

## Academic and Career Planning (ACP) -High School

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Course Information: High School ACP

Academic and Career Planning

Academic and Career Planning	
CURRICULUM/CONTENT AREA	COURSE LENGTH
College and Career Readiness (No course area)	Year-long
GRADE LEVEL	DATE LAST REVIEWED
9-12	October 2024
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
none	October 2024
PRIMARY RESOURCE <i>if applicable</i>	
none	

DESIRED RESULTS

DESIRED RESULTS	
COURSE DESCRIPTION AND PURPOSE	
<p>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 postsecondary education options.</p>	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><i>Inspiration:</i> <a href="#">NACE Standards</a> and <a href="#">Elmbrook Scholars</a></p> <p><b>Career &amp; Self Development:</b> Proactively develop oneself and one’s potential</p>	<p>1. How will I continue to develop my strengths, skills, and interests to achieve balance and success? (KNOW)</p>

career path(s) through continual learning, awareness of strengths and weaknesses, exploration of career opportunities, and networking to build relationships within and outside one's organization. (Intellectually Curious)

**Communication:** Clearly and effectively exchange information, ideas, facts, and perspectives with persons in a variety of settings. (Accomplished Communicators)

**Critical Thinking:** Identify and respond to individual needs and make logical decisions based on situational context and analysis of relevant information. (Responsible Citizen)

**Leadership:** Embrace and persevere through challenges and obstacles with a solution-oriented mindset. Recognize and capitalize on personal and team strengths to achieve organizational goals. (Emotionally Intelligent, Resilient)

**Professionalism:** Knowing environments differ greatly, understanding and demonstrating effective habits, and acting in the interest of the larger community. Seek, reflect, and respond appropriately to feedback. (Flexible and Adaptable, Emotionally Intelligent)

**Teamwork:** Build and maintain collaborative relationships to work effectively toward common goals while appreciating diverse viewpoints and shared responsibilities. (Flexible and Adaptable)

2. How do my current *interests and* engagement in coursework and career exploration impact my future pathways? (EXPLORE)

3. How will I leverage my developing skills, strengths, and interests to explore a variety of postsecondary and career options? (EXPLORE)

4. How will I create and manage a flexible and evolving individualized learning path to meet my future goals? (PLAN)

5. How will I use feedback on my interpersonal skills and academic performance to make progress toward my future? (GO)

## PRIORITY STANDARDS

### KNOW

CD1 a. Identify personal strengths and aptitudes

CD2.b: Assess attitudes and skills that contribute to successful learning in school and across the life span

M 1. Belief in the development of the whole self, including a healthy balance of mental, social/emotional, and physical well-being

### EXPLORE

CD3.a: Investigate the world of work in order to gain knowledge of self in order to make informed career decisions.

CD3.b: Examine and evaluate opportunities that could enhance life and career plans and articulate a plan to guide decisions and actions.

PLAN

CD1.b: Demonstrate effective decision-making, problem-solving, and goal-setting.

CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.

B-LS 7. Long- and short-term academic, career, and social/emotional goals

GO

CD4.a: Demonstrate positive work behaviors and personal qualities needed to be employable.

CD4.d: Develop positive relationships with others

B-LS 10. Participation in enrichment and extracurricular activities

GRADE 9

ACP Unit One: KNOW

DESIRED RESULTS		ASSESSMENT EVIDENCE
<b>Essential Questions</b> <i>Students will keep considering...</i>		
1. How will I continue to develop my strengths, skills, and interests to achieve balance and success? (KNOW)		
<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
CD1 a. Identify personal strengths and aptitudes	I identify my skills and talents.	Annual Academic and Career Plan
CD2.b: Assess attitudes and skills that contribute to successful learning in school and across the life span	I reflect on attitudes and skills that contribute to success in school and in life.	Career exploration inventory Course plan in Infinite Campus
M 1. Belief in the development of whole self, including a healthy balance of mental, social/emotional, and physical well-being	I understand my opportunities (course selections, extracurricular involvement).	Pre-scheduling discussion within classrooms (process)
	I reflect on different strategies (study skills, time management) to maintain balance in my life.	Know Lesson Completion

ACP Unit Two: EXPLORE

DESIRED RESULTS		ASSESSMENT EVIDENCE
<b>Essential Questions</b> <i>Students will keep considering...</i>		
1. How do my current <i>interests and</i> engagement in coursework and career exploration impact my future pathways?		
<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
CD3.a: Investigate the world of work in order to gain knowledge of self in order to make informed career decisions.	I explore my own interests and investigate how they relate to my future.  I reflect on career exploration experiences from middle school and apply those to my current interests.  I use digital career exploration tools to continue learning about post-secondary opportunities that are a fit for my interests and skills.	Annual Academic & Career Plan Review  Career Exploration Lesson
CD3.b: Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions.	I reflect on my academic and career plan and articulate it in writing to share with my stakeholders.	

**ACP Unit Three: PLAN**

DESIRED RESULTS		ASSESSMENT EVIDENCE
<b>Essential Questions</b> <i>Students will keep considering...</i>		
1. How will I create and manage a flexible and evolving individualized learning path to meet my future goals? (PLAN)		

<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
CD1.b: Demonstrate effective decision-making, problem-solving, and goal-setting.	I identify my individual needs and respond to obstacles with logical decision-making.	Annual Academic & Career Plan Review  Course Selection for 10th grade
B-LS 7. Long- and short-term, academic, career, and social/emotional goals	I set realistic goals (short and long-term, academic and personal) for myself while considering my strengths, passions, and circumstances.	
CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.	I reflect on my course selections and investigate my course options for the future	

**ACP Unit Four: GO**

<b>DESIRED RESULTS</b>		<b>ASSESSMENT EVIDENCE</b>
<b>Essential Questions</b> <i>Students will keep considering...</i>		
1. How will I use feedback on my interpersonal skills and academic performance to make progress toward my future? (GO)		
<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
CD4.a: Demonstrate positive work behaviors and personal qualities needed to be employable.	I recognize and practice the behaviors needed to be an effective student.  I engage with my classmates to effectively complete academic tasks.	Report card performance  Participation in

CD4.d: Develop positive relationships with others	I recognize and practice the behaviors needed to be involved in my community (as a student, team/club member, employee, friend, and family member).	extracurricular activities
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GRADE 10

ACP Unit One: KNOW

DESIRED RESULTS		ASSESSMENT EVIDENCE
<b>Essential Questions</b> <i>Students will keep considering...</i>		
1. How will I continue to develop my strengths, skills, and interests to achieve balance and success? (KNOW)		
<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
CD1 a. Identify personal strengths and aptitudes	I describe my skills and talents in relation to a career interest	Annual Academic and Career Plan
CD2.b: Assess attitudes and skills that contribute to successful learning in school and across the life span	I reflect and describe attitudes and skills that contribute to success in school and in life	Career exploration inventory Course plan in Infinite Campus
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.	I prioritize my opportunities (course selections, extracurricular involvement).	Pre-scheduling discussion within classrooms (process)
	I practice different strategies (study skills, time management) to maintain balance in my life.	Know Lesson Completion

ACP Unit Two: EXPLORE

DESIRED RESULTS		ASSESSMENT EVIDENCE
<b>Essential Questions</b> <i>Students will keep considering...</i>		
1. How do my current <i>interests and</i> engagement in coursework and career exploration impact my future pathways?		
<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
CD3.a: Investigate the world of work in order to gain knowledge of self in order to make informed career decisions.	I know my own interests and investigate how they relate to my future. I investigated academic pathways through my district to continue in a pathway that relates to my future career  I use digital career exploration tools to continue learning about post-secondary opportunities that are a fit for my interests and skills.	Career exploration inventory and reflection  Participation in annual career day.
CD3.b: Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions.	I reflect on my academic and career plan and revise, if necessary, in writing to share with my stakeholders.	

**ACP Unit Three: PLAN**

DESIRED RESULTS		ASSESSMENT EVIDENCE
<b>Essential Questions</b> <i>Students will keep considering...</i>		
1. How will I create and manage a flexible and evolving individualized learning path to meet my future goals? (PLAN)		

<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
CD1.b: Demonstrate effective decision-making, problem-solving, and goal-setting.	I identify my individual needs and respond to obstacles with logical decision-making.	Annual Academic & Career Plan Review  Course Planning
B-LS 7. Long- and short-term academic, career and social/emotional goals	I set realistic goals (short and long-term, academic and personal) for myself while considering my strengths, passions, and circumstances.  I use my personal interests to explore the potential career pathways that will help me reach my goals.	
CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals	I research course options that align with my interests and future goals	

**ACP Unit Four: GO**

<b>DESIRED RESULTS</b>	<b>ASSESSMENT EVIDENCE</b>
<b>Essential Questions</b> <i>Students will keep considering...</i>	
1. How will I use feedback on my interpersonal skills and academic performance to make progress towards my future? (GO)	
<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>	<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>

<p>CD4.a: Demonstrate positive work behaviors and personal qualities needed to be employable.</p>	<p>I practice and refine the behaviors needed to be an effective student.</p> <p>I engage with my classmates to effectively complete academic tasks.</p>	<p>Annual Academic &amp; Career Plan Review</p>
<p>CD4.d: Develop positive relationships with others</p>	<p>I recognize and practice the behaviors needed to be involved in my community (as a student, team/club member, employee, friend, and family member).</p>	<p>Extracurricular participation</p>

GRADE 11

ACP Unit One: KNOW

DESIRED RESULTS		ASSESSMENT EVIDENCE
<b>Essential Questions</b> <i>Students will keep considering...</i>		
1. How will I continue to develop my strengths, skills and interests to achieve balance and success? (KNOW)		
<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
CD1 a. Identify personal strengths and aptitudes	I can apply my skills and talents to career interests.	Annual Academic and Career Plan
CD2.b: Assess attitudes and skills that contribute to successful learning in school and across the life span	I can apply my understanding of attitudes and skills to a career interest.	Career exploration inventory Course plan in Infinite Campus
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	I apply different strategies (study skills, time management) to maximize balance in my life to help manage increased expectations.	Pre-scheduling discussion within classrooms (process)  Know Lesson Completion

ACP Unit Two: EXPLORE

DESIRED RESULTS		ASSESSMENT EVIDENCE
<b>Essential Questions</b> <i>Students will keep considering...</i>		
1. How do my current <i>interests and</i> engagement in coursework and career exploration impact my future pathways?		
<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
CD3.a: Investigate the world of work in order to gain knowledge of self in order to make informed career decisions.	I gain skills in networking, job shadowing, part-time work, and volunteer work to prepare myself for a targeted career role.	Annual Academic & Career Plan Review
CD3.b: Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions.	I reflect on my academic and career plan and revise, if necessary, in writing to share with my stakeholders.	Course Planning Explore Lesson Completion

**ACP Unit Three: PLAN**

DESIRED RESULTS		ASSESSMENT EVIDENCE
<b>Essential Questions</b> <i>Students will keep considering...</i>		
1. How will I create and manage a flexible and evolving individualized learning path to meet my future goals? (PLAN)		
<b>Unit Priority Standards and Learning Targets</b>		<b>Assessment Evidence</b>

<i>Students will know and be able to...</i>		<i>Performance is evaluated in terms of.. Students will show their learning by...</i>
CD1.b: Demonstrate effective decision-making, problem-solving and goal setting.	I identify my individual needs and evaluate different post-secondary choices given increasingly complex options, opportunities, and obstacles.	Annual Academic & Career Plan Review  Course Planning
B-LS 7. Long- and short-term academic, career and social/emotional goals	I set realistic goals (short and long-term, academic and personal) for myself while considering my strengths, passions, and circumstances.  I plan the next steps that will help me reach my potential career pathway(s).	
CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals	I review my previous course selections and select courses that align with my future interests and goals.	

**ACP Unit Four: GO**

<b>DESIRED RESULTS</b>		<b>ASSESSMENT EVIDENCE</b>
<b>Essential Questions</b> <i>Students will keep considering...</i>		
1. How will I use feedback on my interpersonal skills and academic performance to make progress towards my future? (GO)		
<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of.. Students will show their learning by...</i>
CD4.a: Demonstrate positive work behaviors	I implement and continually refine effective behaviors to maximize my	Annual Academic & Career

and personal qualities needed to be employable.	<p>personal and academic potential.</p> <p>I engage and collaborate with classmates in multiple environments to effectively complete academic tasks.</p>	<p>Plan Review</p> <p>Extracurricular Participation</p>
CD4.d: Develop positive relationships with others	I recognize and practice the behaviors needed to be involved in my community (as a student, team/club member, employee, friend, and family member).	Resume creation
B-LS 10. Participation in enrichment and extracurricular activities	I prioritize my increased opportunities (course selections and rigor, extracurricular involvement).	



GRADE 12

ACP Unit One: KNOW

DESIRED RESULTS		ASSESSMENT EVIDENCE
<b>Essential Questions</b> <i>Students will keep considering...</i>		
1. How will I continue to develop my strengths, skills and interests to achieve balance and success? (KNOW)		
<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
CD1 a. Identify personal strengths and aptitudes	I understand my skills and talents and how they impact others in a variety of settings.	Annual Academic and Career Plan
CD2.b: Assess attitudes and skills that contribute to successful learning in school and across the life span	I can apply my understanding of attitudes and skills to lifelong learning.	Know Lesson Completion
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	I apply different strategies (study skills, time management) to maximize balance in my life to help achieve my personal goals.	

ACP Unit Two: EXPLORE

DESIRED RESULTS	ASSESSMENT EVIDENCE
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<b>Essential Questions</b> <i>Students will keep considering...</i>		
1. How do my current <i>interests and</i> engagement in coursework and career exploration impact my future pathways?		
<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
CD3.a: Investigate the world of work in order to gain knowledge of self in order to make informed career decisions.	I gain skills in networking, job shadowing, part-time work, and volunteer work to prepare myself for a targeted career role.	Annual Academic & Career Plan Review  Senior Exit Survey  Explore Lesson Completion
CD3.b: Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions.	I reflect on my academic and career plan and revise, if necessary, in writing to share with my stakeholders.	

**ACP Unit Three: PLAN**

DESIRED RESULTS		ASSESSMENT EVIDENCE
<b>Essential Questions</b> <i>Students will keep considering...</i>		
1. How will I create and manage a flexible and evolving individualized learning path to meet my future goals? (PLAN)		
<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
CD1.b: Demonstrate effective	I identify my individual needs and evaluate different post-secondary	Senior survey or identified

decision-making, problem-solving and goal-setting.	choices given increasingly complex options, opportunities, and obstacles.	plan for post-grad  Annual Academic & Career Plan Review
B-LS 7. Long- and short-term academic, career and social/emotional goals	I set realistic goals (short and long-term, academic and personal) for myself while considering my strengths, passions, and circumstances.  I revise the next steps that will help me reach my potential career pathway(s).	
CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals	I reflect on my learning plan and how that impacted my career goals	

**ACP Unit Four: GO**

DESIRED RESULTS		ASSESSMENT EVIDENCE
<b>Essential Questions</b> <i>Students will keep considering...</i>		
1. How will I use feedback on my interpersonal skills and academic performance to make progress towards my future? (GO)		
<b>Unit Priority Standards and Learning Targets</b> <i>Students will know and be able to...</i>		<b>Assessment Evidence</b> <i>Performance is evaluated in terms of...</i> <i>Students will show their learning by...</i>
CD4.a: Demonstrate positive work behaviors and personal qualities needed to be employable.	I implement and continually refine effective behaviors to maximize my personal and academic potential.	Annual Academic & Career Plan Review
	I engage and collaborate with classmates in multiple environments to effectively complete academic tasks.	Extracurricular Participation

CD4.d: Develop positive relationships with others	I recognize and practice the behaviors needed to be involved in my community (as a student, team/club member, employee, friend, and family member).	
B-LS 10. Participation in enrichment and extracurricular activities	I align my opportunities (course selections and rigor, extracurricular involvement) to my post-secondary plans and lifelong hobbies.	