

# College and Career Exploration

Dear Colleagues:

This document is draft. It is a support for PPS teachers who endeavor to create and teach relevant and effective college and career courses for 9th graders. It is also a living document that will change and evolve as it is used. The units were developed collaboratively by teachers across the district, however, this work is only a framework; 9th grade teachers will personalize it and make the curriculum work for their students. In providing a first-quarter scope-and-sequence we hope to suggest a smooth roll-out, but we expect that teachers will shape the work as they put these plans into practice. Requests and suggestions regarding this curriculum should be addressed to Duncan Carranza ([dcarranza@pps.net](mailto:dcarranza@pps.net)), who will update the curriculum and maintain a College and Career Exploration website.

Many thanks to the wonderful teachers who helped to shape this work, and to the teachers who are going to make it real in classrooms in September.

Sincerely,

The Editors  
Elisa Wong and Santha Cassell

## College and Career Exploration Class

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## **Course Overview**

### **Course Description**

This class is an opportunity for ninth grade students to gain exposure to the working world they will one day enter and the ways that post-secondary options, including college, will help them in the future. The intention is to “connect the dots” between school and career in ways that keep students motivated to continue to explore career interests throughout high school and to graduate with the skills they will need for the future. After having chances to reflect on their current strengths and interests, students in this course will gain exposure to a wide range of possible careers, the basics of personal finance, the value of community service, and the expectations for college entrance and scholarships. Students will learn and utilize a variety of digital communication tools, including the creation of a digital portfolio that will demonstrate students’ proficiencies with the Oregon Career Related Learning Standards and AVID Grade 9 Elective Standards. By the end of the course, students will have opportunities for meaningful exploration that will create excitement around college and career to give students a clear pathway to their future possibilities.

### **To Teacher/CCE Leads**

This curriculum framework has been designed by classroom teachers and career coordinators from around the district for you to use as a resource to teach the College and Career Explorations course for freshmen. Sample scope and sequence for semester and year-long courses, along with key assessments, rubrics, and resources are included here. The units are organized into the following topics:

- Identity 101
- High School 101
- Tech 101
- College 101
- Career 101
- Money 101
- Community 101

These units were created as a way to organize all of the major topics in CCE curriculum, and serve as a loose framework for the course. At the beginning of the course, it may make sense to weave together activities and assessments from Identity 101, High School 101, and Tech 101. Other units like College 101 and Career 101 can stand alone for the most part. While the manner in which you plan, teach, and assess the course will be determined entirely by you and your building administration, the expectation is that all PPS 9th grade students will, by the end of the school year, compile a digital portfolio of CCE documents, products, assessments, and experiences.

### **Elements of the Portfolio:**

1. My Lifeboat Presentation
2. My Personal Mission Statement
3. CRLE (1)
4. Five-Year Plan
5. Two Career Pathways Presentation
6. Sample College Application (Reflection)
7. Community Service Project Proposal
8. Resumé (Current & Future)
9. Ways to Pay for Higher Education (reflection)
10. Personal Budget
11. Digital Portfolio of above assessments (Google Docs)

a. (Upload into Naviance)

**NOTE:** While course is focused on exploration of college and career, it would be very remiss to overlook an opportunity to build students' reading skills whenever time allows in the course. Those teaching a year-long course may find that there is some extra time each week or in between units, and it would be beneficial to introduce some of the following reading strategies/activities in the CCE course:

- Silent Sustained Reading (SSR)
- Article Annotation and Reflection (see [Kelley Gallagher's Articles of the Week for current ready-to-go articles](#))
- [AVID Critical Reading Strategies](#)
- [SOAPSTone Reading Strategy](#) (sample [SOAPSTone Worksheet](#) here)

### **To Students and Parents**

Most ninth graders aren't thinking about college or their future careers. However, to fully take full advantage of the opportunities and challenges of high school, it helps to have a vision for what students want to do after senior year. This course is designed to help students see the possibilities for themselves and to have conversations and experiences related to their futures. Students will also create some helpful documents and tools through this process, so that they are able to see the value of maintaining good grades, scholarships, work, and community service opportunities throughout high school. This course is in no way expected to be the final -- or the only -- opportunity for students to think of their lives after high school; it is only the beginning.

## Possible Scope and Sequences

**Year-long Course:** Here is a sample scope and sequence for the first 9 weeks of a year-long CCE class. Throughout the next school year, this will be updated with Quarters 2, 3, and 4. Suggestions for the rest of the year:

**Quarter 2:** Finish High School 101 (Four-Year Plan done before Forecasting in February)

Career 101 (Resumé, Two Career Pathways Presentation)

**Quarter 3:** Career Expo field trip (Feb. 24, 2016), CRLE, College 101 (Sample College Application, Ways to Pay for Higher Education, and Five-Year Plan)

**Quarter 4:** Money 101 (Personal Budget)  
Community 101 (Community Service Project Proposal)  
Complete Digital Portfolio and upload into Naviance.

**Semester-long Course:** Sample - [Wilson High School's Semester CCE Scope and Sequence](#)

| Year-long CCE Scope and Sequence |   |  |                          |
|----------------------------------|---|--|--------------------------|
| Week                             | Unit(s) & Topics  | Lessons/Activities   | Portfolio Piece          |
| 1st Day<br>8/26-8/27             | Introduction to CCE   | Ice Breakers<br><br>Introductory Activities, and/or Community Building Activities<br><br>Syllabus, Course Objectives, Supplies   |                          |
| 1                                | <b>Identity 101</b><br><br>Exploring My Identity                          | Continue Introductory/Community Building Activities with students.<br><br>Choose 2 or 3 activities to help students explore their identities: <ul style="list-style-type: none"> <li>• Survey - My Values and Place in the World (PlanAhead)</li> <li>• Survey - Work Importance Locator (Oregon CIS)</li> <li>• Another “identity” activity?</li> </ul> |                          |
| 2                                | <b>Tech 101</b><br><br>Intro to Digital Resources for CCE and High School | Will need access to Chromebook cart or Computer Lab this week.<br><br><b>Google Docs</b> <ul style="list-style-type: none"> <li>• Create Gmail account</li> <li>• <b>Digital Portfolio:</b> Set up a <a href="#">CCE Portfolio</a> folder in Google Drive that will house all important CCE pieces</li> </ul>  | <b>Digital Portfolio</b> |

|   |   |   |                    |
|---|---|---|--------------------|
|   |   | <p><b>Naviance</b> (log in and explore)</p> <ul style="list-style-type: none"> <li>• About Me: What information is stored here?</li> <li>• My Planner: Do you prefer electronic or paper planners?</li> <li>• Colleges: How do I start searching for colleges?</li> <li>• Careers: What surveys and tools are available to help me choose a career?</li> </ul> <p><b>Oregon CIS</b> (create account, login, and explore) - use a scavenger hunt worksheet or other exploratory activity to guide students.</p>  |                    |
| 3 | <p><b>Identity 101</b></p> <p>Finding My Dream</p>  | <p>Electronic Surveys (Will need access to Chromebook cart or Computer Lab)</p> <ul style="list-style-type: none"> <li>• Naviance</li> <li>• Oregon CIS</li> </ul> <p>Watch, take notes on, and discuss TEDTalks related to identity, purpose, career.</p> <p>Brainstorm dreams and goals</p> <p>Create a Vision Board.</p>   |                    |
| 4 | <p><b>High School 101</b></p> <p>Setting up notebook or binder</p> <p>HS Success Strategies</p> <p>Nuts and Bolts</p> | <p>Set up AVID style spiral notebook or 3-Ring Binder</p> <p>How to stay organized and manage my time</p> <ul style="list-style-type: none"> <li>• PlanAhead Lesson 2 PPT</li> <li>• Choose a planner method and use for 2 weeks</li> </ul> <p>How to set goals</p> <ul style="list-style-type: none"> <li>• AVID goal setting template</li> </ul> <p>How to get help when I need it</p> <ul style="list-style-type: none"> <li>• Communicating with Teachers</li> <li>• Where to Go for Help</li> </ul> <p>Progress Reports</p> <p>GPA, Quarter vs. Semester Grades, Transcript</p> <p>Graduation Requirements</p>   |                    |
| 5 | <p><b>Identity 101</b></p> <p>Understanding My Mindset</p> <p>Identifying My Support System</p>                       | <p>How I view success and failure</p> <p>How I cope with stress</p> <p>What is Growth Mindset and how does it apply to me?</p> <p>Introduce Lifeboat Activity</p> <ul style="list-style-type: none"> <li>• Use <a href="#">My Lifeboat - Introductory Materials/Readings</a> to introduce students the following ideas: <ul style="list-style-type: none"> <li>○ Importance of Friendship</li> <li>○ Three Kinds of Friends</li> <li>○ Friend Types</li> <li>○ Who are your Lifeboat Friends?</li> </ul> </li> <li>• Students should read, annotate, and discuss ideas (in pairs, groups, or whole class).</li> </ul> | <b>My Lifeboat</b> |

|   |   |   |                                   |
|---|---|---|-----------------------------------|
|   |   | <ul style="list-style-type: none"> <li>Brainstorm who is in their Lifeboat, then put aside to complete My Lifeboat Presentation later.</li> </ul> <p>Start writing the <b>Personal Mission Statement</b>: brainstorm ideas, look at samples, write rough draft, pair-share, etc. Put aside to complete by end of 1st quarter.</p>   |                                   |
| 6 | <p><b>Tech 101</b></p> <p>Intro to Digital Resources for High School</p> <p>Using Digital Resources</p> <p>Digital Literacy</p> | <p>Will need access to Chromebook cart or Computer Lab this week.</p> <p><b>FHS Library Website-Franklin Toolbox</b> (or specific HS's online resources) - a scavenger hunt activity</p> <p><b>Synergy</b></p> <ul style="list-style-type: none"> <li>Practice logging in to Synergy (on phones or in computer lab or on mobile lab)</li> <li>Check grades in Synergy</li> <li>Make a to-do list or short-term goals based on grades in classes.</li> </ul> <p>Revisit <b>Personal Mission Statement</b>. Go over rubric and make revision suggestions on working draft.</p>  | <b>Personal Mission Statement</b> |
| 7 | <p><b>Identity 101</b></p> <p>Identifying My Support System</p> <p><b>Tech 101</b></p> <p>More Google Apps</p>                  | <p><b>My Lifeboat</b> (Prompt and Rubric in <a href="#">Assessments</a>)</p> <ul style="list-style-type: none"> <li>Have students brainstorm the following: <ul style="list-style-type: none"> <li>Common challenges I may/will face</li> <li>How do I deal with challenges</li> <li>Who do I look to for help with these challenges</li> </ul> </li> <li>Introduce students to Google Slides and have students explore the application by making slides for <b>My Lifeboat Presentation</b> (will need Chromebook cart or Computer Lab) <ul style="list-style-type: none"> <li>Use Lifeboat Prompt and Rubric to guide student work on slide presentation</li> <li>Assign due date for <b>My Lifeboat Presentation</b>; students will save in CCE Portfolio and "share" with teacher by due date.</li> </ul> </li> </ul> | <b>My Lifeboat</b>                |
| 8 | <p><b>High School 101</b></p> <p>Note-taking and Reflecting</p> <p>Challenges, Obstacles, and Dropping Out</p>                  | <p><b>PBS Frontline documentary: <a href="#">Dropout Nation</a></b> (114 minutes) follows four Texas high school students who are at risk of dropping out and looks at the school system's efforts to save them.</p> <ul style="list-style-type: none"> <li>Show documentary and have students practice a note-taking strategy (e.g. Cornell Notes), or supply students with a note-taking worksheet.</li> <li>Discuss the documentary (using Socratic Seminar protocol?)</li> <li>Post-viewing assignment choices:</li> </ul>  |                                   |

|          |   |  |                                   |
|----------|---|--|-----------------------------------|
|          |   | <ul style="list-style-type: none"> <li>○ Write a letter giving advice on how to stay in school to one of the students in the documentary.</li> <li>○ Write a letter giving advice on how to stay in school to someone you know who is similar to one of the students in the documentary.</li> <li>○ Write a reflection about lessons learned and/or insights gained, and how it applies to one's own life.</li> </ul>  |                                   |
| <b>9</b> | <p><b>Identity 101</b><br/><b>High School 101</b><br/><b>Tech 101</b></p> <p>Looking Back and Putting It All Together</p> | <p><b>First Quarter Reflection</b> or another end of quarter activity. Some possible questions:</p> <ul style="list-style-type: none"> <li>● What is the most useful thing you've learned about yourself so far?</li> <li>● What is the most useful thing you've learned about school so far?</li> <li>● What is your learning style?</li> <li>● What is your greatest weakness or challenge so far?</li> </ul> <p>Return to the <b>Personal Mission Statement</b> (will need access to Chromebook cart or Computer Lab this week.)</p> <ul style="list-style-type: none"> <li>● Finish revising, then type in Google Docs. Edit, proofread, and name document "My Personal Mission Statement," then save in CCE Portfolio and "share" Personal Mission Statement with CCE teacher via Google Docs.</li> </ul> | <b>Personal Mission Statement</b> |

## Key Content, Skills, Assignments, Assessments, and Resources

| Identity 101  |  |
|---|--|
| <b>Topics</b>   | <p><b>My Identity (Past, Present, and Future)</b></p> <ul style="list-style-type: none"> <li>● Culture</li> <li>● Race</li> <li>● Strengths and Weaknesses</li> <li>● Past, Present, and Future Experiences</li> <li>● My Interests</li> <li>● My Skills (right now)</li> </ul> <p><b>My Dream</b></p> <ul style="list-style-type: none"> <li>● The type of life I want for myself</li> <li>● Values, Goals, Dreams</li> <li>● Inspirations and Mentors</li> </ul> <p><b>My Mindset</b></p> <ul style="list-style-type: none"> <li>● Relationship with success and failure</li> <li>● How I deal with challenges               <ul style="list-style-type: none"> <li>○ Stress, Stressors, Stress Management</li> <li>○ Positive coping skills</li> <li>○ Support systems</li> </ul> </li> <li>● How I view myself/how I want to be seen?</li> <li>● Motivation</li> </ul> |
| <b>Essential Questions</b>                            | <ol style="list-style-type: none"> <li>1. What is identity?</li> <li>2. What are my core values and how might they influence my future life?</li> <li>3. How do we know ourselves?</li> </ol>  |
| <b>Portfolio</b>                                      | <p><b><a href="#">Personal Mission Statement Assignment: See pages 4-5</a></b></p> <ul style="list-style-type: none"> <li>● Complete after exploring Identity and Purpose</li> <li>● Review just before end of course, revise, and upload</li> <li>● <a href="#">PlanAhead Lesson 11</a> includes an Personal Mission Statement assignment and the rubric is used for the CCE Portfolio piece.</li> </ul> <p><b>My Lifeboat (see prompt and rubric in <a href="#">Assessments</a>)</b></p> <ul style="list-style-type: none"> <li>● <a href="#">My Lifeboat - Introductory Materials/Readings</a> (explanation p. 17-21, assignment on p. 22): Who do I turn to when I need specific kinds of help? How do I cope with stress?</li> </ul>  |
| <b>Activities, Assignments, and Other Assessments</b> | See suggestions for other activities, assignments, and assessments in Sample Scope and Sequence.   |
| <b>Standards</b>                                      | <b><u><a href="#">Oregon Career Related Learning Standards</a></u></b>   |

|                                       |   |
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|                                       | <p><b>Personal Management</b></p> <ul style="list-style-type: none"> <li>● <b>CS.PM.02</b> - Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● <b>CS.HS.01</b> - Locate, process, and convey information using traditional and technological tools.</li> <li>● <b>CS.HS.06</b> - Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications.</li> </ul> <p><b>Career Development</b></p> <ul style="list-style-type: none"> <li>● <b>CS.CD.01</b> - Assess personal characteristics related to educational and career goals.</li> <li>● <b>CS.CD.03</b> - Develop and discuss a current plan designed to achieve personal, educational, and career goals.</li> <li>● <b>CS.CD.04</b> - Monitor and evaluate educational and career goals.</li> </ul>  |
| <p><b>Sample Learning Targets</b></p> | <ul style="list-style-type: none"> <li>● I can describe myself in terms of my personal characteristics, values, interests, and strengths.</li> <li>● I can develop awareness of my personal strengths/skills and utilize them to better myself.</li> <li>● I can set short- and long-term educational and career goals.</li> </ul>  |
| <p><b>Resources</b></p>               | <p><b>Identity and Dream</b></p> <ul style="list-style-type: none"> <li>● Social Identity <a href="#">Descriptors</a> and <a href="#">Grid</a> (Adam Falkner, <a href="#">DAP</a>)</li> <li>● Courageous Conversations <a href="#">Compass</a></li> <li>● <a href="#">#selfie Powerpoint</a> This PPT can be used with an activity, but the full details of activity are not included.</li> <li>● <a href="#">"This I Believe" Essay</a></li> <li>● <a href="#">PlanAhead Lesson 4</a> - My Values and Place in the World</li> <li>● <a href="#">"This I Believe"</a> - website that collects personal belief essays</li> <li>● <a href="#">Naviance Strengths Explorer</a> - link to site, this explorer must be "added" by Naviance site administrator</li> <li>● Do What You Are Survey (<a href="#">Naviance</a>)</li> <li>● <a href="#">Interest Profiler - Oregon CIS</a></li> </ul> <p><b>Mindset</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Myers-Briggs Personality Test</a> - a Y/N test (72 questions) that gives personality and career choices</li> <li>● <a href="#">The PERTS Mindset Kit</a> - Great videos and support for teachers to introduce the topic to students.</li> <li>● <a href="#">The PERTS Practices Library</a> - ideas for teachers, by teachers for how to do this with students</li> <li>● <a href="#">The Mindset Meter</a> - The Mindset Meter lets educators quickly learn about the prevalence of various academic mindsets in their school or classroom. ONLINE Resource</li> <li>● <a href="#">12 Item Grit Survey</a> - Simple multiple choice for students to see how "gritty" they are. PRINTABLE Resource</li> <li>● <a href="#">Giant collection of resources</a> - specifically to support growth mindset</li> <li>● <a href="#">Supporting Non-Cognitive Factors</a> - blog post for teachers for how to make this happen for kids</li> <li>● <a href="#">Overview of Noncognitive Skills</a> - blog post for teachers</li> <li>● <a href="#">Youtube Perils of Praise Video</a> - Based on Dweck's work, very student friendly.</li> <li>● <a href="#">PlanAhead Lesson 11</a> - Skills for a Successful Life</li> </ul> |

**Supplemental**

- [Duckworth's Character Lab](#) - Bridging the science of character development with the daily work of teaching so all kids can fulfill their potential.
- [Executive Function Skills](#) - Activities guide from Harvard
- M I Advantage ([Naviance](#))
- SKILLS Survey ([Oregon CIS](#))
- IDEAS Survey ([Oregon CIS](#))
- Work Importance Locator -values identifier ([Oregon CIS](#))
- [Self-Directed Search](#), paper pencil assessment, Holland Occupation Code
- [Road Trip Nation](#) Videos (by theme)

**High School 101**

|   |   |  |
|---|---|--|
| <p><b>Topics</b></p>  | <p><b>Nuts and Bolts</b></p> <ul style="list-style-type: none"> <li>● Classes Offered</li> <li>● Extracurriculars</li> <li>● Graduation Requirements (credits, essential skills, graduation data)</li> <li>● GPA, How to read a transcript</li> <li>● Attendance Policy/Data</li> <li>● Grading Policies (district and/or individual classes)</li> </ul> <p><b>High School Success Strategies</b></p> <ul style="list-style-type: none"> <li>● Organization</li> <li>● Time Management</li> <li>● Behaviors of a Successful Student</li> <li>● Self-Advocacy             <ul style="list-style-type: none"> <li>○ Who to go to for help</li> <li>○ Communicating with teachers</li> </ul> </li> </ul>   | <p><b>Supplemental:</b></p> <p><b>AVID Strategies</b></p> <ul style="list-style-type: none"> <li>● levels of questions</li> <li>● note-taking</li> <li>● etc.</li> </ul> |
| <p><b>Essential Questions</b></p>                           | <ul style="list-style-type: none"> <li>● How can I be successful in high school?</li> <li>● How can I design a high school experience that leads to the life I want?</li> </ul>   |  |
| <p><b>Portfolio</b></p>                                     | <p><a href="#">My Four Year Plan</a> (<a href="#">fifth year</a> to be completed in College 101 Unit) - should be done prior to Forecasting (end of January/beginning of February)</p>  |  |
| <p><b>Activities, Assignment, and Other Assessments</b></p> | <ul style="list-style-type: none"> <li>● Setting up a notebook or binder</li> <li>● Using a Planner</li> <li>● Checking Grades</li> </ul> <p>See suggestions for other activities, assignments, and assessments in Sample Scope and Sequence.</p>   |  |
| <p><b>Standards</b></p>                                     | <p><b><u>ODE Career Related Learning Standards</u></b></p> <p><b>Personal Management</b></p> <ul style="list-style-type: none"> <li>● <b>CS.PM.02</b> - Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● <b>CS.HS.01</b> - Locate, process, and convey information using traditional and technological tools.</li> </ul> <p><b>Career Development</b></p> <ul style="list-style-type: none"> <li>● <b>CS.CD.01</b> - Assess personal characteristics related to educational and career goals.</li> <li>● <b>CS.CD.02</b> - Research and analyze career and educational information.</li> <li>● <b>CS.CD.03</b> - Develop and discuss a current plan designed to achieve personal, educational, and career goals.</li> <li>● <b>CS.CD.04</b> - Monitor and evaluate educational and career goals.</li> </ul> <p><b><u>AVID Grade 9 Elective Standards</u></b></p> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>● <b>9-ORG.A.1</b> -Refine organization and neatness of binder through ongoing course</li> </ul> |  |

|                                       |   |
|---------------------------------------|---|
|                                       | <p>support, peer discussion, and personal reflection and goal setting (Organization and Time Management)</p> <ul style="list-style-type: none"> <li>● <b>9-ORG.A.2</b> - Utilize a planner/agenda to track class assignments, grades (Organization and Time Management)</li> <li>● <b>9-ORG.A.3</b> - Utilize a planner/agenda to balance social and academic commitments (Organization and Time Management)</li> </ul> <p><b>Character Development</b></p> <ul style="list-style-type: none"> <li>● <b>9-CD.B.1</b> - Calculate grade point average and set academic and personal goals for success, being sure to monitor goals at the end of each grading period (Goals)</li> <li>● <b>9-CD.C.1</b> - Be exposed to a variety of school activities/clubs and community service opportunities at the beginning of the year (Community and School Development)</li> <li>● <b>9-CD.D.1</b> - Access grades online or from teachers on a regular basis (Ownership of Learning)</li> </ul>  |
| <p><b>Sample Learning Targets</b></p> | <ul style="list-style-type: none"> <li>● I can find, practice, and use an organizational method that best works for me.</li> <li>● I know how to check my grades on a consistent basis, and I understand how to find my G.P.A.</li> <li>● I can set relevant, measurable, and attainable goals and monitor, reflect, and evaluate these goals long-term.</li> <li>● I can identify the clubs, activities, organizations, and opportunities available to me at my high school.</li> </ul>  |
| <p><b>Resources</b></p>               | <ul style="list-style-type: none"> <li>● <a href="#">Sample transcript</a> - From PPS, this is just an image</li> <li>● <a href="#">PlanAhead Lesson 2</a> - Planning and Prioritizing</li> <li>● <a href="#">PlanAhead Lesson 9 Edited PPT</a> - Graduating from HS</li> <li>● <a href="#">PPT</a> - Graduating from HS trivia</li> <li>● <a href="#">PlanAhead Lesson 9 Edited PPT</a> - Truancy</li> <li>● <a href="#">Attendance Lesson</a> - printable and ready to use with students on the value of attendance.</li> <li>● <a href="#">AVID goal setting template</a> - Uses a “GPA” acronym</li> <li>● <a href="#">Calculating my G.P.A.</a> - Simple activity for students to understand where their GPA came from.</li> <li>● <a href="#">AVID Activities Log</a> (extracurricular activities log)</li> <li>● <a href="#">AVID note taking strategy 10-2-2</a></li> <li>● <a href="#">Four Parts of the Cornell Way</a> - Note-taking, note-making, note-interacting, note-reflecting. Explains each process in detail.</li> <li>● <a href="#">Where to Go for Help</a> - simple handout that identifies key people at each school site.</li> <li>● <a href="#">Directions for logging on to Synergy</a> - from IT for students - has screenshots.</li> <li>● Tips for <a href="#">Communicating with Teachers</a> - excellent strategies and sentence frames for speaking to and emailing teachers.</li> </ul> |

| Tech 101   |  |  |
|--|--|--|
| <b>Topics</b>  | <p><b>Social media awareness</b></p> <p><b>Online Source Evaluation</b></p> <p><b>Digital Tools</b></p> <ul style="list-style-type: none"> <li>● Google Drive</li> <li>● Google Tools: Docs, Forms, Presentations/Slide, and Sites</li> <li>● Naviance</li> </ul>  | <p><b>Supplemental:</b></p> <p><b>Cyberbullying and Digital Safety</b></p> <p><b>Online Professional Profiles</b> (e.g. LinkedIn)</p> <p><b>Online Citation Makers</b></p> |
| <b>Essential Questions</b>                           | <ul style="list-style-type: none"> <li>● How do I want to represent myself online?</li> <li>● How is communication affected by the medium (online, offline, visual, etc.), the purpose, and the audience?</li> <li>● How do we determine the credibility and value of online sources?</li> <li>● Why do we acknowledge and cite information and use digital artifacts ethically?</li> <li>● What are the present and likely future demands on us as a consumer and producer of media?</li> </ul>   |  |
| <b>Portfolio</b>                                     | <b>Digital Portfolio</b> (Ongoing - begins in this unit, but culminates at end of course)  |  |
| <b>Activities, Assignment, and Other Assessments</b> | <ul style="list-style-type: none"> <li>● <i>Formative:</i> Demonstration of proficiency with Google tools: docs, forms, and presentations.</li> <li>● Analysis of Digital Communications</li> <li>● Annotated Bibliography of Online Sources (Optional)</li> </ul> <p>See suggestions for other activities, assignments, and assessments in Sample Scope and Sequence.</p>   |  |
| <b>Standards</b>                                     | <p><b><u>Oregon Career Related Learning Standards</u></b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● <b>CS.HS.01</b> - Locate, process, and convey information using traditional and technological tools.</li> </ul> <p><b><u>AVID Grade 9 Elective Standards</u></b></p> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>● <b>9-ORG.C.1</b> - Use technology in assignments and presentations, using standardized citation styles to cite sources (Research and Technology)</li> <li>● <b>9-ORG.C.2</b> - Utilize technology to complete final drafts of assignments and conduct research (Research and Technology)</li> <li>● <b>9-ORG.C.3</b> - Establish a professionally structured email address (e.g., first initial last name @ email provider.com) (Research and Technology)</li> </ul> |  |
| <b>Sample Learning Targets</b>                       | <ul style="list-style-type: none"> <li>● I can conduct online research productively and with discretion.</li> <li>● I can effectively use Google Docs, Forms, Sites, Presentation, and other digital tools to communicate information</li> <li>● I can determine and assess the credibility and validity of online sources</li> <li>● I can demonstrate an understanding of my interactions with media</li> </ul>  |  |

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|                       | <ul style="list-style-type: none"> <li>• I can explain how my communication changes as a result of audience, purpose, and medium</li> </ul>  |
| <b>Resources</b>      | <ul style="list-style-type: none"> <li>• An absolute must-read packet of teacher resources from a British organization called <a href="#">FutureLab</a></li> <li>• <a href="#">Franklin HS Digital Literacy Toolkit</a>: classroom-ready resources and digital tools</li> <li>• <a href="#">Frank Baker's Media Literacy Clearinghouse</a>: simply the best site for digital literacy</li> <li>• <a href="#">PlanAhead Lesson 6</a> - Conducting Effective Online Research</li> <li>• The four student standards from the <a href="#">International Society for Technology in Education</a> (ISTE)</li> <li>• If you're at a 1-to-1 site, take a look at <a href="#">Common Sense Education</a></li> <li>• Canada rocks in Digital Literacy. Here's a <a href="#">site that links a lot of other resources</a>.</li> </ul> |
| <b>Sample Pathway</b> | Here is an <a href="#">exemplar pathway through this Tech 101 Unit</a>   |

| College 101  |   |  |
|--|---|--|
| <b>Topics</b>  | <p><b>Preparing for College</b></p> <ul style="list-style-type: none"> <li>• College Exploration Resources</li> <li>• Community Service and Volunteering</li> </ul> <p><b>Post-Secondary Options</b></p> <ul style="list-style-type: none"> <li>• Degrees</li> <li>• Majors</li> <li>• Programs</li> <li>• Training</li> </ul> <p><b>Paying for College</b></p> <ul style="list-style-type: none"> <li>• FAFSA</li> <li>• Grants vs. Loans</li> <li>• Scholarships</li> </ul>   | <p><b>Supplemental:</b></p> <p><b>College Entrance Exams</b></p> <ul style="list-style-type: none"> <li>• Types</li> <li>• Ways to prepare for college entrance exams</li> </ul> |
| <b>Essential Questions</b>                           | <ul style="list-style-type: none"> <li>• What are my options for post-secondary education and training?</li> <li>• How do you prepare yourself for post-secondary?</li> <li>• What are the different ways to pay for college?</li> <li>• College exploration - who are resources in your school building?</li> </ul>  |  |
| <b>Portfolio</b>                                     | <ul style="list-style-type: none"> <li>• <a href="#">Fifth Year Added to Four-Year Action Plan</a></li> <li>• <a href="#">Sample College Application and Reflection</a></li> </ul>  |  |
| <b>Activities, Assignment, and Other Assessments</b> | <ul style="list-style-type: none"> <li>• <b>Group Project: Introduce One Local College to Your Classmates</b> <ul style="list-style-type: none"> <li>○ Use CIS, Naviance, College Board, college website and bonus points for pictures of your team on the campus</li> <li>○ Include name, location, faculty/student ratio, tuition costs (and other costs), student life topics, admission requirements, kinds of financial aid, majors and programs, average student loan of recent graduates, mascot/school colors, five more interesting things about this school.</li> <li>○ RUBRIC <a href="#">here</a>.</li> </ul> </li> <li>• <b>Individual Project: Compare 2-3 colleges which interest you</b> <ul style="list-style-type: none"> <li>○ Same resources and factors as above</li> </ul> </li> <li>• <b>Scholarship Committee Evaluation:</b> Teams read 4 OSAC scholarship applications and choose a recipient. Draft of assessment <a href="#">here</a>. Need the application samples and reader's evaluation form.</li> <li>• <a href="#">Funding Your Education</a>: Note-Taking and Discussion</li> <li>• Using Oregon Career Information System <a href="https://oregoncis.uoregon.edu/Portal.aspx">https://oregoncis.uoregon.edu/Portal.aspx</a> and Naviance <a href="https://succeed.naviance.com/auth/signin">https://succeed.naviance.com/auth/signin</a> for researching colleges</li> <li>• Navigate <a href="http://Collegeboard.org">Collegeboard.org</a> to explore college search features</li> <li>• Inviting college admission representatives, ASPIRE coordinators and mentors to discuss various aspects of post-secondary options.</li> </ul> |  |

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|                                | <ul style="list-style-type: none"> <li>● Field trip: Career Expo</li> <li>● <a href="#">College application lesson plan</a></li> </ul> <p>See suggestions for other activities, assignments, and assessments in Sample Scope and Sequence.</p>   |
| <b>Standards</b>               | <p><b><u>Oregon Career Related Learning Standards</u></b></p> <p><b>Career Development</b></p> <ul style="list-style-type: none"> <li>● <b>CS.CD.02</b> - Research and analyze career and educational information</li> </ul> <p><b><u>AVID Grade 9 Elective Standards</u></b></p> <p><b>College Readiness</b></p> <ul style="list-style-type: none"> <li>● <b>9-CR.C.1.</b> - Research college admissions requirements, tuition, financial aid for a college of choice. (College and Career Knowledge)</li> <li>● <b>9-CR.C.2.</b> - Develop an understanding of the college application process and required information (College and Career Knowledge)</li> <li>● <b>9-CR.C.3.</b> - Continue developing a basic understanding of college vocabulary (College and Career Knowledge)</li> <li>● <b>9-CR.E.1</b> - Understand the importance of community service and grades as a requirement for scholarships. (College Admissions/Financial Aid)</li> <li>● <b>9-CR.E.2.</b> - Identify schools of interest and examine cost of attendance (College Admissions/Financial Aid)</li> </ul>   |
| <b>Sample Learning Targets</b> | <ul style="list-style-type: none"> <li>● I know how to research a college.</li> <li>● I can identify one college that feels like a good fit.</li> <li>● I understand the difference between a grant and a loan when paying for a program after high school.</li> <li>● I know where to go to ask for help when preparing for college and other post secondary options.</li> </ul>  |
| <b>Resources</b>               | <p><b>Trusted College Research Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Oregon Career Information System</a> (PPS subscription, school specific login)</li> <li>● <a href="#">Naviance Family Connection</a> (PPS subscription, teachers and students have unique password)</li> <li>● <a href="#">College Board</a> - the group that makes the SAT and AP assessments.</li> <li>● <a href="#">College Navigator</a> - search tool to find colleges from Institute of Educational Services</li> </ul> <p><b>Options After High School</b></p> <ul style="list-style-type: none"> <li>● <a href="#">PlanAhead Lesson 10</a> - Options After High School</li> <li>● <a href="#">PPS' College and Career Resources</a> - A myriad of resources</li> </ul> <p><b>Finding the Right College</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Step-by-Step: College Awareness and Planning</a> - six free lesson plans for early high school from National Association of College Admissions Counselors</li> <li>● <a href="#">Step by Step: College Awareness and Planning for Families, Counselors and Communities</a> - More from NACAC's Step-by-Step curriculum</li> <li>● <a href="#">The Big Future</a> - Resource from The College Board in finding the right college</li> </ul> |

### **Getting into College**

- [The Common Application](#) - provides applications that students may submit to over 500 schools. (Students must create an account)
- [The Khan Academy](#) - New resource for SAT prep
  - Oregon CIS also contains extra prep for SAT, ACT, etc.
- Personal Statement Resources
  - [Examples and pitfalls from Purdue OWL](#)
  - [Example assignment](#)
  - [And another example](#)

### **Paying for College**

- My Financial Aid [Glossary](#) - fill-in-the-blank handout of key terms
- [PlanAhead Lesson 10 Edited PPT](#) - Funding Your Education
- [Federal Student Aid's You Tube Channel](#) - nice overview of financial aid process
- [FAFSA PPT](#) - Very detailed; need to abbreviate for 9th graders.
- [Sample FAFSA Form](#)
- [www.FinAid.org](http://www.FinAid.org) - adjustable student loan calculator
- [College Data](#) - Resources for finding and paying for the right college
- [Office of Student Access and Completion](#) - Oregon grants, scholarships, and resources for paying for college.
- [FastWeb](#) - online resource in finding scholarships

| Career 101   |   |   |
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| <b>Topics</b>  | <p><b>Exploring 16 National Career Clusters</b><br/>(including steps to reach them)</p> <p><b>Career Seeking Skills</b></p>   | <p><b><u>Supplemental:</u></b></p> <p><b>Career Skills</b></p> <ul style="list-style-type: none"> <li>• soft skills</li> <li>• employability</li> </ul> <p><b>High School Career Learning Opportunities</b></p> <ul style="list-style-type: none"> <li>• (Career Center visits, Career Shadows, Career Fair, Career Expo, Guest Lecturers)</li> </ul> <p><b>Exploring and learning about CTE programs in your high school</b></p> |
| <b>Essential Questions:</b>                          | <ul style="list-style-type: none"> <li>• What career options would enable me to live a fulfilling life with respect to my connections to family and community?</li> <li>• What careers might fit my future goals with respect to my interests, values and beliefs?</li> <li>• What skills and experiences do I need to obtain employment? Obtain employment in my dream career?</li> </ul>  |   |
| <b>Portfolio</b>                                     | <p><b>Two Career Pathways Presentation</b> (adaptable options include one dream/reach, one fallback/sure thing, one minimum wage career) -focus on the skill of understanding how to pursue a career choice and the transferable skills to other career interests</p> <p><b>Resumé (present and future)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PPS Resume Rubric</a> (not holistic)</li> </ul> <p><b>Career Related Learning Experience (CRLE)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">One CRLE</a> (to be done after one Career Exploration activity--career fair, Career Expo, career speaker, etc.) To completed and uploaded in Naviance.</li> <li>• Rubric is <a href="#">here</a></li> </ul> |   |
| <b>Activities, Assignment, and Other Assessments</b> | <ul style="list-style-type: none"> <li>• Team presentation on career area (preparation for portfolio piece on Two Careers)</li> <li>• Career Seeking Skills: Resume, Cover Letter, Interview Preparation, and Mock Interviews</li> </ul> <p>See suggestions for other activities, assignments, and assessments in Sample Scope and Sequence.</p>  |   |
| <b>Standards</b>                                     | <p><b><u>Oregon Career Related Learning Standards</u></b></p> <p><b>Career Development</b></p> <ul style="list-style-type: none"> <li>• <b>CS.CD.01</b> - Assess personal characteristics related to educational and career goals.</li> <li>• <b>CS.CD.02</b> - Research and analyze career and educational information.</li> <li>• <b>CS.CD.03</b> - Develop and discuss a current plan designed to achieve personal, educational, and career goals.</li> </ul>  |   |

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|                                       | <ul style="list-style-type: none"> <li>● <b>CS.CD.04-.05</b> Develop skills in identifying, evaluating, and using a variety of resources for exploring personal, educational, and career choices.</li> </ul> <p><b>Employment Foundations</b></p> <ul style="list-style-type: none"> <li>● <b>CS.EF.01-.08</b> - Integrate academic, technical and organizations knowledge and skills to work successfully in family, school, community, and workplace settings.</li> </ul> <p><b><u>AVID Grade 9 Elective Standards</u></b></p> <p><b>College Readiness</b></p> <ul style="list-style-type: none"> <li>● <b>9-CR C.4</b> - Research a career of interest, based upon career values (College and Career Knowledge)</li> </ul>   |
| <p><b>Sample Learning Targets</b></p> | <ul style="list-style-type: none"> <li>● I can identify at least one career pathway that matches my interests, strengths and values.</li> <li>● I know how to research a career and determine the steps I would need to take to pursue that career.</li> <li>● I can find and participate in a career related learning experience.</li> <li>● I can create a resume and understand the career seeking and hiring process.</li> </ul>  |
| <p><b>Resources</b></p>               | <p><b>Career Research</b></p> <ul style="list-style-type: none"> <li>● <a href="#">National Career Clusters PDF</a> - Major career titles organized by category</li> <li>● <a href="#">PlanAhead Lesson 5</a> - PPT of National Career Clusters</li> <li>● <a href="#">Oregon CIS</a></li> <li>● <a href="#">Naviance</a></li> <li>● <a href="#">RoadTrip Nation</a> - Contains links to a large number of video interviews of different professionals (Also in Naviance under Career Tab)</li> <li>● <a href="#">Oregon Careers PDF</a> (Get brochures for all Freshmen)</li> <li>● <a href="#">PlanAhead Lesson 7</a> - Learning about Careers</li> <li>● <a href="#">Success For All Video</a> - Careers and the economy</li> <li>● <a href="#">Occupation &amp; Wage Information</a> - State of Oregon Employment Dept.</li> <li>● <a href="#">Oregon Labor Market Information System</a></li> </ul> <p><b>Career Surveys</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Naviance</a></li> <li>● <a href="#">Career Information System</a> (CIS) - Oregon based information</li> <li>● <a href="#">PlanAhead Lesson 5</a> - Matching Careers with My Interests, Skills, and Values (also a resource for Identity 101)</li> </ul> <p><b>Career Seeking Skills</b></p> <ul style="list-style-type: none"> <li>● <a href="#">PlanAhead Lesson 12</a> - Career Applications and Interviews</li> <li>● <a href="#">Oregon Careers PDF</a> (has sample resumes)</li> <li>● <a href="#">Teen Resume Guide PDF</a> - Resume guidance from Boston Public</li> <li>● <a href="#">How Do I Make a Resume With No Work Experience</a> - You Tube Video</li> <li>● <a href="#">Common Interview Questions</a> - Excellent list broken down into topics</li> <li>● <a href="#">Practice Interview Assignment</a> - Activity explained along with “look-fors”</li> </ul> |

| Money 101  |  |   |
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| <b>Topics</b>  | <p><b>Budgeting</b></p> <ul style="list-style-type: none"> <li>• Monthly budget for minimum wage salary</li> <li>• Monthly budget for career of choice salary</li> <li>• Cost of Living</li> </ul> <p><b>Impulsive spending</b></p> <p><b>Managing Money</b></p> <ul style="list-style-type: none"> <li>• How credit works</li> <li>• Checking accounts</li> <li>• Credit cards</li> </ul>   | <p><b>Supplemental:</b></p> <p><b>Budgeting for life event</b></p> <ul style="list-style-type: none"> <li>• Year after high school</li> <li>• Trip</li> </ul> <p><b>Saving</b></p> <ul style="list-style-type: none"> <li>• Emergency fund</li> <li>• Investing in your future</li> </ul> |
| <b>Essential Questions:</b>                          | <ul style="list-style-type: none"> <li>• What decisions do I need to make to sustain the lifestyle I can afford vs. desire?</li> <li>• How can I live within my means?</li> <li>• What does it mean to be financially independent?</li> <li>• What are the hidden costs of day-to-day life?</li> </ul>   |   |
| <b>Portfolio</b>                                     | <b>Personal Budget</b>   |   |
| <b>Activities, Assignment, and Other Assessments</b> | <ul style="list-style-type: none"> <li>• Opening Activity <ul style="list-style-type: none"> <li>○ Possible reflective writing prompts: What is my relationship to money? How important is money to your sense of who you are? What role does money play in relation to your sense of happiness now? What about in the future? Where and when do you spend? What feels like “a lot of money”? Describe an experience you have had involving money--buying something you regret buying, lending money to someone else, not being able to afford an opportunity that you were interested in. Who has taught you about how to spend and/or save money? What are the most important lessons those mentors have passed along to you, either directly or indirectly?</li> </ul> </li> <li>• Sample Budget Activity (before assigning Portfolio Personal Budget)</li> </ul> <p>See suggestions for other activities, assignments, and assessments in Sample Scope and Sequence.</p> |   |
| <b>Standards</b>                                     | <p><b><u>Oregon Career Related Learning Standards</u></b></p> <p><b>Career Development</b></p> <ul style="list-style-type: none"> <li>• <b>CS.CD.03</b> - Develop and discuss a current plan designed to achieve personal, educational, and career goals (focus on personal budget)</li> </ul> <p><b><u>AVID Grade 9 Elective Standards</u></b></p> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• <b>9-ORG.C.2</b> - Utilize technology to complete final drafts of assignments and conduct research. (Research and Technology)</li> </ul>   |   |

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| <b>Sample Learning Targets</b> | <ul style="list-style-type: none"> <li>● I can utilize technology to research my cost of living (currently and desired).</li> <li>● I can analyze my personal spending habits.</li> <li>● I can practice budgeting skill by creating a monthly budget.</li> </ul>   |
| <b>Resources</b>               | <p><b>Budgeting</b></p> <ul style="list-style-type: none"> <li>● Reality Check- Assessment Tool in <a href="#">Oregon CIS</a> to start unit, determines student's cost of living based on personal choices (values and goals)</li> <li>● <a href="#">Financial Resources from HSFPF</a> (a good overall resource; lots of links) <ul style="list-style-type: none"> <li>○ <a href="http://www.spendster.org">www.spendster.org</a> (impulsive spending video confessions)</li> </ul> </li> <li>● <a href="#">PlanAhead Lesson 8</a> - Personal Finance (Needs to be edited with Oregon (Portland data such as from here: <a href="#">Cost of Living Index for Portland</a>), user friendly budget worksheet</li> <li>● Sample Template Budget Worksheet- Oregon Careers Brochure p. 35 (paper copy will be ordered for all students) <ul style="list-style-type: none"> <li>○ <a href="#">Oregon Careers PDF</a></li> </ul> </li> <li>● <a href="#">Banking Resources in both Student and Teacher PDFs</a></li> <li>● <a href="#">Edutopia background article</a></li> </ul> <p><b>Managing Money</b></p> <ul style="list-style-type: none"> <li>● <a href="#">EverFi</a>- Great online resource covering all supplemental topics, offers certificate</li> <li>● <a href="http://www.Mint.com">www.Mint.com</a> -Personal Finance Tool (also in app form)</li> <li>● <a href="#">When will I be out of debt?</a> CNN Debt calculator</li> </ul> |

| Community 101  |  |   |
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| <b>Topics</b>  | <b>Importance of Community Service</b><br><br><b>Team Work/Group Dynamics</b>  | <u><b>Supplemental:</b></u><br><br><b>Voice and Advocacy</b><br><br><b>Social Awareness</b> |
| <b>Essential Questions</b>                           | <ol style="list-style-type: none"> <li>1. What is community and what is YOUR community?</li> <li>2. How does building community connect with Post-HS learning options and career?</li> <li>3. How do you give back to your community and what comes from giving back?</li> <li>4. How does racial and cultural identity create, shape, and impact our community and what can we do to acknowledge the unheard voices of our community?</li> </ol>  |   |
| <b>Portfolio</b>                                     | <b>Community Service Experience:</b> proposal, plan of action, potential reflection. <ul style="list-style-type: none"> <li>● <a href="#">Proposal &amp; Plan of Action</a></li> <li>● <a href="#">Reflection</a></li> <li>● **Please note the assessment is focused on the Proposal and Plan of Action (and a real or hypothetical reflection).</li> <li>● Teachers: While the concepts and the learning will take place over the course of the year/class, the final assessment should be given at the beginning but should not be ultimately assessed until later in the year/class.</li> </ul>   |   |
| <b>Activities, Assignment, and Other Assessments</b> | <ul style="list-style-type: none"> <li>● Reflect on past surveys from Identity 101 to answer the following questions which may help focus students for the Community Service Project: <ul style="list-style-type: none"> <li>○ What is important to you?</li> <li>○ What are your values?</li> <li>○ What are your dreams?</li> <li>○ What do you want to change in the world?</li> <li>○ What bothers you in the world?</li> </ul> </li> </ul> <p>See suggestions for other activities, assignments, and assessments in Sample Scope and Sequence.</p>  |   |
| <b>Standards</b>                                     | <u><b>Oregon Career Related Learning Standards</b></u><br><br><b>Problem Solving</b> <ul style="list-style-type: none"> <li>● <b>CS.PS.01</b> - Identify problems and locate information that may lead to solutions.</li> <li>● <b>CS.PS.04</b> - Select and explain a proposed solution and course of action.</li> <li>● <b>CS.PS.05</b> - Develop a plan to implement the selected course of action.</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>● <b>CS.HS.02</b> - Listen attentively and summarize key elements of verbal and non-verbal communication.</li> <li>● <b>CS.HS.06</b> - Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications</li> </ul> <b>Teamwork</b> <ul style="list-style-type: none"> <li>● <b>CS.TW.02</b> - Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision making and goal-setting).</li> </ul> <b>Employment Foundations</b> |   |

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|                                | <ul style="list-style-type: none"> <li>● <b>CS.PS.08</b> - Explain and follow regulatory requirements, security procedures, and ethical practices.</li> </ul>   |
| <b>Sample Learning Targets</b> | <ul style="list-style-type: none"> <li>● I understand the importance of social responsibility.</li> <li>● I can apply problem-solving strategies to relevant real-world scenarios.</li> <li>● I can work collaboratively with my peers and members of my communities.</li> <li>● I understand communities and my role (and my potential role) in a community.</li> </ul>  |
| <b>Resources</b>               | <p><b>Voice &amp; Advocacy</b></p> <ul style="list-style-type: none"> <li>● <a href="#">PlanAhead Lesson 3</a> - Effective Communication</li> <li>● <a href="#">Edited PlanAhead Lesson 3 PPT</a></li> <li>● <a href="#">PlanAhead Lesson 11</a> - Skills for a Successful Life, includes lessons about communication and friendship, and a PPT about Stress</li> <li>● Individual Schools' newsworthy actions as a community (local papers; school newspaper/magazines; etc.) <ul style="list-style-type: none"> <li>○ "<a href="#">School Colors</a>": Willamette Week, Wilson HS Black Student Union</li> <li>○ "<a href="#">Ladies First</a>": Willamette Week, Title IX, PPS</li> <li>○ "<a href="#">HS students call to shut down 'bullying app'</a>" KOIN 6 Grant High School Anti-Bullying</li> </ul> </li> </ul> <p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Courageous Conversations Protocol</a> (Make a copy)</li> <li>● Social Identity <a href="#">Descriptors</a> and <a href="#">Grid</a> (Adam Falkner, <a href="#">DAP</a>) - Social identity groups</li> <li>● Courageous Conversations <a href="#">Compass</a></li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>● <a href="#">PPS Website</a>: Search Each School's Groups/Clubs</li> <li>● <a href="#">Roadtrip Nation videos on community</a></li> </ul> <p><b>Supplemental</b></p> <ul style="list-style-type: none"> <li>● Building Leadership in Young Adults</li> <li>● <a href="#">Roadtrip Nation</a></li> <li>● Role Playing</li> </ul> |

## Student Portfolio Checklist

| Title of Assignment  | Date the Assignment was Completed |
|--|-----------------------------------|
| <b>My Lifeboat</b>   |                                   |
| <b>My Personal Mission Statement</b>                                 |                                   |
| <b>1 Career Related Learning Experience (CRLE) and Reflection</b>    |                                   |
| <b>My Five Year Plan</b>   |                                   |
| <b>Sample College Application (Activity Reflection)</b>              |                                   |
| <b>Resumé</b>  |                                   |
| <b>Two Career Pathways Presentation</b>                              |                                   |
| <b>Ways to Pay for Higher Education (Note-Taking and Reflection)</b> |                                   |
| <b>Personal Budget</b>   |                                   |
| <b>One Community Service Experience</b>                              |                                   |
| <b>Digital Portfolio</b>   |                                   |
| <b>Digital Portfolio Uploaded into Naviance</b>                      |                                   |

## Assessments

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| Title of Assessment | My Lifeboat |
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### Directions and Prompt:

Although the final format of this assignment is a slideshow, the information you are asked to consider and provide might be private. You will not be asked to present to the class; the teacher will need to see your slideshow and will check your assignment. The important skills the teacher will be looking for are problem-solving a hypothetical or real high school challenge and using Google Slides.

We all need practice in solving problems that come our way. This is a chance for you to consider how you might face challenges this year and who might help you. In Google Slides, create a slide-show with the following format:

Slide One: Title Page

Slide Two: What might sink your boat? Think about a possible challenge you might face this year: falling behind in a class, a fight with a friend, distractions, or procrastinating on homework or major assignments are all possibilities.

Slide Three: Now that you have identified the problem, what is the outcome you hope for?

Slide Four: Friends who could help and how they might help.

Slide Five: Adults who could help and how they might help.

Slide Six: Final thoughts

**Rubric:**

|                               | <b>Highly Proficient</b>  | <b>Proficient</b>   | <b>Close to Proficient</b>  | <b>Developing Proficiency</b>   |
|-------------------------------|---|---|---|---|
| <b>Hypothetical Challenge</b> | Challenge is real, relevant, and articulated.   | Challenge is real and relevant.   | Challenge is not clear or may not be relevant.  | Challenge is not discernable.   |
| <b>Problem-solving</b>        | Student has clearly identified a preferred outcome and the people who will help to make it happen and what role individuals will play in solving the problem. | Student has identified an solution to the challenge and people who can help.  | Solution is not entirely clear.   | Solution is not present.  |
| <b>Slide Show</b>             | Slides are very clear, engaging, and error-free. Images and text are powerful together. Slides are easy to read.  | Slides are clear and close to error-free. Images and text connect. Attempt has been made to make slides easy to read. | There are some errors, but slides are readable. Sometimes images and text connect. Slides may be chaotic, choppy or hard to read. | Due to errors, it is difficult to read or understand the slides. Project may not be complete. |

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| <b>Resources/Examples</b> | <ul style="list-style-type: none"> <li>● <a href="#">The Lifeboat Project</a> <ul style="list-style-type: none"> <li>○ A version of the assignment is on page 22 of the PDF, with the background explanation coming on pages 17-21.</li> </ul> </li> </ul> |
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| <b>Title of Assessment</b> | <b>My Personal Mission Statement</b> |
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**Directions and Prompt:**

Many people believe that to get what you want, you have to be able to visualize it or say it. The personal mission statement is a chance for you to visualize and say what you want out of life so that you can work towards making what you want into reality. You will have several chances to revise this document as your vision for yourself evolves.

First of all, do some dreaming. If money wasn't a factor, what would your life look like? What do you value? Brainstorm and write freely on the following topics:

- The type of life I want for myself.
- My values.
- My goals.
- My dreams.

**The Essay:**

Write an essay in which you address the life you want: values, goals, dreams, and how you might get there. Use your introductory paragraph to discuss your ideal life and then explain your values, goals, and dreams. In the final paragraph, consider what actions you might take to make your goals and dreams a reality.

**Rubric:**

| Highly Proficient  | Proficient   | Close to proficient   | Developing proficiency                      |
|--|--|---|---|
| The personal mission statement reflects a clear understanding of what the student values.  | The personal mission statement reflects an understanding of what the student values.   | The personal mission statement suggests an understanding of what the student values but may not be clear or complete. | Mission statement is not clear or complete. |
| The personal mission statement thoroughly describes which relationships are important to the student and how the student will strengthen them. | The personal mission statement describes which relationships are important to the student and how the student will strengthen them.                          | The personal mission statement partially describes important relationships in the student's life.                     | Relationships are not clear.                |
| The personal mission statement reflects strong self-knowledge by stating what the student appreciates in his or her own life and               | The personal mission statement reflects self-knowledge by stating what the student appreciates in his or her own life and changes the student wants to make. | Reflects some self knowledge. Partially addresses what student appreciates in life and changes.                       | Self-knowledge is not clear.                |

|  |   |  |  |
|--|---|--|--|
| specific changes to improve his or her life.                                       |   |  |  |
| The personal mission statement identifies clear and specific career-related goals. | The personal mission statement identifies career-related goals. | Some career related goals are identified, or partially identified.               | Goals are not clearly identified.  |
| The personal mission statement is clear and error-free.                            | The personal mission statement is clear and has few errors.     | The personal mission statement may not be clear and may have distracting errors. | Errors and lack of clarity make the personal mission statement hard to understand. |

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| <b>Resources/Examples</b> | <ul style="list-style-type: none"> <li>• <a href="#">Personal Statement Assignment: See pages 4-5</a></li> <li>• <a href="#">PlanAhead Lesson 11</a> also includes an Personal Mission Statement assignment and an assessment rubric that is used for this CCE Portfolio piece.</li> </ul> |
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| Title of Assessment | Career Related Learning Experience (CRLE) |
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**Directions and Prompt:**

After students participate in one Career Related Learning Experience (such as the Career Expo), they will reflect upon the experience by completing a written CRLE in Naviance.

**Rubric:**

- (See scoring guide below)

|                    |  |
|--------------------|--|
| Resources/Examples | <ul style="list-style-type: none"><li>• <a href="#">PPS Personalized Learning Reflection site</a></li><li>• <a href="#">CRLE Scoring Guide</a></li></ul> |
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| <b>Title of Assessment</b> | <b>My Five Year Plan</b> |
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**Directions and Prompt:** [My Four Year Plan](#) and [Fifth Year](#) (to be completed in College 101 Unit)

**Rubric: (adapted from PlanAhead materials)**

| <b>Highly Proficient</b>  | <b>Proficient</b>   | <b>Close to Proficient</b>  | <b>Developing Proficiency</b>  |
|---|---|---|--|
| Includes all graduation requirements in a thoughtful way.   | Includes all graduation requirements.   | Includes most graduation requirements.  | Multiple graduation requirements missing. Insufficient evidence.   |
| The four-year plan maps when all graduation requirements will be met, including required courses and tests, according to a realistic timetable. | The four-year plan maps when all graduation requirements will be met, including required courses and tests.             | The four-year plan maps when most graduation requirements will be met, including required courses and tests.  | The four-year plan maps when some graduation requirements will be met, including some required courses and tests.  |
| The four-year action plan includes more than two college admissions tests, scheduled for the appropriate academic years                         | The four-year action plan includes at least two college admissions tests, scheduled for the appropriate academic years. | The four-year action plan includes one college admissions test, scheduled for the appropriate academic years. | The four-year action plan does not include college admissions tests, scheduled for the appropriate academic years. |
| The four-year action plan is extremely comprehensive, neat, legible, and presentable.   | The four-year action plan is very comprehensive, neat, legible, and presentable.  | The four-year action plan is fairly comprehensive, neat, legible, and presentable.                            | The four-year action plan is not comprehensive, neat, legible, and presentable.                                    |
| The fifth-year addendum is completed thoughtfully and thoroughly, and includes specific details.  | The fifth-year addendum is completed thoroughly, and includes details.  | The fifth-year addendum is mostly completed with some thought, and includes some details.                     | The fifth-year addendum is somewhat complete, and includes few details.  |

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| <b>Resources/Examples</b> | <a href="#">Four Year Plan</a> |
|---------------------------|--------------------------------|

**Directions and Prompt:**

After completing the activities and lessons associated with going through sample college applications (Common Application, any Oregon University application, and Community College application) and the entire college application process, have student reflect upon the experience and make a plan about how what they need to do to be ready to apply for college at the beginning of their senior year of high school.

**Reflection Questions:**

1. What did you already know about applying to college before starting this unit?
2. Name five things you learned about the college application process.
3. What were the biggest surprises you discovered about applying to college?
4. Do you have any unanswered questions about applying to college?
5. For each year of school, make a list of the actions you will need to take and/or information and answers to questions you will have find out in order to be ready to apply to college at the beginning of your senior year of high school. (Think about things that will make your college application stand out.)
  - a. 9th grade:
  - b. 10th grade:
  - c. 11th grade:
  - d. 12th grade:

**Rubric:**

|            | Highly Proficient   | Proficient   | Close to Proficient  | Developing Proficient   |
|------------|---|--|--|---|
| Reflection | Answers to reflection questions clearly and thoroughly identifies what the student learned about the college application process and specific next steps the student can take to prepare for applying to college. | Answers to reflection questions clearly and thoroughly identifies at least three things student learned about the college application process and specific next steps the student can take to prepare for applying to college. | Answers to reflection questions clearly and thoroughly identifies at least two things student learned about the college application process and specific next steps the student can take to prepare for applying to college. | Answers to reflection questions do not identify specific things that students learned about the college application process or specific next steps the student can take to prepare for applying to college. |

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| Title of Assessment | Resumé |
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**Directions and Prompt:**

After students read through a variety of resume writing tips and critique several sample resumes, ask students to create a resume for their current situation.

**Rubric:**

- (See scoring guide linked below)

|                    |  |
|--------------------|--|
| Resources/Examples | <ul style="list-style-type: none"><li>• <a href="#">PPS Resume Scoring Guide</a></li><li>• <a href="#">How to Write a Resume</a></li><li>• <a href="#">A guide from the OWL</a></li><li>• <a href="#">A guide from the Harvard Business Review</a></li></ul> |
|--------------------|--|

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| Title of Assessment | Ways to Pay for Higher Education |
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**Directions and Prompt:**

During the following presentation, consider the questions on the slides and take notes on the information presented. Your objective is to identify 3 ways to pay for higher education and at least one way to prepare for paying for college while you are in high school. *NOTE: the presentation was created for California students and one slide may need to be revised for Oregonians.*

**Reflection:** Write a paragraph in which you reflect on what you learned in the presentation and actions you would like to take as a result. What could you be doing now that would help you fund your education later?

**L10 PowerPoint Presentation: Funding Your Education**

**Rubric:**

|                      | Highly Proficient   | Proficient   | Close to Proficient  | Developing Proficiency  |
|----------------------|---|--|--|---|
| REFLECTION PARAGRAPH | Paragraph clearly and thoroughly identifies multiple ways to pay for higher education and specific next steps the student can take to prepare for the future. | Paragraph identifies at least 3 ways to pay for education and actions a student could take to prepare for paying for higher education in the future. | Paragraph identifies at least 2 ways to pay for education and an action to take now. | Paragraph does not identify specific ways to pay for higher education and action items are not clear. |

|                    |  |
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| Resources/Examples | <ul style="list-style-type: none"> <li data-bbox="511 1367 1471 1409">L10 PowerPoint Presentation: Funding Your Education</li> </ul> |
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| Title of Assessment | Two Career Pathways Presentation |
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**Directions and Prompt:**

Students will create a presentation that compares two career pathways. Adaptable options include:

- Any two career pathways
- Dream career vs. “Fallback” career

It is up to the teacher to determine the presentation form. Some options include:

- PowerPoint
- Infographic
- Poster

**Rubric:**

| Career Presentation Criteria   |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Researched two careers, and found the following information: <ul style="list-style-type: none"> <li><input type="checkbox"/> education needed</li> <li><input type="checkbox"/> salary</li> <li><input type="checkbox"/> career environment and workplace expectations</li> <li><input type="checkbox"/> duties and responsibilities</li> <li><input type="checkbox"/> hard skills needed</li> <li><input type="checkbox"/> soft skills needed</li> <li><input type="checkbox"/> benefits/perks</li> <li><input type="checkbox"/> career outlook</li> <li><input type="checkbox"/> opportunities for advancement</li> </ul> |  |  |  |
| Highly Proficient  | Proficient   | Close to Proficient  | Developing Proficiency   |
| <ul style="list-style-type: none"> <li>● Presentation includes all key information required.</li> <li>● Research is varied, reliable, and thorough.</li> <li>● Information is very organized and easy to follow.</li> <li>● Speaker is dynamic and clear, engaging the audience with eye contact and gesture.</li> </ul>   | <ul style="list-style-type: none"> <li>● Presentation includes adequate key information required (at least 75%).</li> <li>● Research is reliable and from multiple sources.</li> <li>● Information is organized.</li> <li>● Speaker is clear and engages the audience with eye contact.</li> </ul> | <ul style="list-style-type: none"> <li>● Presentation includes some details to inform audience.</li> <li>● Research is unreliable or insufficient.</li> <li>● Information is somewhat organized.</li> <li>● Speaker is sometimes difficult to hear or does not engage the audience.</li> </ul> | <ul style="list-style-type: none"> <li>● Presentation provides little to no details to inform audience.</li> <li>● Research is unreliable or not evident.</li> <li>● Information is not organized or is difficult to follow.</li> <li>● Speaker is difficult to hear or does not engage the audience.</li> </ul> |

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|----------------------------|---------------------------------------|
| <b>Title of Assessment</b> | <b>Digital Portfolio &amp; Upload</b> |
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**Directions and Prompt:**

As a final project/activity/exam, students will compile all of the important pieces of work completed in the CCE class, and upload everything into Naviance. Students should be given the opportunity to reflect upon and revise each portfolio piece, if applicable.

**Rubric:**

| <b>Highly Proficient</b>   | <b>Proficient</b>  | <b>Close to Proficient</b>   | <b>Developing Proficiency</b>                            |
|--|--|--|--|
| All required portfolio pieces are complete, excellent, edited and revised. | All required portfolio pieces are complete and satisfactory. | Most required portfolio pieces are present, and most are satisfactory. | Important portfolio pieces may be missing or unfinished. |

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| <b>Resources/Examples</b> |  |
|---------------------------|--|

|                     |  |
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| Title of Assessment | <b>Community Service Experience Proposal; Plan of Action; and Reflection</b> |
|---------------------|--|

Directions and Prompt: [Proposal & Plan of Action](#) & [Reflection](#)

**\*\*Please note the assessment is focused on the Proposal and Plan of Action (and a real or hypothetical reflection).**

**Community Service Experience Proposal & Plan of Action Rubric  
4 pt. (Synergy/Proficiency Grading)**

| Highly Proficient (HP)   | Proficient (P)  | Close to Proficient (CP)  | Developing Proficiency (DP)   |
|--|---|---|---|
| <input type="checkbox"/> Proposal and Plan of Action is extremely well-written, clear, focused, and demonstrates thorough understanding and higher-level thinking. | <input type="checkbox"/> Proposal and Plan of Action is fully completed.<br><input type="checkbox"/> Proposal and Plan of Action is coherent and responds to all questions in a way that makes sense. | <input type="checkbox"/> Proposal and Plan of Action is mostly completed.<br><input type="checkbox"/> Proposal and Plan of Action is slightly confusing, and some of the responses are confusing. | <input type="checkbox"/> Proposal and Plan of Action is less than 75% completed.<br><input type="checkbox"/> Proposal and Plan of Action is very confusing. |

**Community Service Experience Reflection Rubric  
4 pt. (Synergy/Proficiency Grading)**

| Highly Proficient (HP)  | Proficient (P)   | Close to Proficient (CP)  | Developing Proficiency (DP)  |
|---|--|---|--|
| <input type="checkbox"/> Reflection is extremely well written, clear, focused, and demonstrates thorough understanding and higher-level thinking. | <input type="checkbox"/> Reflection is fully completed (all components addressed).<br><input type="checkbox"/> Reflection is coherent and makes sense. | <input type="checkbox"/> Reflection is mostly completed.<br><input type="checkbox"/> Reflection is slightly confusing, and some of the responses are confusing. | <input type="checkbox"/> Reflection is incomplete.<br><input type="checkbox"/> Reflection is very confusing. |

|                     |                        |
|---------------------|------------------------|
| Title of Assessment | <b>Personal Budget</b> |
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**Directions and Prompt:**

After introducing students to the basics of personal finance, and in particular, a sample monthly budget based on a career/career chosen by the teacher, ask students to reflect on the research they have done on possible careers. Then students need to choose a career: a “sure thing,” a “dream” or “reach” career. Students will use resources found in the Career 101 unit to research and document a monthly budget for chosen career.

**Possible extension:** Students may choose two careers for comparison, and research and document monthly budgets for both careers for comparison.

**Rubric:**

| Highly Proficient   | Proficient  | Close to Proficient   | Developing Proficiency   |
|---|---|---|--|
| Researches and thoroughly documents a realistic budget for a career.  | Researches and documents a complete budget for a career.  | Researches and mostly documents a partial budget for a career, but may leave out key elements or make minor miscalculations.    | Researches one career, or does not document budget details, leaves out major elements, or makes major miscalculations. |
| <b>Extension Personal Budget Rubric</b>   |   |   |  |
| Researches and thoroughly documents a realistic budget for two careers--one that is a “sure thing” and one that is a “reach.” | Researches and documents a complete budget for two careers--one that is a “sure thing” and one that is a “reach.” | Researches and mostly documents a partial budget for two careers, but may leave out key elements or make minor miscalculations. | Researches one career, or does not document budget details, leaves out major elements, or makes major miscalculations. |

|                           |   |
|---------------------------|---|
| <b>Resources/Examples</b> | <ul style="list-style-type: none"> <li>• <a href="#">Sample Budget worksheet template</a></li> <li>• Within <a href="#">PlanAhead Lesson 8</a></li> <li>• Sample <a href="#">Cost of Living Index for Portland</a></li> </ul> |
|---------------------------|---|



## Appendix: Readings and Background Information

| Topic  | Teacher Readings and Resources   |
|--|--|
| High School 101/ My Learning                             | <ul style="list-style-type: none"> <li>• <a href="#">“Falling Off Track during the Transition to High School: What We Know and What Can Be Done”</a></li> </ul>  |
| Identity 101 (Self-Awareness)/ My Strengths, My Learning | <ul style="list-style-type: none"> <li>• <a href="#">“Becoming a Self-Regulated Learner: An Overview”</a></li> </ul>   |
| College 101/ My Plan                                     | <ul style="list-style-type: none"> <li>• <a href="#">“Helping Students Navigate the Path to College: What High Schools Can Do”</a></li> </ul>  |
| Career 101/ My Plan                                      | <ul style="list-style-type: none"> <li>• <a href="#">“Senior high school career planning: What students want”</a></li> </ul>   |
| Tech 101/My Digital Footprint                            | <ul style="list-style-type: none"> <li>• <a href="#">“Can we teach digital natives digital literacy?”</a></li> <li>• <a href="#">“The media and the literacies: Media literacy, information literacy, digital literacy”</a></li> </ul>   |
| Money 101/My Money                                       | <ul style="list-style-type: none"> <li>• <a href="#">“The Impact of Financial Literacy Education on Subsequent Financial Behavior”</a></li> </ul>  |
| Identity 101 (Noncognitive Factors)/My Strengths         | <ul style="list-style-type: none"> <li>• <a href="#">“Readiness for College: The Role of Noncognitive Factors and Context”</a></li> </ul>  |
| Community 101/ My Community                              | <ul style="list-style-type: none"> <li>• <a href="#">“Conflict Resolution Education: The Field, the Findings, and the Future”</a></li> <li>• <a href="#">“High School Community Service as a Predictor of Adult Voting and Volunteering”</a></li> <li>• <a href="#">“Research on K-12 School-Based Service-Learning: The Evidence Builds”</a></li> </ul> |
| AVID and CRLS Standards                                  | <ul style="list-style-type: none"> <li>• <a href="#">9th Grade AVID Standards</a></li> <li>• <a href="#">ODE’s CRLS High School for Career-Related Learning Standards</a></li> </ul>   |