

Section B.

Scope & Sequence and Curriculum Model



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About the Individual Learning Plan

The individual learning plan (ILP) is a student-directed academic and career planning tool that personalizes academic and training pathways beginning in middle school. The ILP is a living electronic portfolio that is required to follow each student from Grade 6 to Grade 12, and is accessed through the ILP electronic platform. Both the 2016 Secondary School Regulations and the state’s career readiness action plan, PrepareRI, identify the ILP as the backbone of personalization and relevance of a student’s education. By the 2020–21 academic year, 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 meet the state’s expectations.

How to Use the Scope & Sequence

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 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 students. 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 during all sessions. Each lesson plan also includes key information about how the lesson plan aligns to specific grade levels and applicable components or 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 additional vendors are added, RIDE will continue to iterate and update this document.

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 students should complete regardless of the ILP system that is implemented. The benchmarks are aligned to the Rhode Island-adopted American School Counseling Association (ASCA) 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 address these standards. Use [these infographics](#) to share the scope and sequence with your school community.

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 toward goals and adjust as necessary

Grade 8

<input type="checkbox"/>	Academic: Engage in high school transition activities (tours, presentations, high school 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 postsecondary 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 résumé to update throughout high school

Grade 10

<input type="checkbox"/>	Academic: Complete an ability profiler
<input type="checkbox"/>	Academic: Complete a college/postsecondary 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 toward 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 service learning or volunteer experience [By 2024-2025 the requirement is: work based learning experience (industry projects, service learning, internships, apprenticeship, school-based enterprise)].

Grade 12

<input type="checkbox"/>	Academic: Create a postsecondary 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: Résumé (update final version)

Goal Setting Best Practices

As indicated in the grade-level scope and sequence and the following grade-level model lesson plans, goal setting is a central activity of the ILP curriculum. In the goal setting process, students are asked to make connections between all elements of the ILP to formulate goals that consider their personal strengths and interests, alongside college, career, and learning opportunities.¹

The student goal setting process includes setting long-term goals, breaking them down into short-term goals and tasks, identifying barriers to goal attainment, developing strategies to overcome these barriers, monitoring progress towards attainment, and making adjustments to strategies as needed. Utilizing the SMART goal framework (Specific, Measurable, Attainable, Realistic, Timely), ILP session guides will assist students in developing these long- and short-term goals. The quality of the goal setting can vary widely. Decades of research on goal setting have identified the following evidence-based practices. Integrate these considerations into your district’s goal setting processes by building ILP leaders’ and session guides’ capacity in these areas, working with your technology provider to enhance goal setting modules in the digital platform, and providing tools to session guides to facilitate meaningful conversations about goals.

- **Imagine what success looks like:** Before narrowing in on specific goals, provide a space for the student to reflect on what type of future they envision for themselves. It can include their career, the effects of this career on their lives and others close to them, how and where they see themselves living, etc. Imagining the future can help develop positive cognitive connections between goals and their ultimate benefits.
- **Aim high, within reason:** Higher goals, when still perceived as possible, lead to greater effort and perseverance than goals that are either too easy or too difficult. ILP session guides should devote time to conversing individually with students about the right balance of challenge and viability for their goals.
- **Break long-term goals down into short-term goals and barriers:** Short-term goals for next steps should accompany all long-term goals. By “seeing” a path mapped out to goal attainment, students can build confidence and motivation toward long-term goals. Each long-term goal should have multiple short-term goals or tasks that are specific as possible and occur within the semester and school year. Potential barriers to achieving these goals, whether academic weaknesses or personal challenges, should be brainstormed and strategies for surmounting these barriers should be embedded in the goals, including details such as “where” and “when” these barriers will be faced and addressed. Prioritize these short-term goals based on their importance and timing so that they don’t conflict with each other. Ensure that some short-term goals are clearly achievable so that they set students up for success.

¹ References for “Goal Setting Best Practices”: Britton & Spencer, 2017; Brown et al., 2003; D’Anna, 2018; Duckworth, Kirby, Gollwitzer, & Oettingen, 2013; Hulleman & Harackiewicz, 2009; John J. Heldrich Center for Workforce Development, 2012; Kosovich, Hulleman, Phelps, & Lee, 2019; Locke & Latham, 2002; Rogers, Milkman, John, & Norton, 2013; Skaff, Kemp, Sternesky McGovern, & Fantacone, 2016; Solberg et al., 2018.

- **Integrate academic goals to promote student ownership of learning:** The goal setting process should help students make connections between their academic life and long-term goals in order to take ownership of their educational careers. It is important for adults to guide students into making these connections themselves—do not simply tell students what these connections are. Students with low expectations, in particular, may benefit from being prompted to reflect on how classwork is relevant to their future careers, day-to-day life and hobbies or other interests (Hulleman & Harackiewicz, 2009; Kosovich, Hulleman, Phelps, & Lee, 2019). Trying to tell students why something is important without first letting them reflect themselves can actually have a negative effect on motivation for some students.
- **Provide positive feedback and framing during goal setting and student reflection:** Adults can help hold students accountable for goals and provide critical individualized feedback. Allow students to first evaluate their own progress and provide positive reinforcement where needed. ILP instructors or counselors should focus on positive progress so that students develop confidence and understand their overall progress, which they can't always see. This points back to writing short-term goals that set students up for success. Be ready to suggest strategies for getting past short-term barriers to continue to build students' belief in their ability to conquer obstacles. Help to reframe perceived failures as opportunities for growth. This process also requires frequent touchpoints to gauge progress, which is recommended at least once a quarter. Frequently reviewing goals will help to foster a goal-orientation in students.
- **Balance performance-oriented goals with learning goals:** On the one hand, performance-oriented goals are important for students to have a reference point to gauge their progress. For example, "attain a 'B' in Algebra I" might be a good goal for some students. But, it could be supplemented by a related *learning* goal (or process goal) that provides support when "external" goals aren't reached. Failure to attain a "B" doesn't mean that valuable progress toward a long-term goal hasn't been achieved. Learning goals can focus on making progress in specific challenging content areas that are hard to measure or developing learning or study strategies—for example, setting goals to complete algebra homework each night or to work with a study partner on an ongoing basis. By meeting incremental learning goals, students can develop the belief and confidence towards mastering broader and longer-term goals.
- **Promote commitment toward goals:** Working toward goals requires commitment. Adults can hold students accountable through frequent feedback sessions that positively reinforce students' motivation and perseverance towards goals. "Public" commitments might also help to reinforce sustained efforts by students. At check-ins, ILP session guides can ask students how committed they think they have been to their goals and why or why not. Encourage discussion of goals among students. Student-led ILP presentations of their goals for parents and other adults might also help support commitment levels.

Rhode Island Model ILP Curriculum

Grade Level:	6	Session:	Ongoing
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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
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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, students 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
<ul style="list-style-type: none"> • My Goals • Career Key 	<ul style="list-style-type: none"> • My Goals & Plans • Career Selector 	<ul style="list-style-type: none"> • My Goals & Action Plan • Career Key 	<ul style="list-style-type: none"> • Goal Setting • How Do I Learn Best? • Career Exploration

Additional Tools and Resources

- Additional resources will be added as they are identified.

Grade Level:	6	Session:	2 of 2
Session Name:	Identifying Interests		
Lesson Preparation:	• N/A		
Lesson Delivery Time:	40–45 minutes		
ASCA Standards:	<ul style="list-style-type: none"> • Mindsets Standards 1 & 3 • Behavior Standards—Learning Strategies: 2 & 10; Self-Management Skills: 8 		
Student Objectives:	<ul style="list-style-type: none"> • Students will explore interests. • Students will create a list of extracurricular activities. 		
Student Activities:	<ul style="list-style-type: none"> • 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. 		
<i>Rhode Island ILP Menu Vendor Tools</i>			
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"> • Activities Log • Interest Inventory
<i>Additional Tools and Resources</i>			
<ul style="list-style-type: none"> • Grade 6 Lesson – Identifying interests 			

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 Clusters		
Lesson Preparation:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> Mindsets Standards 2 & 4 Behavior Standards—Learning Strategies: 5, 7, & 9; Self-Management Skills: 5 		
Student Objectives:	<ul style="list-style-type: none"> Students will establish SMART goals. Students will investigate career clusters and choose careers of interest. 		
Student Activities:	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> My Goals Career Cluster Finder Careers I’m Thinking About 	<ul style="list-style-type: none"> My Goals & Plans Explore Careers—Career Clusters My Saved Careers 	<ul style="list-style-type: none"> My Goals & Action Plans Career Cluster Survey Careers of Interest 	<ul style="list-style-type: none"> Goal Setting Career Video Activity

Additional Tools and Resources

<ul style="list-style-type: none"> Additional resources will be added as they are identified.
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Grade Level:	7	Session:	2 of 2
Session Name:	Learning Styles		
Lesson Preparation:	<ul style="list-style-type: none"> • Create a short lesson identifying learning styles. 		
Lesson Delivery Time:	50–55 minutes		
ASCA Standards:	<ul style="list-style-type: none"> • Mindsets Standards 1 & 5 • Behavior Standards—Learning Strategies: 4, 7, & 9; Self-Management Skills: 5 		
Student Objectives:	<ul style="list-style-type: none"> • Students will complete an inventory to determine their learning style. 		
Student Activities:	<ul style="list-style-type: none"> • Have students complete a learning style inventory. • Follow up on goals (both academic and career) that have been previously established. Reflect on progress toward those goals and adjust as necessary. Suggest including feedback from the learning style inventory to the academic goals. 		
<i>Rhode Island ILP Menu Vendor Tools</i>			
Naviance	Xello	XAP	Richer Picture/WA CG
<ul style="list-style-type: none"> • Learning Styles Inventory • My Goals 	<ul style="list-style-type: none"> • Learning Styles Inventory • My Journal 	<ul style="list-style-type: none"> • Do What You Are • Annual Reflection 	<ul style="list-style-type: none"> • Find Your Strengths (Multiple Intelligences) • Goal Setting (Reflection)
<i>Additional Tools and Resources</i>			
<ul style="list-style-type: none"> • Additional resources will be added as they are identified. 			

Grade Level:	8	Session:	Ongoing
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All students should be provided the opportunity to engage in high school transition activities, including but not limited to facility tours and presentations in regard to opportunities and scheduling sessions. These transition activities should be documented somewhere in the ILP.

Grade Level:	8	Session:	1 of 2
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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"> • 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
Session Name:	Career Exploration		
Lesson Preparation:	<ul style="list-style-type: none"> Determine expectations and guidelines for the research to share at the start of the lesson. 		
Lesson Delivery Time:	55–60 minutes		
ASCA Standards:	<ul style="list-style-type: none"> Mindsets Standards 3 & 4 Behavior Standards—Learning Strategies: 1, 4, 5, & 9; Self-Management Skills: 3 & 5; Social Skills: 1, 5, & 6 		
Student Objectives:	<ul style="list-style-type: none"> Students will research information about careers of interest. 		
Student Activities:	<ul style="list-style-type: none"> 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 ongoing 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 toward those goals and adjust as necessary. 		

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
<ul style="list-style-type: none"> Explore Careers and Clusters & “Themes” Road Trip Nation My Goals 	<ul style="list-style-type: none"> Explore Careers by School Subject My Journal 	<ul style="list-style-type: none"> Explore Career Clusters Annual Reflection 	<ul style="list-style-type: none"> Career Cluster Survey Goal Setting (Reflection)

Additional Tools and Resources

[Career Grade 8 project and google presentation](#), [Grade 8 Career Day](#), [Grade 8 Transition night](#), [Grade 8 Step up day](#)

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	Session:	1 of 2
Session Name:	Creating a Four-Year Academic Plan		
Lesson Preparation:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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 coursework 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

Naviance	Xello	XAP	Richer Picture/WA CG
<ul style="list-style-type: none"> My Goals Game Plan Career Interest Profiler 	<ul style="list-style-type: none"> My Goals & Plans My Course Plan Explore Careers by Industry 	<ul style="list-style-type: none"> My Goals & Action Plans Plan of Study Career Finder 	<ul style="list-style-type: none"> Goal Setting My Course Planner Skills Inventory

Additional Tools and Resources

<ul style="list-style-type: none"> Additional resources will be added as they are identified.
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Grade Level:	9	Session:	2 of 2
Session Name:	Résumé Building & Exploring Majors		
Lesson Preparation:	<ul style="list-style-type: none"> • Prepare a sample résumé(s). 		
Lesson Delivery Time:	40 minutes		
ASCA Standards:	<ul style="list-style-type: none"> • Mindsets Standards 1, 3, & 4 • Behavior Standards—Learning Strategies: 9 & 10; Self-Management Skills: 3 & 8; Social Skills: 1 		
Student Objectives:	<ul style="list-style-type: none"> • Students will start a résumé. • Students will explore postsecondary programs and majors. 		
Student Activities:	<ul style="list-style-type: none"> • Have students create an initial résumé to update throughout high school. • Explore postsecondary programs and majors related to students’ goals. Help students make connections about how this information is important to a student’s high school plan. 		
<i>Rhode Island ILP Menu Vendor Tools</i>			
Naviance	Xello	XAP	Richer Picture/WA CG
<ul style="list-style-type: none"> • Résumé • Explore Careers and Clusters (Majors) 	<ul style="list-style-type: none"> • Build My Résumé • Explore Education—Search for Majors 	<ul style="list-style-type: none"> • Résumé Builder • Explore Programs and Majors 	<ul style="list-style-type: none"> • Résumé Builder • College Majors/RI Promise
<i>Additional Tools and Resources</i>			
<ul style="list-style-type: none"> • Additional resources will be added as they are identified. 			

Grade Level:	10	Session:	Ongoing
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All students should attend a career fair and/or research careers of interest (e.g., videos, interviews). Although these activities should be ongoing throughout a student’s high school experience, there should be at least one documented incident of participating in such an activity in a student’s ILP.

Grade Level:	10	Session:	1 of 2
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Session Name: Goal Setting & Examining Abilities

Lesson Preparation:

- Review SMART goal format and create an example(s).

Lesson Delivery Time: 40–45 minutes

ASCA Standards:

- Mindsets Standards 2, 4, & 5
- Behavior Standards—Learning Strategies: 4, 7, & 9; Self-Management Skills: 1 & 5

Student Objectives:

- Students will establish SMART goals.
- Students will complete an 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.

Rhode Island ILP Menu Vendor Tools

Naviance	Xello	XAP	Richer Picture/WA CG
<ul style="list-style-type: none"> My Goals Do What You Are 	<ul style="list-style-type: none"> My Goals & Plans Ability Profiler 	<ul style="list-style-type: none"> My Goals & Action Plans Ability Profiler 	<ul style="list-style-type: none"> Goal Setting Researching Careers

Additional Tools and Resources

- Additional resources will be added as they are identified.

Grade Level:	10	Session:	2 of 2
Session Name:	Postsecondary/College Search		
Lesson Preparation:	<ul style="list-style-type: none"> • Create a list of characteristics (e.g., size, location) students should explore as part of the search process. 		
Lesson Delivery Time:	30–35 minutes		
ASCA Standards:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Students will complete a college/postsecondary school search. 		
Student Activities:	<ul style="list-style-type: none"> • Students should complete a college/postsecondary school search. Request students save into their ILP at least 3 colleges of interest that come up as potential matches. Students should utilize the information to incorporate suggested coursework into their academic plans. • Follow up on goals (both academic and career) that have been previously established. Reflect on progress toward those goals and adjust as necessary. Suggest including feedback from previous activities to the goals. 		
<i>Rhode Island ILP Menu Vendor Tools</i>			
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"> • College Tracker • Goal Setting (Reflection)
<i>Additional Tools and Resources</i>			
<ul style="list-style-type: none"> • Additional resources will be added as they are identified. 			

Grade Level:	11	Session:	Ongoing
<p>All students should attend a college fair and/or tour a college campus. Although these activities should be ongoing as a student continues to explore options, there should be at least one documented incident of participating in such an activity in a student’s ILP.</p> <p>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.</p>			

Grade Level:	11	Session:	1 of 2
Session Name:	Career Awareness & Exploration		
Lesson Preparation:	• N/A		
Lesson Delivery Time:	30 minutes		
ASCA Standards:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Students will complete a career exploration survey. 		
Student Activities:	<ul style="list-style-type: none"> • Have students complete a career awareness/exploration survey and compare the results 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
<ul style="list-style-type: none"> • Career Key 	<ul style="list-style-type: none"> • Career Key 	<ul style="list-style-type: none"> • Career Selector 	<ul style="list-style-type: none"> • Goal Setting • Job Shadow • Launch My Career

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		
Lesson Delivery Time:	35–40 minutes		
ASCA Standards:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Students will explore their individual skill set using an inventory exercise. • Students will reflect on goals in relation to their skills. 		
Student Activities:	<ul style="list-style-type: none"> • 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 toward 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

Naviance	Xello	XAP	Richer Picture/WA CG
<ul style="list-style-type: none"> • Super College Match • My Goals 	<ul style="list-style-type: none"> • My Skills • My Journal 	<ul style="list-style-type: none"> • Transferable Skills • Annual Reflection 	<ul style="list-style-type: none"> • Skills Inventory • College Tracker • Goal Setting (Reflection)

Additional Tools and Resources

<ul style="list-style-type: none"> • Additional resources will be added as they are identified.
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Grade Level:	12	Session:	Ongoing
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All students should create a postsecondary 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
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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 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
<ul style="list-style-type: none"> • TBA, awaiting vendor feedback 	<ul style="list-style-type: none"> • My Journal 	<ul style="list-style-type: none"> • TBA, awaiting vendor feedback 	<ul style="list-style-type: none"> • Goal Setting • Career Outlook • College Planning Tools

Additional Tools and Resources

- LaunchMyCareerRI.Org

Grade Level:	12	Session:	2 of 2
Session Name:	Résumé Building		
Lesson Preparation:	<ul style="list-style-type: none"> • Prepare examples of sample résumés. 		
Lesson Delivery Time:	20 minutes		
ASCA Standards:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Students will produce a completed résumé. 		
Student Activities:	<ul style="list-style-type: none"> • Students should update the final version of their résumé, which should have been an ongoing process and should continue to be so after high school. 		
<i>Rhode Island ILP Menu Vendor Tools</i>			
Naviance	Xello	XAP	Richer Picture/WA CC
<ul style="list-style-type: none"> • Résumé 	<ul style="list-style-type: none"> • Build My Résumé 	<ul style="list-style-type: none"> • Résumé Builder 	<ul style="list-style-type: none"> • Résumé Builder • Scholarship Links
<i>Additional Tools and Resources</i>			
<ul style="list-style-type: none"> • Additional resources will be added as they are identified. 			