Unit 4 - Illinois PaCE Postsecondary and Career Expectations

This framework is designed to provide Champaign Unit 4 students with a guided exploration of postsecondary planning for life and career goals.

Each student should have an individualized learning plan to help make decisions about career and postsecondary (PS) education or training, to plan a course of study, and to make financial aid assessments with family members.

Champaign 4 UNIT SCHOOL DISTRICT

	By the end of 6th grade	By the end of 7th grade	By the end of 8th grade
ASPIRATION IDENTITY	**A student should be supported to:** • Explore general aspirations • Complete a career interest and career cluster surveys in SchooLinks • Set short and long-term career goals in SchooLinks (Academic, extracurricular, and personal) • Explore Global perspectives: Use language that emphasizes individual skills, strengths, and assets (Who am I?)	**A student should be supported to:** • Articulate aspirations • Revisit career interest and career cluster surveys in SchooLinks • Revisit short and long-term career goals in SchooLinks • Develop Global perspectives: Use language that emphasizes individual skills, strengths, and assets (Who am I in the school and community?)	**A student should be supported to:** • Explore barriers to aspirations • Complete a career interest and career cluster surveys in SchooLinks • Create a future path and career goals • Expand Global perspectives: Use language that emphasizes individual skills, strengths, and assets. A stronger sense of self and an appreciation of others (Who am I, and how do I fit within the greater world?)
SELF ADVOCACY	**A student should be supported to:** • Introduction to Growth Mindset • Discover strengths & weaknesses • Understanding the importance of Technology & Digital Citizenship and their impact on the workforce • Exposure to self-advocacy skills	**A student should be supported to:** • Understand a Growth Mindset • Refine strengths & weaknesses • Explore the Impact of Technology & Digital Citizenship on various careers • Understand the skills necessary for self-advocacy	**A student should be supported to:** • Demonstrate a Growth Mindset • Complete a financial literacy unit • Continue to explore the Impact of Technology & Digital Citizenship • Specific careers of choice • Practice self-advocacy
PLANNING	**A student should be supported to:** • 5th to 6th-grade Transition Planning Presentation (Time management, joining clubs, activities, and athletics) • Student-centered career exploration	**A student should be supported to:** • Transition Planning: Six-year personalized plan • Student-centered career exploration • Connect career pathways to 8th-grade & high school course selection.	**A student should be supported to:** • Transition planning: Five-year personalized plan • 8th to 9th-grade Transition Planning Presentation • Student-centered career exploration • Attend a career exploration event at Parkland Community College or the University of Illinois. • In SchooLinks, students will explore the Career Center. Find career clusters of interest and favorite pathways that are of interest
SCHOOLINKS/ SECOND STEP CONNECTIONS	• Find Your Pathway Assessment • Would You Rather Assessment • Creating SMART Goals Activity • Student focus Assessment *- Discover your motivations for life after high school.* • Second Step SEL Lessons • Digital Citizenship • Personalized Plan - My Favorite Careers	• Revisit Find Your Pathway Assessment • Revisit Would You Rather Assessment • Revisit SMART Goals Activity • Self-Discovery Learning Unit • Second Step SEL Lessons • Digital Citizenship • How to Explore Careers • Explore Career Center • Revise Personalized plan - Write a Personal Mission Statement	• Retake Find Your Pathway Assessment • Retake Would You Rather Assessment • Favorite two career pathways Activity • How To Explore Careers Learning Unit • Revisit SMART Goals Activity • Self-Awareness Learning Unit • Financial Literacy - Game of Life / ISAC Claim Your Future Activity • Second Step SEL Lessons • Digital Citizenship • Career Cluster Overview Part 1 & 2 Learning Units • Making the Most of High School Unit-Lesson 1, 2, 3 • Personalized Plan - Barriers to Promotion Checklist

ASPIRATION IDENTITY

SELF ADVOCACY

PLANNING

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	By the end of 9th grade	By the end of 10th grade	By the end of 11th grade	By the end of 12th grade
CAREER EXPLORATION & DEVELOPMENT	**A student should be supported to:** • Revisit career interest and career cluster surveys from middle school in SchooLinks • Identify extracurricular activities, clubs, sports, community service, and school activities that align with your goals after high school. • Use SchooLinks to get an introduction to career clusters. **A student should know:** • **One or two career clusters for further exploration and development** • **The importance of community service and extracurricular activities to Post-Secondary plan**	**A student should be supported to:** • Revisit and interest and career cluster surveys from 9th grade in SchooLinks • Select and explore at least one workplace and/or career pathway aligned with career interests, including but not limited to presentations and virtual visits. • Create a resume and portfolio using SchooLinks • Update/identify extracurricular activities, clubs, sports, community service, and school activities that align with your goals after high school. **A student should know:** • **Educational requirements, cost, expected entry-level, and midpoint salary for occupations in selected Career Pathway**	**A student should be supported to:** • Revisit career interest and career cluster surveys from 10th grade in SchooLinks • Revisit and update resume and portfolio • Draft College Essay in ELA course. **A student should know:** • **Application deadlines, test timing, cost, and preparation for industry-based certification for Career Pathway** • **Career attributes related to career Interests**	**A student should be supported to:** • Revisit and update resume and portfolio • Finalize College Essay in ELA course **A student should know:** • **How Career Pathway courses and experiences articulate to degree programs at Post-Secondary options**
POST-SECONDARY EDUCATION EXPLORATION, PREPARATION AND SELECTION	**A student should be supported to:** • Use SchooLinks to explore Post-Secondary options • Create and submit a Four-Year Personalized Plan. • Meet with a counselor to review the four-year personalized plan, coursework, and Post-Secondary/career plans using the ISBE College and Career Readiness Indicators. Plans can be viewed in SchooLinks. • Explore and enroll in early college credit courses offered in high school, such as dual credit, Advanced Placement, Parkland's ECCA program, and College and Career Pathway Endorsements • Students will understand the relationship between HS coursework, attendance, grades, NCAA, and GPA **By the end of 9th grade, a student should be supported to know:** • **The relationship between high school coursework, attendance, and grades to Post-Secondary plans** • **The importance of having a Four-year personalized plan for coursework that aligns with their academic and career goals** • **The negative impact of remediation on Post-Secondary goals**	**A student should be supported to:** • Use SchooLinks to Identify potential career pathways • Update and submit the Four-Year Personalized Plan • Meet with a counselor to review the four-year personalized plan, coursework, and Post-Secondary/career plans using the ISBE College and Career Readiness Indicators. Plans can be viewed in SchooLinks. • Enroll or continue to explore early college credit courses offered in high school, such as dual credit, Advanced Placement, Parkland's ECCA program, and College and Career Pathway Endorsements • Students will understand the relationship between HS coursework, attendance, grades, NCAA, and GPA **By the end of 10th grade, a student should be supported to know:** • **The benefits of early college credit opportunities to Post-Secondary access and completion** • **The negative impact of remediation on Post-Secondary goals**	**A student should be supported to:** • Attend a high school, college, and career fair (including military and trades options) • Explore postsecondary institutions (including colleges, universities, trade schools open houses or visits) • Meet with a counselor to review the four-year personalized plan, coursework, and Post-Secondary/career plans using the ISBE College and Career Readiness Indicators. Plans can be viewed in SchooLinks. • Complete or enroll in at least one career pathway elective to promote college and career readiness • Students will understand the relationship between HS coursework, attendance, grades, NCAA, and GPA • Complete or enroll in early college credit courses offered in high school, such as dual credit, Advanced Placement, Parkland's ECCA program, and College and Career Pathway Endorsements • Prepare for the spring school day date assessment, ASVAB, and/or college entrance placement tests **By the end of 11th grade, a student should be supported to know:** • **The negative impact of remediation on Post-Secondary goals**	**A student should be supported to:** • Attend a high school, college, and career fair (including military and trades options) • Explore postsecondary institutions (including colleges, universities, trade schools open houses or visits) • Meet with a counselor to review the personalized four-year plan, coursework, and Post-Secondary/career plans in relation to the ISBE College and Career Readiness Indicators and ensure all steps in the Post-Secondary admissions process are completed on time. This plan will be shared with families. • Address any remedial coursework needs in order to meet graduation requirements. **By the end of 12th grade, a student should be supported to know:** • **Entrance requirements, including application deadlines, for expected Post-Secondary programs of study**
FINANCIAL AID AND LITERACY	**A student should be supported to:** • Exposure to financial aid literacy and post-secondary financial aid opportunities • Students will understand how GPA and extracurricular activity impact scholarship opportunities. **By the end of 9th grade, a student should be supported to know:** • **The general cost ranges of various Post-Secondary options**	**A student should be supported to:** • Understand the general cost ranges of various Post-Secondary options. • Know salary comparisons for different careers in various Career Pathways **By the end of 10th grade, a student should be supported to know:** • **The general cost ranges of various Post-Secondary options** • **Salary comparison for different careers**	**A student should be supported to:** • Attend a Financial Aid/FAFSA Workshop/Presentation with family • Search and Identify at least one scholarship • Complete the college financing plan in SchooLinks **By the end of 11th grade, a student should be supported to know:** • **Estimated cost of each Post-Secondary option** • **Explore the affordability of Post-Secondary options in relation to expected entry-level salary** • **The expected career salary and anticipated debt** • **Terms and conditions of any scholarship or loan**	**A student should be supported to:** • Attend a Financial Aid/FAFSA Workshop/Presentation with family • Complete the FAFSA application/waiver/MAP: Alternative Application for Illinois Financial Aid • Continue to search and apply for various scholarship opportunities • Review the college financing plan in SchooLinks **By the end of 12th grade, a student should be supported to know:** • **The cost of each Post-Secondary option for the individual student** • **The affordability of Post-Secondary options in relation to expected entry-level salary** • **The expected career salary and anticipated debt** • **Terms and conditions of any scholarship or loan**
SCHOOLINKS CONNECTION	• How Do You Explore Careers Learning Unit • Begin the Personalized Plan • Submit Personalized Four-Year Career Plan Task • Submit Course Planner Task *•Planning for 2-year schools Learning Unit* *•Planning for 4-year School Learning Unit* *•Planning for the Military Learning Learning Unit* *•Favorite Majors or Training Programs Learning Unit* • Financial Aid & Financial Aid Calculator Learning Unit, Lessons 3 & 4 • Favorite Colleges and Complete College Financing Activity • Game of Life - A New Scenario	• Create a Resume/Portfolio Task • Update the Personalized Four-Year Career Plan • Submit Personalized Four-Year Career Plan Task • Submit Course Planner Task • Complete College and Career Ready Planning Task • Complete Illinois Distinguished Scholar Planning Task • Financial Aid & Financial Aid Calculator Learning Unit, lessons 1, 2 & 5	• Update a Resume/Portfolio Task • Update the Personalized Four-Year Career Plan • Submit Personalized Four-Year Career Plan Task • Submit Course Planner Task • Complete Illinois Distinguished Scholar Planning Task • Set up Scholarship Match Profile • Explore Scholarships • Complete College Financing Plan • Review Financial Aid & Financial Aid Calculator Learning Unit • Review Favorite Colleges and Complete College Financing Activity	• Update a Resume/Portfolio Task • The College Application Process Learning Unit • Set up College Applications in the SchooLinks Application Manager • Review Scholarship Match Profile • Explore Scholarships • Review College Financing Planning • Review Financial Aid & Financial Aid Calculator Learning Unit • Review Favorite Colleges and Complete College Financing Activity

