RI ILP Adoption Toolkit Section C: Scope & Sequence and Curriculum Implementation Model

Special note: The content of this document and the development of the RI ILP Model Scope and Sequence and curriculum model are due to the hard work of Stacy Haines-Mayne through the PrepareRI Ambassador program.

About the Individual Learning Plan

The Individual Learning Plan (ILP) is a student directed planning and monitoring tool that customizes learning opportunities throughout a student's secondary school experience. Both the 2016 Secondary school regulations and the state's career readiness action plan, PrepareRI, identified the ILP as the backbone of personalization and relevance of a student's education. By the 2020-2021 academic year, it is the expectation that all middle and high schools will have either adopted an ILP system from the state-vetted menu or developed their own ILP system and curriculum model that meets the state's expectations.

How to Use this Document

The following pages are intended to provide a turnkey curriculum model aligned to vendors and vendor-specific features from the state-vetted menu. This document includes the RI ILP Model Scope and Sequence, as well as a proposed curriculum model for its implementation aligned to the ILP framework.

The suggested curriculum model is broken into two sessions (framed as lesson plans in this document). These lesson plans may be delivered in a whole-class setting or individually to student. In addition, the activities in any session can be broken up into more lessons as desired and/or feasible. Follow up and reflection with and by students are encouraged after all sessions whenever possible. Each included lesson plan also includes key information about how the lesson plans align to specific grade levels and include applicable components/features form the specific vendors identified in the RIDE ILP menu. In addition to the two sessions, each grade level includes an "ongoing" activity or activities that will help support the success of the lessons plans for that grade level.

As feedback is received from vendors and schools, and potential subsequent vendors are added, RIDE will continue to iterate and update this document. Where there are blank sections, RIDE is awaiting vendor feedback. RIDE anticipates providing an update lesson plans based on school and vendor feedback by August 2018.



Additional Resources

RIDE has developed an Individual Learning Plan Adoption Toolkit to support decision-making and adoption of the ILP menu options. In addition to this document, please also visit the following documents:

- Section A: Rhode Island ILP Framework
- Section C: Rhode Island ILP Model Scope & Sequence and Curriculum Model
- Section D: RI ILP Adoption Success Plan

These resources are also available on ride.ri.gov/schoolcounseling.

If you have questions you can contact the Office of College & Career Readiness at the RI Department of Education via email at OCCR@ride.ri.gov.



Rhode Island Model Individual Learning Plan Scope & Sequence

The ILP scope and sequence identifies the key ILP grade-level academic, career, and social/emotional benchmarks student should complete regardless of the ILP system that is implemented. The benchmarks are aligned to the Rhode Island-adopted American School Counseling Association Standards and domains. Each school system's ILP system and curriculum should address each of these benchmarks for each appropriate grade level. RIDE has already verified that the vendors on the RIDE ILP menu addresses these standards.

 □ Academic: Create two academic SMART goals (one short term, one long term) □ Academic: Identify beneficial strategies that can assist with academic success □ Career: Complete a career awareness assessment □ Social/Emotional: Complete Interest Inventory
☐ Career: Complete a career awareness assessment
☐ Social/Emotional: Complete Interest Inventory
,, ,, ,
☐ Social/Emotional: Identify outside activities/interests currently involved in
Grade 7:
☐ Academic: Complete a Learning Style Inventory
☐ Career: Create two career SMART goals (one short term, one long term)
☐ Career: Explore Career Clusters and identify at least 1 of interest
☐ Career: Save at least 3 careers of interest/potential matches
☐ Social/Emotional: Reflect on progress towards goals and adjust as necessary
Grade 8:
Academic: Engage in high school transition activities (tours, presentations, HS scheduling with opportunity for reflection
☐ Career: Explore and research career(s) of interest
☐ Social/Emotional: Review and revise goals reflecting on progress
☐ Social/Emotional: Complete a skills assessment
☐ Social/Emotional: Identify strengths and needs
Grade 9:
☐ Academic: Create a four-year academic plan
☐ Academic: Review graduation requirements and explore potential learning opportunities
☐ Academic: Explore post-secondary programs and majors related to goals



		Academic: Create two academic SMART goals (one short term, one long term)
		Career: Explore career pathways related to career awareness/cluster results/interests
		Social/Emotional: Create initial resume to update throughout HS
Gr	ade	10:
		Academic: Complete an ability profiler
		Academic: Complete a college/post-secondary search
		Academic: Save at least 3 colleges of interest/potential matches
		Career: Create two academic SMART goals (one short term, one long term)
		Career: Attend a career fair and/or research careers of interest (videos, interviews etc.)
		Social/Emotional: Reflect on progress towards goals and adjust as necessary
Gr	ade	11:
		Academic: Attend a college fair/tour
		Academic: Complete a skills inventory
		Career: Participate in an internship, job shadow, work-based learning experience
		Career: Complete a career awareness/exploration survey and compare to current goals and interests
		Social/Emotional: Review and revise goals reflecting on progress
		Social/Emotional: Participate in a volunteer and/or service learning experience
Gr	ade	12:
		Academic: Create a post-secondary transition plan (completing applications, cover letters, financial information etc. as necessary)
		Career: Research current job outlook for careers of interest
		Social/Emotional: Resume (Update final version)

Rhode Island Model Individual Learning Plan **Curriculum Implementation Model**

Grade Level: 6 **Session: Ongoing**

Introduce students to your district's web based ILP system and ensure that all students can log on. (Log on information should be in a user-friendly format that students can easily recall).

Grade Level:	6	Session:	1 of 2			
Session Name:	ssion Name: Goal Setting and Career Awareness					
Lesson Preparation:	Review SM	Review SMART goal format and prepare example (s)				
Lesson Delivery time:	45-50 minutes					
ASCA Standards:	 Mindsets S 	itandards 5 & 6				
		tandards- Learning Strato ent Skills: 5 & 6	egies: 4,6, & 7 & Self-			
Student Objectives:	Students w	vill establish SMART goals	S.			
	 Students w assessmen 		ets by completing an awareness			
Student Activities:	and one lo part of the beneficial s success and	 Have students create at least two SMART goals (one short-term and one long-term) related to their academic achievements. As part of their goal creation student should be able to identify beneficial strategies that can assist them with having academic success and reach the established goals. Any academic supports required should be noted in the ILP. 				
	 Students should also complete a career awareness assessment. Discuss results to gather feedback and allow students the opportunity to reflect on the information. 					
Rhode Island ILP Menu Vendor Tools						
Naviance	Xello	XAP	Richer Picture/WA CG			
My GoalsCareer Key	My Goals & PlanCareer Selector	My Goals & AcPlanCareer Key	tion ● Lesson 8			
Additional Tools and Resources						



Grade Level: 6 Session: 2 of 2

363310111 2 01 2				
Identifying Interests				
on: • N/A				
40-45 minutes				
 Mindsets Standards 1 & 3 Behavior Standards- Learning Strategies: 2 & 10 & Self-Management Skills: 8 				
Students will explore interests.Students will create a list of extracurricular activities.				
 Have students complete an interest inventory. Follow up by allowing students to identify outside activities and interests they are currently involved in and record this information as part of the ILP. Discuss what similarities exist between what students are already involved in and the results of the interest inventory. 				
Rhode Island ILP Menu Vendor Tools				
Xello XAP Richer Picture/WA CG				
 Matchmaker My Activities & Experiences Experiences Activities 				

Additional Tools and Resources

Grade Level: 7 Session: Ongoing

Remind students of your district's web based ILP system and ensure that all students can log on.

Grade Level:	7	Session:	1 of 2		
Session Name:	Exploring Career C	Exploring Career Clusters			
Lesson Preparation:	Review the	- · · · · · · · · · · · · · · · · · · ·			
Lesson Delivery time:	45-50 minutes				
ASCA Standards:	Behavior St	Timases standards 2 & T			
Student Objectives:		Students will investigate career clusters and choose careers of			
Student Activities:	and one logStudents slsave at least	 Have students create at least two SMART goals (one short term and one long term) related to their career aspirations. Students should also explore career clusters. Request students save at least 3 careers to their ILP of potential interest that came up as matches based on the exploration exercise. 			
	Rhode Island	ILP Menu Vendor Tools			
Naviance	Xello	XAP	Richer Picture/WA CG		
 My Goals Career Cluster Finder Careers I'm thinking about 	 My Goals & Plar Explore Careers- Career Clusters My Saved Career 	Plans • Career Cluster			

Additional Tools and Resources

Grade Level:	7	Session:	2 of 2		
Session Name:	Learning Styles				
Lesson Preparation:	Create a short	Create a short lesson identifying learning styles			
Lesson Delivery time:	50-55 minutes	50-55 minutes			
ASCA Standards:	 Mindsets Stan 	Mindsets Standards 1 & 5			
		Behavior Standards- Learning Strategies: 4, 7 & 9 & Self- Management Skills: 5			
Student Objectives: • Students will complete an inventory to determine their learni style.			letermine their learning		
Student Activities:	Have students	 Have students complete a learning style inventory. 			
	previously est adjust as nece	Follow up on goals (both academic and career) that have been previously established. Reflect on progress towards those goals and adjust as necessary. Suggest including feedback from the learning style inventory to the academic goals.			
	Rhode Island I	LP Menu Vendor Tools			
Naviance	Xello	ХАР	Richer Picture/WA CG		
 Learning Styles Inventory 	 Learning Style Inventory 	• Do What You Are	• Lesson 4		
My Goals	My Journal	Annual Reflection			

Additional Tools and Resources

Grade Level: 8 Session: Ongoing

All students should be provided the opportunity to engage in high school transition activities including but not limited to facility tours, presentations in regards to opportunities and scheduling sessions. These transition activities should be documented somewhere in the ILP.

Grade Level:	8	Session:	1 of 2		
Session Name:	Identifying Strengths & Needs				
Lesson Preparation:	•	 Prepare a list of academic supports and enrichment opportunities available for students 			
Lesson Delivery time:	30-35 minutes				
ASCA Standards:	 Mindsets S 	tandards 1, 2, 3 & 5			
		andards- Learning Stratent Skills: 1,6,7 &10 & So	_		
Student Objectives:	Students w	ill identify strengths and	weaknesses		
Student Activities:	 Students should complete a skills assessment and compare the results to past survey activities. 				
	document	 In addition, identify strengths and needs and explore and document any academic supports and/or enrichment opportunities that may be available to participate in. 			
	Rhode Island	ILP Menu Vendor Tools			
Naviance	Xello	XAP	Richer Picture/WA CG		
MI AdvantageStrength's Explorer	My SkillsMy Activities & Experiences	 Basic Skills Inventory How You See Yourself 	• Lesson 16		
	Additional	Tools and Resources			

Grade Level:	8	Session:	2 of 2			
Session Name:	Career Explorati	reer Exploration				
Lesson Preparation:		Determine expectations & guidelines for the research to share at start of lesson.				
Lesson Delivery time:	55-60 minutes					
ASCA Standards:	 Behavior 					
Student Objectives:	• Student	will research information	about careers of interest.			
Student Activities:	 Have students explore and research careers of interest. Encourage students to save additional careers of interest based on new information. You can choose to make this an on-going activity resulting in students reporting out formally on their findings and/or utilizing the information to design a career fair. Review and revise goals (both academic and career) that have been previously established. Reflect on progress towards those goals and adjust as necessary. 					
	Rhode Isl	and ILP Menu Vendor To	pols			
Naviance	Xello	ХАР	Richer Picture/WA CG			
 Explore Careers and Clusters & "Themes" Road Trip Nation My Goals 	Explore by School SubjectMy Journ	ol Cluster • Annual				
	Additio	onal Tools and Resources	S			

Grade Level: 9 Session: Ongoing

Review graduation requirements with all students and provide information to assist students with exploring potential learning opportunities related to their interests and future career goals.

Grade Level: 9		Ses	sion:	1 of 2
Session Name: Creating a four-year academic plan				
Lesson Preparation:	• P	Review SMART goal format and create an example(s) Prepare an example of the expectations and requirements for a four-year academic plan		
Lesson Delivery time:	50-60 mi	nutes		
ASCA Standards:	• B			es:1, 4, 6, 7,8, & 9 & Self- al Skills: 8 & 9
 Student Objectives: Students will establish SMART goals. Students will create a four-year academic plan Students will investigate career pathways and choose career interest 				·
Student Activities:		Have students create at least two SMART goals (one short term and one long term) related to their academic achievements. Create a four-year academic plan that includes what course work a student plans to take. This plan should be revisited at least once a year. Students should also explore career pathways related to previous career awareness and cluster activities as well as current interests. Students should continue saving and updating careers of interest in their ILP.		
	Rho	de Island ILP Men	u Vendor Tools	
Naviance	Х	ello	XAP	Richer Picture/WA CG
My GoalsGame planCareer Interest Profiler	My Cou	e Careers by	My Goals & Actio Plans Plan of Study Career Finder	n • Lesson 9 - 12

Additional Tools and Resources



9	Session: 2	2 of 2		
Session Name: Resume Building & Exploring Majors				
Prepare a sample	e resume(s)			
40 minutes				
Mindsets Standa	Mindsets Standards 1,3, & 4			
		& 10 & Self-Management		
Students will sta	rt a resume.			
 Students will exp 	Students will explore post-secondary programs and majors.			
 Have students c 	 Have students create an initial resume to update throughout HS. 			
goals. Help stude	 Explore post-secondary programs and majors related to students' goals. Help students make connections about how this information is important to a student's high school plan. 			
Rhode Island ILP	Menu Vendor Tools			
Xello	XAP	Richer Picture/WA CG		
Build My Resume	Resume BuilderExplore	• Lesson 29 & 30		
Explore Education- Search for Majors	Programs and Majors			
	Resume Building & Explore Prepare a sample 40 minutes Mindsets Standa Behavior Standa Skills: 3 & 8 & So Students will sta Students will exp Have students of Explore post-sect goals. Help stude is important to a Rhode Island ILP Xello Build My Resume Explore Education- Search for	Resume Building & Exploring Majors Prepare a sample resume(s) Mindsets Standards 1,3, & 4 Behavior Standards- Learning Strategies:9 Skills: 3 & 8 & Social Skills: 1 Students will start a resume. Students will explore post-secondary programs and major goals. Help students make connections abor is important to a student's high school plant Rhode Island ILP Menu Vendor Tools Xello Resume Build My Resume Explore Programs and Majors Search for		

Additional Tools and Resources

Grade Level: Session: Ongoing 10

All students should attend a career fair and/or research careers of interest (videos, interviews etc.). While this should be on-going throughout a student's high school experience there should be at least one documented incident of doing so in a student's ILP.

Grade Level:	10	Se	ssion:	1 of 2
Session Name:	Goal Sett	ing & Examining	Abilities	
Lesson Preparation:	• Ro	Review SMART goal format and create an example(s)		
Lesson Delivery time:	40-45 mii	nutes		
ASCA Standards:	• M	Mindsets Standards 2, 4 & 5		
		Behavior Standards- Learning Strategies: 4, 7 & 9 & Self- Management Skills: 1 & 5		
Student Objectives:	• St	Students will establish SMART goals.		
	• St	Students will complete and ability profiler.		
Student Activities:		Have students create at least two SMART goals (one short term and one long term) related to their career aspirations.		
		Complete an ability profiler and compare results to career aspirations.		
	Rhod	de Island ILP Mer	u Vendor Tools	
Naviance	X	ello	XAP	Richer Picture/WA CG
My Goals	My Goa	als & Plans •	My Goals & Acti	on • Lesson 1 & 12
Do What You Are	Ability I	Profiler •	Plans Ability Profiler	
	A	dditional Tools a	nd Resources	

Grade Level:	10	Session:	2 of 2		
Session Name:	ion Name: Post –Secondary/ College Search				
Lesson Preparation:		Create a list of characteristics (size, location etc.) students should explore as part of the search process			
Lesson Delivery time:	30-35 minutes				
ASCA Standards: • Mindsets Standards 1,2, 4, 5 & 6 • Behavior Standards- Learning Strategies: 1, 4 Skills: 1, 4, 5, 6 & 10 & Social Skills: 5 & 9			Strategies: 1, 4 & 9 Self-Management		
Student Objectives:	• Students	will complete a colle	ege/ post-secondary school search.		
Student Activities:	students potentia informat academi • Follow u previous adjust as	students save at least 3 colleges of interest that come up as potential matches into their ILP. Students should utilize the information to incorporate suggested course work into their academic plans.			
	Rhode Is	land ILP Menu Vendo	or Tools		
Naviance	Xello	>	XAP Richer Picture/WA CG		
Advanced College SearchMy Goals	School SMy Jour	nal • Anı	hool Finder • Lesson 16 & 23 nual flection		
	Additi	onal Tools and Resou	urces		

Grade Level: 11 Session: Ongoing

- All students should attend a college fair and/or tour a college campus. While this should be on-going as a student continues to explore options, there should be at least one documented incident of doing so in a student's ILP.
- All students should participate in an at least one internship, job shadow and/or work-based learning experience that is documented in their ILP. In addition, they should participate in at least one volunteer and/or service learning experience that is also documented in their ILP.

Grade Level:	11	Sessio	n:	1 of 2	
Session Name:	Career Awa	Career Awareness & Exploration			
Lesson Preparation:	• N/A	• N/A			
Lesson Delivery time:	30 minutes	30 minutes			
ASCA Standards:	 Mindsets Standards 4, 5, & 6 				
	 Behavior Standards- Learning Strategies: 1, 5 & 6 Self- Management Skills: 1, 4, 5, 6 & 10 & Social Skills: 5 & 8 				
Student Objectives:	Student will complete a career exploration survey.				
Student Activities:	 Have students complete a career awareness/exploration survey and compare to current goals and interests. Encourage students to explore why their current goals may not be matching survey results as a means of assessing the reality of their goals. 				
Rhode Island ILP Menu Vendor Tools					
Naviance	Xell	o	XAP	Richer Picture/WA CG	
Career Key	• Career Ke	ey • Ca	reer Selector	• Lesson 14	
Additional Tools and Resources					
Additional resources will be added as they are identified.					



Grade Level:	11	Session:	2 of 2		
Session Name:	Exploring Skills & Goal Reflection				
Lesson Preparation:	N/A	N/A			
Lesson Delivery time:	35-40 minut	35-40 minutes			
ASCA Standards:	 Mindsets Standards 1, 4, & 5 Behavior Standards- Learning Strategies: 1, 3 & 9 Self-Management Skills: 1, 5 & 7 & Social Skills: 1, 6 & 7 				
Student Objectives:	 Students will explore their individual skill set using an inventory exercise. Students will reflect on goals in relation to their skills. 			,	
Student Activities:	 Have students complete a skills inventory and explore the skills necessary to be successful in their chosen career path. Have students explore other options in the same career pathway. Follow up on goals (both academic and career) that have been previously established. Reflect on progress towards those goals and adjust as necessary. Suggest including feedback from the career awareness/ exploration survey to the career goals. 				
	Rhode	e Island ILP Menu Vendoi	Tools		
Naviance	Xe	llo X	AP	Richer Picture/WA CG	

Rhode Island ILP Menu Vendor Tools				
Naviance	Xello	XAP	Richer Picture/WA CG	
Super College MatchMy Goals	My SkillsMy Journal	Transferable SkillsAnnual Reflection	• Lesson 4, 5 & 22	

Additional Tools and Resources

Grade Level: 12 Session: Ongoing

All students should create a post-secondary transition plan. As necessary students should complete applications (college and job), create cover letters, explore financial information and participate in mock interviews.

Grade Level:	12		Session:	1 of	2
Session Name:	Currer	Current Job Outlook			
Lesson Preparation:	•	Prepare a list of websites and resources students can use to research the information			
Lesson Delivery time:	30 mir	30 minutes			
ASCA Standards:	•	Mindsets Standards 4 & 6			
	•	Behavior Standards- Learning Strategies: 1, 4, 5 & 9 Self- Management Skills: 10 & Social Skills: 5			
Student Objectives:	•	Students will determine the job outlook for their chosen career path.			
Student Activities:	 Research current job outlook for careers of interest in both Rhode Island and in other areas of interest using additional resources provided by the Department of Labor and the Governor's Workforce Board. 				
Rhode Island ILP Menu Vendor Tools					
Naviance		Xello	XAP		Richer Picture/WA CC
TBA, awaiting vendor feedback	• My	Journal	TBA, awaiting vend feedback		BA, awaiting vendor eedback
Additional Tools and Resources					
LaunchMyCareerRI.Org					

RIDE Rhode Island Department of Education

Grade Level:	12	Session:	2 of 2	
Session Name:	Resume Building			
Lesson Preparation:	Prepare examples of sample resumes			
Lesson Delivery time:	20 minutes			
ASCA Standards:	 Mindsets Standards 1, 4, & 5 			
	 Behavior Standards- Learning Strategies: 2, 3, 4, 5, & 10 & Self- Management Skills: 3, 5, 8 & 10 & Social Skills: 1, 7 & 8 			
Student Objectives:	Students will produce a completed resume			
Student Activities:	 Students should update the final version of their resume which should have been an on-going process and should continue to be so after high school. 			
Rhode Island ILP Menu Vendor Tools				
Naviance	Xello	XAI	P Richer Picture/WA CC	
• Resume	Build My Resume	• Resun	ne Builder • Lesson 9, 14 & 18	
	Additional Tools and Resources			