# 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 |
| 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 |
| Academic  College 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 |

# 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 |
| Academic  College 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 |

# 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 |
| Academic  College 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 |

# 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 |
| Academic  College 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 |