Ridgewood District 234

Postsecondary and Career Expectations (PaCE) Framework: Encourage, Engage, Equip, Empower, and Employ

By the end of Kindergarten	By the end of 1st Grade	By the end of 2nd Grade	By the end of 3rd Grade	
A student should be supported to:	A student should be supported to:	A student should be supported to:	A student should be supported to:	
Be aware of workers in their community	Share their thoughts about what they want to be when they grow up	Create a career family tree	Understand how cost influences spending	
		Be exposed to and reflect on several careers		
Share their thoughts about what they want to be when they grow up	Identify and describe what makes them unique	Share their thoughts about what they want to be when they grow up		
		Reflect on what makes them unique and different		
A student should know:	A student should know:	A student should know:	A student should know:	
What is money	Hanneda Abancastanaan	Ah	How to manage money	
What are needs versus wants How do they get money		About saving and spending	How to allocate weekly allowance	



By the end of 4th Grade	By the end of 5th Grade	By the end of 6th Grade	By the end of 7th Grade	By the end of 8th Grade
A student should be supported to:	A student should be supported to:	A student should be supported to:	A student should be supported to:	A student should be supported to:
Be aware of the education needed for different career options		Explore their interests	Understand a budget and the salary needed to meet basic needs	Be exposed to language that emphasizes individual skills, strengths, and assets
	Create career goals		Explore their strengths	Explore career interests
Participate in an activity that would provide exposure to possible career pathway	Create career goals	Explore incomes of different careers	Identify sources of information plore incomes of different careers	Select one career pathway endorsement they would like to earn on their high school diploma
Recognize that many skills are transferable from one occupation to another			Identify one trusted adult the student can go to in	Estimate the cost of a two-year and four-year college education
			time of need and success	Demonstrate a growth mindset to envision a positive future
A student should know:	A student should know:	A student should know:	A student should know:	A student should know:
What is supply and demand	The different methods of payment (e.g., cash, credit, debit)	How to compare and prioritize needs and wants	The benefits of financial responsibility and the costs of financial irresponsibility	How high school dual credit classes can save them time and money
What are producers and consumers	How to set long and short term goals for savings		How to analyze situations to determine if they represent financially responsible decisions	How to develop an education plan for at least one career interest
	Practices that develop a growth mindset	Information and examples of wide range of careers		The relationship between high school coursework, attendance, and grades to postsecondary plans

Attend a postsecondary options workshop Attend a college fair Complete a college fil/match inventory Complete or enroll in at least one early college credit opportunity Review coursework, and postsecondary/career plans in relation to the ISBE College and Career Readiness Indicators (CCRIs) A student should know: One or two career clusters for further exploration and development Ome learning style and how it relates to career interests General cost ranges of various postsecondary institutions Where to find scholarship opportunities The different types of postsecondary program of study Where to find scholarship opportunities Create a plan and timeline for financial aid process Learn about debt and credit scores Using a plan to pay for college Secure letters of recommendation for college and scholarship applications Understand the college placement process Plant a counselor to discuss coursework in math/ELA and enrollment in either "catch up" or "speed up" course Where with a counselor to discuss coursework and postsecondary/career plans using ISBE CCRIs A student should know: Take at least one college entrance exam A student should know: Financial aid deadlines for chosen postsecondary options The difference between need-based, merit-based, and self-help student financial aid programs 3-5 match schools, one safety, one reach school for postsecondary porgram of study	By the end of 9th Grade	By the end of 10th Grade	By the end of 11th Grade	By the end of 12th Grade	
Select a career interest survey solution as career cluster of interest and the standard postsecondary affordability workshop with a career interest family member olige majors strongly correlated with assessment interests. Wisit at least one workplace aligned with career interests of workplace aligned with career interests. Be aware of youth employment opportunities while in high school courses to prevent remediation at the college level remediation and development of the college filt/match inventory options workshop and the college filt/match inventory options workshop and the college filt/match inventory options in selected career clusters for college and Career pathways courses and experiences articulate to degree programs at postsecondary options in selected career clusters for college filt/match inventory options. A student should know: One or two career clusters for further exploration and development of the ISBE College and Career pathways courses and experiences plans in relation to the ISBE College and Career pathways course and experiences plans in relation to the ISBE College and Career pathways course work and postsecondary (career plans using ISBE CCRIs) A student should know: The dif	A student should be supported to:	A student should be supported to:	A student should be supported to:	By 12/31 a student should have:	
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Visit at least one workplace aligned with career interests college majors strongly correlated with assessment results Be aware of youth employment opportunities while in high school Develop public speaking skills Develop public speaking skills A student should know: Attend a postsecondary options workshop Attend a college fair Complete a resume and personal statement postsecondary options workshop Attend a college fair Complete a resume and personal statement the postsecondary admissions process are completed on time the postsecondary options in the postsecondary admissions process are completed on time the postsecondary option is the postsecondary option is the postsecondary option in the postsecondary option in the postsecondary option in the postsecondary option in relation to the ISEC College and Career attributes related to career interests				Attended a FAFSA completion workshop	
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