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:**

- ☐ 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
- ☐ 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 etc.) 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

### Grade 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

### Grade 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

### Grade 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: Goal Setting and Career Awareness

Lesson Preparation:
• Review SMART goal format and prepare example(s)

Lesson Delivery time: 45-50 minutes

ASCA Standards:
• Mindsets Standards 5 & 6
• Behavior Standards- Learning Strategies: 4,6, & 7 & Self-Management Skills: 5 & 6

Student Objectives:
• Students will establish SMART goals.
• Students will explore career interests by completing an awareness assessment.

Student Activities:
• 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 Goals  • My Goals & Plans  • My Goals & Action Plan  • Goal Setting
• Career Key  • CareerSelector  • Career Key  • How Do I Learn Best?

Additional Tools and Resources
• Additional resources will be added as they are identified.
<table>
<thead>
<tr>
<th><strong>Grade Level:</strong></th>
<th>6</th>
<th><strong>Session:</strong></th>
<th>2 of 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Name:</strong></td>
<td>Identifying Interests</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Preparation:</strong></td>
<td>• N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Delivery time:</strong></td>
<td>40-45 minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **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**

<table>
<thead>
<tr>
<th>Naviance</th>
<th>Xello</th>
<th>XAP</th>
<th>Richer Picture/WA CG</th>
</tr>
</thead>
</table>
| • What’s Your Road? - Road Trip Nation  
• Interests - Road Trip Nation | • Matchmaker  
• My Activities & Experiences | • Interest Profiler  
• Experiences & Activities | • Activities Log  
• Interest Inventory |

**Additional Tools and Resources**

• Additional resources will be added as they are identified.
Remind students of your district’s web based ILP system and ensure that all students can log on.

**Grade Level:** 7  
**Session:** Ongoing

**Session Name:** Exploring Career Clusters

**Lesson Preparation:**
- Review SMART goal format and prepare example(s)
- Review the 16 career clusters and prepare a short lesson introducing them

**Lesson Delivery time:** 45-50 minutes

**ASCA Standards:**
- Mindsets Standards 2 & 4

**Student Objectives:**
- Students will establish SMART goals.
- Students will investigate career clusters and choose careers of interest

**Student Activities:**
- 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**

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<tr>
<th>Naviance</th>
<th>Xello</th>
<th>XAP</th>
<th>Richer Picture/WA CG</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Goals</td>
<td>My Goals &amp; Plans</td>
<td>My Goals &amp; Action Plans</td>
<td>Goal Setting</td>
</tr>
<tr>
<td>Career Cluster Finder</td>
<td>Explore Careers-Career Clusters</td>
<td>Career Cluster Survey</td>
<td>Career video Activity</td>
</tr>
<tr>
<td>Careers I’m thinking about</td>
<td>My Saved Careers</td>
<td>Careers of Interest</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Tools and Resources**
- Additional resources will be added as they are identified.
# ILP Curriculum Model

**Grade Level:** 7  
**Session:** 2 of 2

<table>
<thead>
<tr>
<th>Session Name:</th>
<th>Learning Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Preparation:</td>
<td>• Create a short lesson identifying learning styles</td>
</tr>
<tr>
<td>Lesson Delivery time:</td>
<td>50-55 minutes</td>
</tr>
</tbody>
</table>
| ASCA Standards:        | • 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 learning style. |
| Student Activities:    | • Have students complete a learning style inventory.  
• 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 ILP Menu Vendor Tools

<table>
<thead>
<tr>
<th>Naviance</th>
<th>Xello</th>
<th>XAP</th>
<th>Richer Picture/WA CG</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learning Styles Inventory</td>
<td>• Learning Styles Inventory</td>
<td>• Do What You Are</td>
<td>• Find Your Strengths(Multiple Intelligences)</td>
</tr>
<tr>
<td>• My Goals</td>
<td>• My Journal</td>
<td>• Annual Reflection</td>
<td>• Goal Setting (Reflection)</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Session Name:</th>
<th>Identifying Strengths &amp; Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Preparation:</td>
<td>• Prepare a list of academic supports and enrichment opportunities available for students</td>
</tr>
<tr>
<td>Lesson Delivery time:</td>
<td>30-35 minutes</td>
</tr>
</tbody>
</table>
| 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**

<table>
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<th>Naviance</th>
<th>Xello</th>
<th>XAP</th>
<th>Richer Picture/WA CG</th>
</tr>
</thead>
</table>
| • MI Advantage  
• Strength’s Explorer | • My Skills  
• My Activities & Experiences | • Basic Skills Inventory  
• How You See Yourself | • Goal Setting  
• My Course Planner  
• Skills Inventory |

**Additional Tools and Resources**

• Additional resources will be added as they are identified.
Grade Level: 8  Session: 2 of 2

<table>
<thead>
<tr>
<th>Session Name:</th>
<th>Career Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Preparation:</td>
<td>• Determine expectations &amp; guidelines for the research to share at start of lesson.</td>
</tr>
<tr>
<td>Lesson Delivery time:</td>
<td>55-60 minutes</td>
</tr>
</tbody>
</table>
| ASCA Standards: | • Mindsets Standards 3 & 4  
• Behavior Standards- Learning Strategies:1, 4, 5, & 9 & Self-Management Skills: 3 & 5 & Social Skills: 1, 5 & 6 |
| 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 Island ILP Menu Vendor Tools**

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<th>Naviance</th>
<th>Xello</th>
<th>XAP</th>
<th>Richer Picture/WA CG</th>
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</thead>
</table>
| • Explore Careers and Clusters & “Themes” Road Trip Nation  
• My Goals | • Explore Careers by School Subject  
• My Journal | • Explore Career Clusters  
• Annual Reflection | • Career Cluster Survey  
• Goal Setting (Reflection) |

**Additional Tools and Resources**

• Additional resources will be added as they are identified.
**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.

<table>
<thead>
<tr>
<th>Grade Level: 9</th>
<th>Session: 1 of 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Name:</strong> Creating a four-year academic plan</td>
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</tbody>
</table>

**Lesson Preparation:**
- 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 minutes

**ASCA Standards:**
- Mindsets Standards 2, 4, & 5
- Behavior Standards- Learning Strategies: 1, 4, 6, 7, 8, & 9 & Self-Management Skills: 1, 2, 4 & 10 & Social 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 careers of 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.

**Rhode Island ILP Menu Vendor Tools**

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<th>Richer Picture/WA CG</th>
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</thead>
<tbody>
<tr>
<td>My Goals</td>
<td>My Goals &amp; Plans</td>
<td>My Goals &amp; Action Plans</td>
<td>Goal Setting</td>
</tr>
<tr>
<td>Game plan</td>
<td>My Course Plan</td>
<td>Plan of Study</td>
<td>My Course Planner</td>
</tr>
<tr>
<td>Career Interest Profiler</td>
<td>Explore Careers by Industry</td>
<td>Career Finder</td>
<td>Skills Inventory</td>
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</table>

**Additional Tools and Resources**
- Additional resources will be added as they are identified.
<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>9</th>
<th>Session:</th>
<th>2 of 2</th>
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</table>

**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

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<th>Xello</th>
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<tbody>
<tr>
<td>• Resume</td>
<td>• Build My Resume</td>
<td>• Resume Builder</td>
<td>• Resume Builder</td>
</tr>
<tr>
<td>• Explore Careers and Clusters</td>
<td>• Explore Education-</td>
<td>• Explore Programs and</td>
<td>• College Majors/ RI Promise</td>
</tr>
<tr>
<td>(Majors)</td>
<td>Search for Majors</td>
<td>Majors</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Tools and Resources
- Additional resources will be added as they are identified.
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  Session: Ongoing

**Rhode Island ILP Menu Vendor Tools**

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<tbody>
<tr>
<td>• My Goals</td>
<td>• My Goals &amp; Plans</td>
<td>• My Goals &amp; Action Plans</td>
<td>• Goal Setting</td>
</tr>
<tr>
<td>• Do What You Are</td>
<td>• Ability Profiler</td>
<td>• Ability Profiler</td>
<td>• Researching Careers</td>
</tr>
</tbody>
</table>

**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

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<tbody>
<tr>
<td>• Advanced College Search</td>
<td>• School Selector</td>
<td>• School Finder</td>
<td>• College Tracker</td>
</tr>
<tr>
<td>• My Goals</td>
<td>• My Journal</td>
<td>• Annual Reflection</td>
<td>• Goal Setting (Reflection)</td>
</tr>
</tbody>
</table>

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**

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</thead>
</table>
| • Career Key | • Career Key | • Career Selector | • Goal Setting  
| | | | • Job Shadow  
| | | | • Launch my Career  

**Additional Tools and Resources**

- Additional resources will be added as they are identified.
<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>11</th>
<th>Session:</th>
<th>2 of 2</th>
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</thead>
<tbody>
<tr>
<td>Session Name:</td>
<td>Exploring Skills &amp; Goal Reflection</td>
<td></td>
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</tr>
<tr>
<td>Lesson Preparation:</td>
<td>N/A</td>
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<tr>
<td>Lesson Delivery time:</td>
<td>35-40 minutes</td>
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</table>
| 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 Island ILP Menu Vendor Tools

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<th>Xello</th>
<th>XAP</th>
<th>Richer Picture/WA CG</th>
</tr>
</thead>
</table>
| • Super College Match  
• My Goals | • My Skills  
• My Journal | • Transferable Skills  
• Annual Reflection | • Skills Inventory  
• College Tracker  
• Goal Setting (reflection) |

### Additional Tools and Resources

• Additional resources will be added as they are identified.
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: Ongoing

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

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<th>Xello</th>
<th>XAP</th>
<th>Richer Picture/WA CC</th>
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<tbody>
<tr>
<td>TBA, awaiting vendor feedback</td>
<td>My Journal TBA, awaiting vendor feedback</td>
<td>Goal Setting, Career Outlook, College Planning Tools</td>
<td></td>
</tr>
</tbody>
</table>

Additional Tools and Resources
- LaunchMyCareerRI.Org
<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>12</th>
<th>Session:</th>
<th>2 of 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session Name:</td>
<td>Resume Building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Preparation:</td>
<td>Prepare examples of sample resumes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Delivery time:</td>
<td>20 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASCA Standards:</td>
<td>• Mindsets Standards 1, 4, &amp; 5</td>
<td>• Behavior Standards- Learning Strategies: 2, 3, 4, 5, &amp; 10 &amp; Self-Management Skills: 3, 5, 8 &amp; 10 &amp; Social Skills: 1, 7 &amp; 8</td>
<td></td>
</tr>
<tr>
<td>Student Objectives:</td>
<td>• Students will produce a completed resume</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Activities:</td>
<td>• 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rhode Island ILP Menu Vendor Tools**

<table>
<thead>
<tr>
<th>Naviance</th>
<th>Xello</th>
<th>XAP</th>
<th>Richer Picture/WA CC</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Resume</td>
<td>• Build My Resume</td>
<td>• Resume Builder</td>
<td>• Resume Builder</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Scholarship Links</td>
</tr>
</tbody>
</table>

**Additional Tools and Resources**

• Additional resources will be added as they are identified.