to complete the Naviance Learning Style inventory</li> </ul>	<p><b>Career Exploration Activities:</b></p> <ul style="list-style-type: none"> <li>- Students are introduced to Roadtrip Nation videos in Naviance for career exploration</li> <li>- Explore career goals using: Cluster Finder</li> <li>- Career Interest Profiler</li> <li>- Review CHS Counseling Website (highlighting Career and Labor Market information)</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>- Career Fest @ Concordia (optional)</li> <li>- Career Speakers during Resource</li> </ul>	<p><b>Planning Activities:</b></p> <ul style="list-style-type: none"> <li>- Students learn how to build a resume</li> <li>- Students investigate post-secondary options</li> <li>- Students select courses to align with their post-secondary career, academic and educational goals</li> <li>- Extra-curricular activities discussed and encouraged</li> <li>- Students complete 4-year academic plan survey (intentional sequence of courses)</li> </ul>	<p><b>*ACP Freshman Individual Planning Conference:</b></p> <ul style="list-style-type: none"> <li>- <i>Freshman Conference w/ parents in Fall. Continue ACP process from Middle School.</i></li> </ul>
<p><b>GRADE 10</b></p>	<p><b>Individual Exploration Activities:</b></p> <p>Naviance Activities: Do What You Are Personality Assessment and Strengths Explorer in Naviance. <b>(self-awareness)</b></p>	<p><b>Career Exploration Activities:</b></p> <ul style="list-style-type: none"> <li>- Naviance Activities: Review Cluster Finder/Career Interest Profiler</li> <li>- Review CHS Counseling Website (highlighting Career page and links to Labor Market data)</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>- Career Fest @ Concordia (optional)</li> <li>- Career Speakers during Resource</li> </ul>	<p><b>Planning Activities:</b></p> <ul style="list-style-type: none"> <li>- Students are introduced to the Supermatch College Search in Naviance</li> <li>- Students update resume</li> <li>- Students select courses to align with their post-secondary career and educational goals</li> <li>- Review CHS Transcript</li> </ul>	<p><b>*Sophomore Parent Post-Secondary Planning Meeting:</b></p> <ul style="list-style-type: none"> <li>- Counselors will host an evening meeting tied to Parent/Teacher Conferences to provide parents with information they can use to help their children with post-secondary planning</li> </ul> <p><b>Students ACPs will be updated with their Counselor and shared with Parents</b></p>
<p><b>GRADE 11</b></p>	<p><b>Individual Exploration Activities:</b></p> <ul style="list-style-type: none"> <li>- Naviance Activities: Review Game Plan, Cluster Finder, Do What You Are Personality Assessment, Strengths Explorer and Saved Favorite Careers</li> <li>- Attend College Representatives visiting CHS</li> <li>- Go on college visits</li> </ul>	<p><b>Career Exploration Activities:</b></p> <ul style="list-style-type: none"> <li>- Naviance Lesson: Career Path Investigation</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>- Career Fest @ Concordia (optional)</li> <li>- Career Speakers during Resource</li> </ul>	<p><b>Planning Activities:</b></p> <ul style="list-style-type: none"> <li>- Students select courses to align with their post-secondary career and educational goals</li> <li>- Students complete a Supermatch College Search in Naviance</li> <li>- Add colleges to Colleges I am Thinking About in Naviance</li> <li>- Review CHS Website regarding college planning resources</li> </ul>	<p><b>*ACP Junior Individual Planning Conference:</b></p> <ul style="list-style-type: none"> <li>- <i>Junior Conference w/ parents in Winter. Review ACP.</i></li> </ul>

<p><b>GRADE 12</b></p>	<p><b>Individual Exploration Activities:</b></p> <ul style="list-style-type: none"> <li>- Attend College Representatives visiting CHS</li> <li>- Go on college visits</li> <li>- Review college acceptances and financial aid/scholarship information</li> </ul>	<p><b>Career Exploration Opportunities:</b></p> <ul style="list-style-type: none"> <li>- Career Fest @ Concordia</li> <li>- Career Speakers during Resource (Career Cafe)</li> <li>- Work-based learning opportunities</li> </ul>	<p><b>Planning Activities:</b></p> <ul style="list-style-type: none"> <li>- Students complete applications to post-secondary options</li> <li>- Students complete FAFSA form</li> <li>- Students complete college letter of recommendation sheet if necessary</li> <li>- Students choose a post-secondary option</li> <li>- Financial Literacy class (graduation requirement)</li> </ul>	<p><b><i>*Senior Post-Secondary Planning ACP Survey (EOY)</i></b></p> <ul style="list-style-type: none"> <li>- Counselors will host an evening meeting tied to Open House to provide parents with information they can use to help their children with post-secondary planning</li> </ul> <p><b>Students ACPs will be updated in Naviance and parents will have access.</b></p>
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