

Beyond Cognitive Skills: ISAC's Developmental Curriculum for Middle School Students' Success

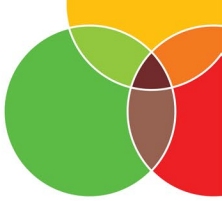
Kimberly Korando
ISAC





- During the 2022-23 school year, GEAR UP reaches 14 pairs of middle and high schools primarily located in rural communities throughout Illinois
- All middle schools are given the option to implement the GEAR UP Developmental Curriculum into 7th and 8th grade classes
- Quarterly class or structured activities facilitated by trained staff





Ready, Willing, and Able

- Savitz-Romer and Bouffard suggest an adolescent developmental approach to college readiness and success.
- They discuss five core developmental stages that are crucial for students: Envisioning, Believing, Aiming, Organizing, and Connecting.

READY, WILLING,
AND ABLE – FIVE
CORE STAGES

Envisioning

Believing

Aiming

Organizing

Connecting





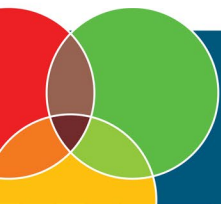
ASPIRATION



Here the goal is to develop self-awareness and form an identity consistent with postsecondary success.



The ILGU domain of Identity includes the Ready, Willing, and Able (RWA) stages of Envisioning and Believing.





PLANNING



We want students to learn the skills necessary to develop and successfully execute a plan for the desired postsecondary outcome.



The ILGU domain of Planning includes the RWA stages of Aiming and Organizing.





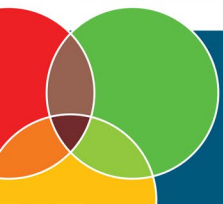
SELF-ADVOCACY



Ideally, students will develop the skills necessary to persist through challenges and to build a strong and supportive social network that can guide a student to and through postsecondary education and into a successful career.



The ILGU domain of Self-Advocacy includes the RWA stage of Connecting.



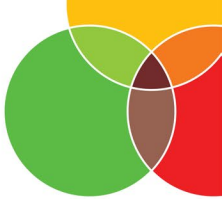
MIDDLE GRADES STUDENT DEVELOPMENTAL OBJECTIVES

ILGU is designed to provide students with guided exploration of relevant topics in a manner that is consistent with the developmental stage of each student.

This developmental work is intended to prepare students to more fully engage with the content areas of Illinois PaCE:
Career Exploration,
Postsecondary Preparation
and Financial Literacy



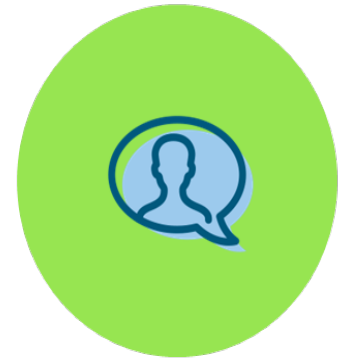
During 7th Grade a Student Should Be Supported To:



ENGAGE IN GUIDED SELF-REFLECTION
ARTICULATE ASPIRATIONS
ENVISION A POSITIVE FUTURE



EXPLORE THEIR HABITS
CREATE OR CHANGE A HABIT
RECORD THEIR PROGRESS
EXPLORE CAREER INTERESTS



EXPLORE THEIR STRENGTHS
EFFECTIVELY ASK FOR HELP
UNDERSTAND A GROWTH MINDSET



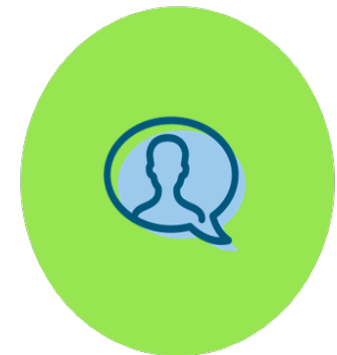
During 8th Grade a Student Should Be Supported To:



EXPLORE BARRIERS TO ASPIRATIONS
ARTICULATE PERSONAL STRENGTHS
IDENTIFY SOURCES OF MOTIVATION



EXPLORE CAREER INTERESTS
DEVELOP AN EDUCATIONAL PLAN FOR AT
LEAST ONE CAREER INTEREST
COMPARE POSSIBLE FINANCIAL FUTURES
COMPLETE A CAREER CLUSTER SURVEY
ATTEND A CAREER EXPLORATION DAY



DEMONSTRATE A GROWTH MIND SET
EXPLORE LEARNING STYLES
MAP A SUPPORT NETWORK
COMPLETE A UNIT ON EDUCATION
PLANNING



During 8th Grade a Student Should Be Exposed To:



THE CONCEPT OF CAREER CLUSTERS OF INTEREST

THE RELATIONSHIP BETWEEN COMMUNITY SERVICE/EXTRACURRICULAR ACTIVITIES AND POSTSECONDARY/CAREER GOALS

A FINANCIAL LITERACY UNIT IN A COURSE OR WORKSHOP



7th Grade – Aspiration

- Engage in Guided Self-Reflection



WHO AM I?

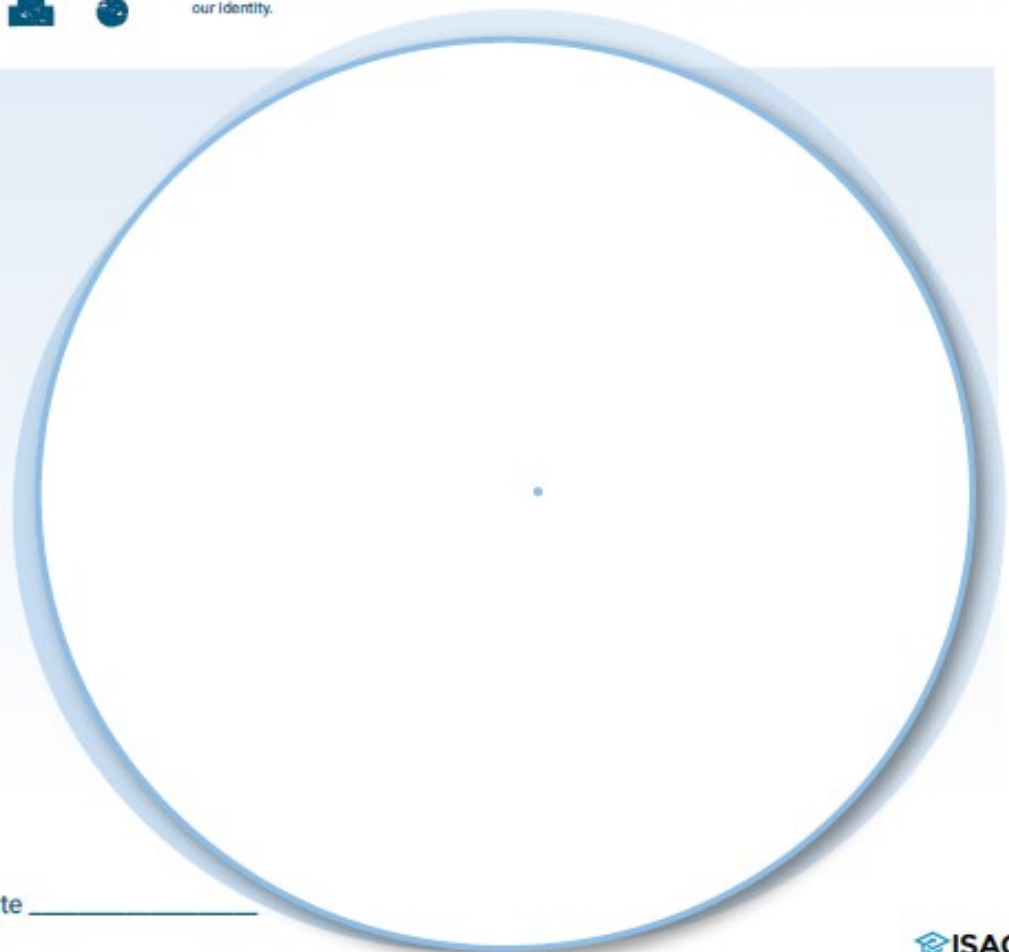
People use the word identity all the time, but the idea of identity is complicated. Who are you? What makes you who you are? How much of this? How much of that? Some parts of our identity are decided by circumstances we don't control. Some parts of our identity are choices we make. Some parts of our identity are choices others have made for us. Sometimes people want to decide our identity for us. All of these things affect everyone differently and influence our ideas of who we really are and who we want to be. Our past, the present day, and our future goals are all parts of our identity.

My Identity

Make a list of the things you think are most important in making you the person you are today.

-
-
-
-
-
-
-
-
-
-
-
-
-

Then, use the pie chart to show how much you think each item on your list impacts who you are today.



Name _____ Date _____

7th Grade – Planning

- Explore Habits
- Create or Change a Habit



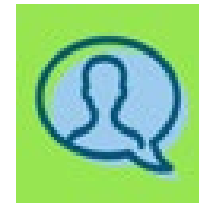
WHAT'S YOUR MARSHMALLOW?

- Students watch the TED Talk “Don’t Eat the Marshmallow”
- They list and name their own temptations that often lead to procrastination, distraction, and keeping them from completing tasks
- The activity is intended to address issues with self regulation and introduce the concept and benefits of delaying gratification.



7th Grade – Self-Advocacy

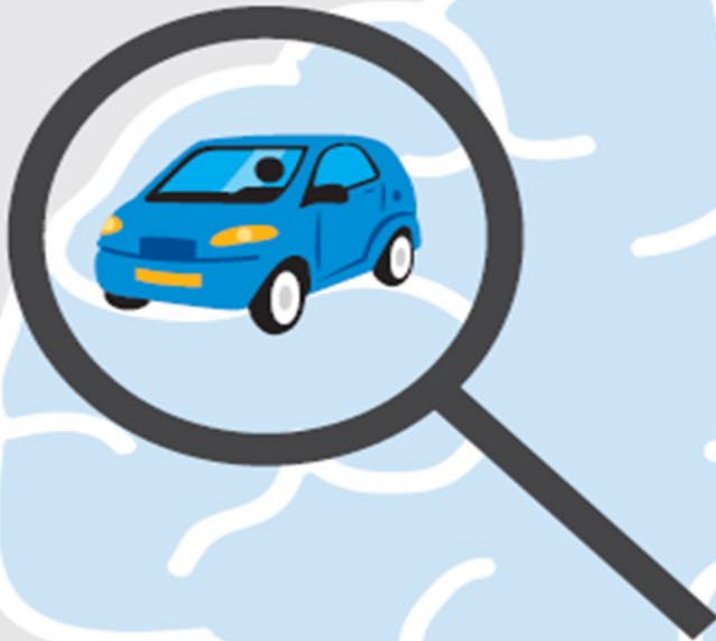
- Understand a Growth Mindset



WHO'S IN **CHARGE** HERE?



HELLO
my name is



Look closely. Your pre-frontal cortex is your driver. This not yet fully developed part of your brain calls all of the shots. Some decisions are great. Some decisions are ok. And sometimes you (or those around you) might feel like there's a maniac out of control at the wheel. Who is this driver? Select a name for this chauffeur you're riding with for the next several years.

8th Grade – Aspiration

- Articulate Personal Strengths
- Identify Sources of Motivation



Where I'm From By George Ella Lyon

I am from clothespins,
from Clorox and carbon-tetrachloride.
I am from the dirt under the back porch.
(Black, glistening
it tasted like beets.)
I am from the forsythia bush,
the Dutch elm
whose long gone limbs I remember
as if they were my own.

Where I'm From

I'm from hot sunny weather, from stormy
nights and foggy mornings. I'm from small
home but great assets. The guinea pig and
hamster make the only noise when no one
is home and the house is alone.



8th Grade – Claim Your Future

- Explore Career Interests
- Compare Possible Financial Futures



8th Grade – Planning

- Understand the Concept of Career Clusters
- Complete a Career Cluster Survey



CAREER ASSESSMENT

Discover what you are interested in by taking this simple assessment.

Your personality, interests, abilities, talents, skills and values all make up who you are.

This can be a big help in determining what type of career path you'd like to pursue.

STEP 1

DOER

- Fix mechanical things
- Take a woodworking class
- Take an auto mechanics class
- Work outdoors
- Operate motorized machines or equipment
- Build things
- Work alone
- Tend/train animals
- Solve mechanical puzzles
- Plant a garden
- Read a blueprint
- Play a sport

Total

CREATOR

- Sketch, draw or paint by hand or computer
- Play in a band or orchestra
- Create photographs
- Act in a play
- Design fashions or interiors
- Read fiction or poetry
- Attend concerts, theater, or art exhibits
- Work on crafts
- Work according to your own rules
- Use your imagination to do something original
- Write stories and poetry

Total

THINKER

- Perform scientific projects
- Study the stars
- Solve a problem
- Investigate something
- Read scientific books or magazines
- Use logic and analytics
- Use a microscope
- Do complicated calculations
- Understand physics laws and theories
- Learn about a new subject area
- Do lab experiments
- Create software, websites, or videogames

Total

STEP 2

DOER CAREER PATHS

Agriculture, Food and Natural Resources
 Information Technology
 Architecture and Construction
 Energy
 Manufacturing
 Transportation, Distribution and Logistics

CREATOR CAREER PATHS

Arts, A/V Technology and Communications
 Human Services
 Marketing, Sales and Service
 Education and Training
 Architecture and Construction
 Science, Technology, Engineering and Mathematics

THINKER CAREER PATHS

Agriculture, Food and Natural Resources
 Business, Management and Administration
 Finance
 Health Science
 Information Technology
 Energy

8th Grade – Financial Literacy

- Be Exposed to a Financial Literacy Unit in a Course or Workshop



**Be Exposed To A Financial Literacy
Unit In A Course or Workshop**
8th Grade Benchmark

Financial Aid
and
Literacy



Materials:

[Money Minded Illinois Curriculum](https://illinoistreasurer.gov/Financial_Education/Overview/Middle_School_Resources) - Attached and available at https://illinoistreasurer.gov/Financial_Education/Overview/Middle_School_Resources

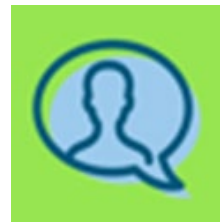
- Lesson 1 - Employment, Minimum Wage, Online Banking
- Lesson 2 - Human Capital, Standard of Living, Investing in Self
- Lesson 3 - Interest Rates, Stocks, Shareholders, Investing
- Lesson 4 - Insurance, Identity Protection, Saving for College and Retirement
- Lesson 5 - Budgeting, Wants vs. Needs, Taxes
- Lesson 6 - Managing Credit Cards, Credit Scores, Impact of Bad Credit

**MONEY
MINDED**
illinois



8th Grade – Self-Advocacy

- Demonstrate a Growth Mindset
- Map a Support Network



From: Nick Brown

Sent: Friday, July 5, 2019 4:33 PM

To: Principal_jones@ilgu.org

Subject: **Help With Homework and classes**

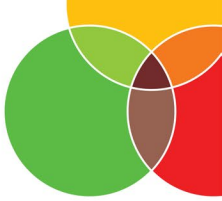


Nick Needs Help

Dear Principal Jones

It's me, Nick Brown. Can you help me out? I am not doing so well in my classes and I really want to do better but I can't seem to do it. I never get my homework all done, and even without doing all of my assignments, I'm up really late trying. But then I get tired and frustrated and give up. Then in class everyday I'm super tired and it is hard for me to pay attention. Some of my classes are so boring I don't know how to keep myself awake. I get lost in class and then the tests seem so hard. I feel like everything is out of control and my parents are so upset with me that I'm grounded all the time. I hate even going to school anymore. I wouldn't go at all except that it's the only time I get to see my friends. What can I do?

Nick



Thank You

