# College and Career Readiness & MyCAP – 9th Grade

|  | CCA PROGRAM | MyCAP |
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| Domain | **What a Student Should Know, Understand, and Be Able to Do in 9th Grade****NOTE:** Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors. | **Implementation Strategies and Activities****NOTE:** Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and/or the state’s Connecting Activities intermediary system. | **MyCAP Process and Documentation****NOTE:** Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account. |
| Personal Social | * Students will demonstrate knowledge, understanding, and personal awareness of their individual talents, interests, hopes, dreams, and passions
 | * Introductory activity where students identify their skills
* “Possible Selves” unit [to explore hopes, dreams, strengths, weaknesses, etc.]
* Introductory lesson orienting students to online platform
* Students complete online surveys
* Students write reflections about their results
 | * Skills journal entry
* Possible Selves artifact
* Document extracurricular activities
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| Career Development Education  | * Students will demonstrate knowledge and understanding of career clusters.
* Students will demonstrate critical thinking and informed decision-making skills to match their skills and abilities to particular career interests
 | * Introduce the concept of career clusters
* Using online platform, have students analyze career clusters in relation to survey results
* Create an activity where students apply cluster analysis to self-identified interests, values, and skills
* Have students attend career fair and/or listen to guest speakers and/or interview someone in a career of interest
* Introduce the concepts of Work Based Learning [e.g., job shadow, volunteer work, community service] and the term “employability skills”
* Have students complete culminating project (TBD by educator)
 | * Save careers of interest
* Upload final project
* Document work and/or community service
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| AcademicCollege and Career Planning | * Students will understand graduation requirements, MassCore requirements, AP options, and early college options.
* Students will create a four-year course-taking plan connected to identified career interests
* Students will understand any available high school pathways and the variety of postsecondary options.
* Students will be able to write a personal postsecondary goal and career goal
 | * District-developed freshman seminar
* District developed course planning activity
* Post-secondary options lesson created using online tool resources [emphasis on post-secondary vocabulary]
* Online college search activity
* Have students prepare for, participate in and reflect about a college fair and/or a college tour
* Introduce any career pathway or early college options at your school
 | * Complete four-year plan [using online platform, if possible]
* Complete goal statements [using online platform]
* Save college search results with journal entry
* Journal reflections about college fair and/or tour
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# College and Career Readiness & MyCAP – 10th Grade

|  | CCA PROGRAM | MyCAP |
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| Domain | **What a Student Should Know, Understand, and Be Able to Do in 10th Grade****NOTE**: Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors. | **Implementation Strategies and Activities****NOTE**: Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and/or the state’s Connecting Activities intermediary system. | **MyCAP Process and Documentation****NOTE**: Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account. |
| Personal Social | * Students will understand the concept of “growth mindset” and its importance relative to future planning
 | * “Growth mindset” lessons, activities, and final product
 | * Upload “Growth Mindset” final product
* Update extracurricular activities
 |
| Career Development Education  | * Students will develop skills to locate, evaluate and interpret career information
* Students will understand how to access and understand labor market information
 | * Teach students how to navigate your online platform to conduct career research [ensure understanding of vocabulary]
* Introductory lesson on Labor Market Information
* Have students conduct research into one career of interest including labor market information (LMI) and educational requirements
* Have students prepare for, participate in, and reflect about a Work Based Learning experience at the exploration level (if possible with employer participants)
* Introduce students to resume feature on your online platform
 | * Save a minimum of 3 careers with journal entries about what they learned from exploring them online.
* Upload research product [LMI and Ed requirements]
* Reflection on WBL experience
* Update volunteer, work and/or community service
* Preliminary work on resume
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| AcademicCollege and Career Planning | * Students will understand the importance of high school course and/or program performance in relation to their personal academic and career aspirations
* Students will develop skills to research postsecondary options
 | * Teach students how to research career options using online platform and other resources
* Teach students how to navigate the online platform to conduct college research aligned with personal interests
* Have students create a personal “career pathway” poster
 | * Upload a picture of their “Career Pathway” poster
* Save a minimum of 3 postsecondary options with journal entries about their impressions of each
* Update the 4-year course-taking plan and reflection regarding any updates
* Update goal statements
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# College and Career Readiness & MyCAP – 11th Grade

|  | CCA PROGRAM | MyCAP |
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| Domain | **What a Student Should Know, Understand and Be Able to Do in 11th Grade****NOTE:** Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors. | **Implementation Strategies and Activities****NOTE**: Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and the state’s Connecting Activities intermediary system. | **MyCAP Process and Documentation****NOTE**: Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account. |
| Personal Social | * Students will understand the importance of perseverance to achieve long and short-term goals
* Students will understand the importance of resilience in facing academic or work-related challenges.
 | * Perseverance and resilience lessons, activities, and personal reflections
 | * Journal entry or upload/link personal reflections on perseverance and resilience
* Update extracurricular activities
 |
| Career Development Education  | * Students will complete a resume
* Students will understand the differences between entry level, intermediate level, and advanced job opportunities within an industry sector of personal interest
* Students will understand the difference between occupations and industries, and will know where to find data about them at national and state level
* Students will identify labor market trends in Massachusetts
 | * Update/complete a resume on online platform; peer editing; final product suitable for employers, teacher recommendations, scholarships, etc.
* Use online platform resources to teach concepts associated with “career ladders”; have students research and create a possible personal career ladder within an industry sector or occupational cluster of personal interest
* Teach students about labor market trends; have students research LMI trends in an industry sector or occupational cluster of personal interest
* Immersive work-based learning experience or capstone project that demonstrates learning
 | * Save or upload/link to a resume.
* Upload/link to career ladder project [photo?]
* Journal entry about labor market trends in a personally selected industry sector
* Update volunteer, internship, community service or paid work experiences
 |
| AcademicCollege and Career Planning | * Students will understand the concepts of reach, safety, and fit regarding post-secondary options and identify personal examples of each
* Students will understand Mass Transfer and other opportunities available at MA public colleges and universities
* Students will identify connections between LMI and programs available at MA public colleges and universities
* Students will be able to recognize financial aid vocabulary and know what options are available to pay for different post-secondary choices
 | * Teach “reach, safety, fit” concepts and have students conduct research to identify one personal example of each
* Using Mass Transfer website, teach students about opportunities available at MA public colleges and universities; teach students how to connect labor market information to offerings at MA public institutions
* Offer introductory Financial Aid lesson
* Have students complete a culminating project [TBD by educator]
 | * Journal entry identifying reach, safety, and fit options [at least one of each]
* Upload or link to culminating project
* Update the 4-year course-taking plan and reflection regarding any updates
* Update goal statements
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# College and Career Readiness & MyCAP – 12th Grade

|  | CCA PROGRAM | MyCAP  |
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| Domain | **What a Student Should Know, Understand and Be Able to Do in 12th Grade****NOTE:** Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors. | **Implementation Strategies and Activities****NOTE**: Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and the state’s Connecting Activities intermediary system. | **MyCAP Process and Documentation****NOTE:** Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account. |
| Personal Social | * Students will demonstrate personal responsibility
* Students will demonstrate the ability to communicate and listen effectively in academic and work-related settings.
* Students will demonstrate self-advocacy skills
 | * Have students conduct a credit review and identify exactly what they need to do to be eligible to graduate on time
* Have students write and present a personal statement [make connections to college essay, cover letters]
* Have other students use a rubric to provide feedback after presentations
* Teach students the process for requesting transcripts, letters of recommendation, etc.
 | * Journal entry summarizing credit review
* Upload/link to college essay and/or cover letter
* Upload/link to letters of recommendation
* Update extracurricular activities, awards, honors, etc.
 |
| Career Development Education  | * Student will demonstrate knowledge of key employability skills, and of the relationship between careers and required post-secondary education
 | * Immersive work-based learning experience or capstone project that demonstrates learning
* Revisit career interests based on more recent experiences and document any changes.
 | * In connection with immersive experience, completion of MA Work-Based Learning Plan
* Upload reflection on work experience including identification of key employability skills
* Upload supervisor’s evaluation and letters of reference
 |
| AcademicCollege and Career Planning | * Students will demonstrate the ability to navigate and use a variety of technology tools in order to select their career and college options
* Students will complete the application process for their postsecondary choice[s]
* Students will demonstrate an understanding of FASFA, have access to it, and complete it with other financial aid applications related to their individual post-secondary goals
* Students will identify and justify their postsecondary plan and develop a financial plan/budget to support it.
 | * Have students create a list of safety, reach and fit schools, OR a list of possible employers, OR a different postsecondary option with a rationale for whatever their choices are.
* Have students complete a senior post-secondary timeline
* Provide a variety of workshops for students to be taught the specific information relative to their post-secondary choice[s] *[e.g., Common App, FASFA, military, job corps, community college, scholarships, understanding financial aid packages]*
* Provide structured time [with adult supports available] for students to work on materials required for their postsecondary applications and financial planning
* Have students identify their final post-secondary plan and provide feedback on the supports they have received to help them develop the plan
 | By Sept 15: * Journal entry with preliminary post-secondary plan [lists] and rationale
* Upload/link to their personalized senior timeline

Ongoing:* Complete and track applications using online platform [if that feature is available] OR on a spreadsheet that is uploaded or linked to their online account.
* Update their senior timeline monthly

By one week prior to graduation:* Journal entry describing their post-secondary plan and their financial plan/budget to support it
* Update resume
* Complete senior survey
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