

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 from 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.

Grade 6:

<input type="checkbox"/> Academic: Create two academic SMART goals (one short term, one long term)
<input type="checkbox"/> Academic: Identify beneficial strategies that can assist with academic success
<input type="checkbox"/> Career: Complete a career awareness assessment
<input type="checkbox"/> Social/Emotional: Complete Interest Inventory
<input type="checkbox"/> Social/Emotional: Identify outside activities/interests currently involved in

Grade 7:

<input type="checkbox"/> Academic: Complete a Learning Style Inventory
<input type="checkbox"/> Career: Create two career SMART goals (one short term, one long term)
<input type="checkbox"/> Career: Explore Career Clusters and identify at least 1 of interest
<input type="checkbox"/> Career: Save at least 3 careers of interest/potential matches
<input type="checkbox"/> Social/Emotional: Reflect on progress towards goals and adjust as necessary

Grade 8:

<input type="checkbox"/> Academic: Engage in high school transition activities (tours, presentations, HS scheduling etc.) with opportunity for reflection
<input type="checkbox"/> Career: Explore and research career(s) of interest
<input type="checkbox"/> Social/Emotional: Review and revise goals reflecting on progress
<input type="checkbox"/> Social/Emotional: Complete a skills assessment
<input type="checkbox"/> Social/Emotional: Identify strengths and needs

Grade 9:

<input type="checkbox"/> Academic: Create a four-year academic plan
<input type="checkbox"/> Academic: Review graduation requirements and explore potential learning opportunities
<input type="checkbox"/> Academic: Explore post-secondary programs and majors related to goals



<input type="checkbox"/> Academic: Create two academic SMART goals (one short term, one long term)
<input type="checkbox"/> Career: Explore career pathways related to career awareness/cluster results/interests
<input type="checkbox"/> Social/Emotional: Create initial resume to update throughout HS

Grade 10:

<input type="checkbox"/> Academic: Complete an ability profiler
<input type="checkbox"/> Academic: Complete a college/post-secondary search
<input type="checkbox"/> Academic: Save at least 3 colleges of interest/potential matches
<input type="checkbox"/> Career: Create two academic SMART goals (one short term, one long term)
<input type="checkbox"/> Career: Attend a career fair and/or research careers of interest (videos, interviews etc.)
<input type="checkbox"/> Social/Emotional: Reflect on progress towards goals and adjust as necessary

Grade 11:

<input type="checkbox"/> Academic: Attend a college fair/tour
<input type="checkbox"/> Academic: Complete a skills inventory
<input type="checkbox"/> Career: Participate in an internship, job shadow, work-based learning experience
<input type="checkbox"/> Career: Complete a career awareness/exploration survey and compare to current goals and interests
<input type="checkbox"/> Social/Emotional: Review and revise goals reflecting on progress
<input type="checkbox"/> Social/Emotional: Participate in a volunteer and/or service learning experience

Grade 12:

<input type="checkbox"/> Academic: Create a post-secondary transition plan (completing applications, cover letters, financial information etc. as necessary)
<input type="checkbox"/> Career: Research current job outlook for careers of interest
<input type="checkbox"/> Social/Emotional: Resume (Update final version)



Grade Level: 6 Session: 2 of 2

Session Name: Identifying Interests

Lesson Preparation: • N/A

Lesson Delivery time: 40-45 minutes

ASCA Standards: • Mindsets Standards 1 & 3
 • Behavior Standards- Learning Strategies: 2 & 10 & Self-Management Skills: 8

Student Objectives: • Students will explore interests.
 • Students will create a list of extracurricular activities.

Student 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

Naviance	Xello	XAP	Richer Picture/WA CG
<ul style="list-style-type: none"> What’s Your Road? - Road Trip Nation Interests - Road Trip Nation 	<ul style="list-style-type: none"> Matchmaker My Activities & Experiences 	<ul style="list-style-type: none"> Interest Profiler Experiences & Activities 	<ul style="list-style-type: none"> Lesson 12

Additional Tools and Resources

• Additional resources will be added as they are identified.

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 Standards 1, 2, 3 & 5
- Behavior Standards- Learning Strategies:1,3, 9 & 10 & Self-Management Skills: 1,6,7 &10 & Social Skills; 2,3, & 8

Student Objectives:

- Students will identify strengths and weaknesses

Student Activities:

- Students should complete a skills assessment and compare the results to past survey activities.
- 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
<ul style="list-style-type: none">• MI Advantage• Strength's Explorer	<ul style="list-style-type: none">• My Skills• My Activities & Experiences	<ul style="list-style-type: none">• Basic Skills Inventory• How You See Yourself	<ul style="list-style-type: none">• Lesson 16

Additional Tools and Resources

- Additional resources will be added as they are identified.



Grade Level: 9

Session:

2 of 2

Session Name: Resume Building & Exploring Majors

Lesson Preparation:

- Prepare a sample resume(s)

Lesson Delivery time: 40 minutes

ASCA Standards:

- Mindsets Standards 1,3, & 4
- Behavior Standards- Learning Strategies:9 & 10 & Self-Management Skills: 3 & 8 & Social Skills: 1

Student Objectives:

- Students will start a resume.
- Students will explore post-secondary programs and majors.

Student Activities:

- Have students create an initial resume to update throughout HS.
- 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

Naviance

- Resume
- Explore Careers and Clusters (Majors)

Xello

- Build My Resume
- Explore Education- Search for Majors

XAP

- Resume Builder
- Explore Programs and Majors

Richer Picture/WA CG

- Lesson 29 & 30

Additional Tools and Resources

- Additional resources will be added as they are identified.



Grade Level: 10 Session: 2 of 2

Session 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 & 9 Self-Management Skills: 1, 4, 5, 6 & 10 & Social Skills: 5 & 9

Student Objectives:

- Students will complete a college/ post-secondary school search.

Student Activities:

- Students should complete a college/post-secondary search. Request 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.
- 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 previous activities to the goals.

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
<ul style="list-style-type: none"> • Advanced College Search • My Goals 	<ul style="list-style-type: none"> • School Selector • My Journal 	<ul style="list-style-type: none"> • School Finder • Annual Reflection 	<ul style="list-style-type: none"> • Lesson 16 & 23

Additional Tools and Resources

- Additional resources will be added as they are identified.



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 **Session:** 1 of 2

Session Name: Career Awareness & Exploration

Lesson Preparation: • N/A

Lesson Delivery time: 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	Xello	XAP	Richer Picture/WA CG
• Career Key	• Career Key	• Career Selector	• Lesson 14

Additional Tools and Resources

- Additional resources will be added as they are identified.



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: Current Job Outlook

Lesson Preparation:

- Prepare a list of websites and resources students can use to research the information

Lesson Delivery time: 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
<i>TBA, awaiting vendor feedback</i>	<ul style="list-style-type: none">• My Journal	<i>TBA, awaiting vendor feedback</i>	<i>TBA, awaiting vendor feedback</i>

Additional Tools and Resources

- LaunchMyCareerRI.Org

