

## High School Academic & Career Planning UbD

Curriculum/Content Area: Academic & Career Planning	Course Length: Grades 9 - 12, Intermittently
Course Title: High School Academic & Career Planning	Date last reviewed: June 2016
Prerequisites: None	Board approval date: July 2016

**Course description and purpose** High School Academic and Career Planning provides an opportunity for students to continue their Academic Career Plan (ACP) from middle school; each student's ACP will change and evolve over time. The ACP process personalizes each student's educational experience while providing opportunities to set goals in preparation for his/her future. Throughout the ACP process, students focus on three questions: Who Am I?, Where am I Going?, and How do I Get There? Exploring these questions assists students in understanding their strengths, interests, potential career pathways, and potential post-secondary education options.

### Desired Results

Enduring Understandings (EUs)	Essential Questions (EQs)
<ol style="list-style-type: none"> <li>1. Future goals should be developed with current career interests, abilities, and values in mind.</li> <li>2. An understanding of self, post-secondary options, and career aspirations are critical to achieving short- and long-term future goals.</li> <li>3. High school academic performance impacts future academic and career opportunities</li> <li>4. Career planning is an essential but fluid process that continues throughout life.</li> <li>5. Learning strategies, self-management skills, and social skills are commonly associated with being a successful student.</li> <li>6. While success is ultimately determined and defined by the individual, it encompasses personal satisfaction, the ability to adjust, and a balanced perspective of work and life commitments and accomplishments.</li> </ol>	<ol style="list-style-type: none"> <li>1. How will my current interests, abilities, and values connect with my future goals?</li> <li>2. Who am I, where am I going, and how will I get there?</li> <li>3. How does my current performance impact my future pathways?</li> <li>4. How does career planning in high school benefit my future?</li> <li>5. What is the definition of "success"?</li> </ol>

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### Assessment Evidence

<b>Performance Assessments</b>	<b>Other Assessments</b>
<b>9th Grade:</b> Learner Profile	<b>9th Grade:</b> ACT Aspire, Strengths Explorer, Cluster Finder, College Power Score, ACP Conference Survey
<b>10th Grade:</b> Learner Profile	<b>10th Grade:</b> ACT Aspire, Career Interest Profiler, College Power Score, ACP Conference Survey
<b>11th Grade:</b> Learner Profile	<b>11th Grade:</b> ACT, ACT WorkKeys, College Power Score, Super Match, ACP Conference Survey
<b>12th Grade:</b> Learner Profile	<b>12th Grade:</b> ACP Conference Survey

<b>9th Grade Academic &amp; Career Planning</b>
<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>A. Exploring my strengths</li> <li>B. Exploring career clusters</li> <li>C. Exploring career pathways</li> <li>D. Developing my academic plan</li> <li>E. Updating academic, career, and personal goals</li> </ul>
<p><b>Standards</b></p> <p><b>Mindset:</b></p> <ul style="list-style-type: none"> <li>● MS.1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</li> <li>● MS.3 Sense of belonging in the school environment</li> <li>● MS.4 Understanding that post-secondary education and lifelong learning are necessary for long-term career success</li> <li>● MS.5 Belief in using abilities to their fullest to achieve high-quality results and outcomes</li> <li>● MS.6 Positive attitude toward work and learning</li> </ul> <p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li>● LS.7 Identify long- and short-term academic, career and social/emotional goals</li> </ul>

- LS.8 Actively engage in challenging coursework
- LS.9. Gather evidence and consider multiple perspectives to make informed decisions
- LS.10 Participate in enrichment and extracurricular activities
- SMS.3 Demonstrate ability to work independently
- SS.1 Use effective oral and written communication skills and listening skills

**Learning Targets**

- I can describe and value my personal strengths.
- I can identify my career clusters and career pathways of interest.
- I can evaluate class rigor and make connections to my post-secondary options.
- I can develop short- and long-term goals based upon my expanding/narrowing interests and self-discovery.
- I can purposefully engage in academic and extra-curricular experiences/activities that will assist in developing my strengths and interests and whole self.

**Digital tools and resources to augment instruction and/or the learning experience for students:**

- Naviance College and Career Readiness Program
- Learner Profile
- [ASCA MINDSETS & BEHAVIORS](#)
- [ASCA CHECKLIST](#)
- [DPI ACP RUBRIC](#)
- [MS ACP UBD](#)

**10th Grade Academic & Career Planning**

**Topics**

- Exploring career paths
- Revising and reflecting the academic plan
- Understanding and preparing for academic assessments
- Exploring post-secondary options
- Academic, career, and personal goals

**Standards**

**Mindset:**

- MS.3 Sense of belonging in the school environment
- MS.4 Understanding that post-secondary education and lifelong learning are necessary for long-term career success
- MS.5 Belief in using abilities to their fullest to achieve high-quality results and outcomes

**Behavior:**

- LS.1 Demonstrate critical-thinking skills to make informed decisions
- LS. 7 Identify long- and short-term academic, career and social/emotional goals
- LS.8 Actively engage in challenging coursework
- LS.9 Gather evidence and consider multiple perspectives to make informed decisions
- LS.10 Participate in enrichment and extracurricular activities
- SMS.5 Demonstrate perseverance to achieve long- and short-term goals
- SS.8 Demonstrate advocacy skills and ability to assert self, when necessary

**Learning Targets:**

- I can discuss personal and potential career interests.
- I can research and understand various post-secondary options.
- I can revise short- and long-term goals based upon my expanding/narrowing interests and self-discovery.
- I can purposefully engage in academic opportunities and extracurricular activities that will assist in developing my strengths and interests.
- I can utilize multiple strategies/resources to prepare for success in standardized testing.
- I can assess the rigor of and my achievement in coursework and its impact on my post-secondary options.

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**11th Grade Academic & Career Planning**

**Topics**

- Exploring post-secondary options that align to my skills and interests
- Updating my academic plan
- Connecting career paths to post-secondary options
- Understanding and preparing for academic assessments
- Academic, career, and personal goals

**Standards**

**Mindset:**

- MS.3 Sense of belonging in the school environment

- MS.4 Understanding that post-secondary education and lifelong learning are necessary for long-term career success
- MS.5 Belief in using abilities to their fullest to achieve high-quality results and outcomes
- MS.6 Positive attitude toward work and learning

**Behavior:**

- LS.1 Demonstrate critical-thinking skills to make informed decisions
- LS.4 Apply self-motivation and self-direction to learning
- LS.7 Identify long- and short-term academic, career and social/emotional goals
- LS.8 Actively engage in challenging coursework
- LS.9 Gather evidence and consider multiple perspectives to make informed decisions
- LS.10 Participate in enrichment and extracurricular activities
- SMS.3 Demonstrate ability to work independently
- SMS.8 Demonstrate the ability to balance school, home and community activities
- SS.2 Create positive and supportive relationships with other students
- SS.3 Create relationships with adults that support success
- SS.6 Use effective collaboration and cooperation skills

**Learning Targets:**

- I can access and utilize multiple strategies/resources to prepare for success in standardized testing.
- I can research and analyze post-secondary options that align to my skills and interests.
- I can appraise the rigor of and my achievement in coursework and outside school activities along with the impact on my post-secondary options.
- I can critique and revise (if appropriate) short- and long-term goals based upon my changing interests, passions, and skills.
- I can evaluate the financial impact of various post-secondary opportunities of interest.
- I can purposefully engage in academic learning and extracurricular activities that will further develop my strengths and interests.

**Digital tools and resources to augment instruction and/or the learning experience for students:**

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**Unit Title: 12th Grade Academic & Career Planning****Topics**

- A. Finalizing my academic plan
- B. Completing applications for post-secondary options
- C. Exploring financial aid opportunities for post-secondary options
- D. Academic, career, and personal goals

**Standards****Mindset:**

- MS.2 Self-confidence in ability to succeed
- MS.4 Understanding that post-secondary education and lifelong learning are necessary for long-term career success
- MS.5 Belief in using abilities to their fullest to achieve high-quality results and outcomes
- MS.6 Positive attitude toward work and learning

**Behavior:**

- LS.1 Demonstrate critical-thinking skills to make informed decisions
- LS.3 Use time-management, organizational and study skills
- LS.7 Identify long- and short-term academic, career and social/emotional goals
- LS.8 Actively engage in challenging coursework
- LS.9 Gather evidence and consider multiple perspectives to make informed decisions
- LS.10 Participate in enrichment and extracurricular activities
- SS.2 Create positive and supportive relationships with other students
- SS.3 Create relationships with adults that support success
- SS.6 Use effective collaboration and cooperation skills

**Learning Targets**

- I can appraise post-secondary options in light of my academic and personal skills, interests, and goals.
- I can complete the Free Application for Federal Student Aid (and am aware of resources to help me complete it).
- I can locate and complete post-secondary applications for admission (and I am aware of resources to help me locate and complete them).
- I can evaluate the rigor of and my achievement in coursework, extracurricular, and other outside activities and their impact on my post-secondary options.
- I can reflect upon, synthesize, and then report on my college and career planning experience and provide targeted feedback.
- I can critique my plan to ensure it incorporates my talents, strengths, passions, and skills in order to achieve relevant short- and long-term goals and outcomes.

**Digital tools and resources to augment instruction and/or the learning experience for**

**students:**

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