

10th Grade New Matches Pair Goals

- Build a strong and trusting relationship through self-exploration and honest sharing of values, interests and cultural backgrounds
- Explore career and post-secondary pathway options
- Engage in goal setting and short term/long term planning as it relates to high school success

Phase 0: Pre-Match

Overview
This is a pre-match phase which introduces students to the iMentor program, the role of the mentor-mentee, and the way the curriculum and classes support them in this work. This phase prepares students to complete their new mentee application for matching. At the end of the phase, students will be prepared to fully participate in the program and will understand the reasoning/benefits of the program.

Outputs:	Mentor Responsibilities:
✓ Feel prepared to fully participate in the program ✓ Be able to describe the benefits of the program ✓ Complete the matching application ✓ Return a signed parent/guardian consent form	N/A – students will not be matched yet

In the classroom: Unit 1		
Phase 0 (6 weeks)	0.1 The Power & Potential of Mentoring Relationships	<i>SWBAT demonstrate an understanding of the characteristics of a formal mentoring relationship and the purpose of a mentor.</i>

	0.2 It Takes Two: Elements of a Successful Mentoring Relationship	<i>SWBAT articulate their roles and responsibilities as a mentee. Students will also be able to identify behaviors and mindsets both mentors and mentees must bring to the relationship in order for it to be impactful.</i>
	0.3 What I Want in a Mentor	<i>SWBAT identify what they want in a mentor (and why) across a broad set of characteristics.</i>
	0.4 Matching Application	<i>SWBAT self-reflect and complete a matching application in an honest manner.</i>
	0.5 My Story of Self	<i>SWBAT create a story of self that explains their life journey and growth.</i>
	0.6 Beginning of Year Survey	<i>SWBAT complete their BOY survey.</i>

Phase 1: Becoming a Pair

Overview
Pairs will launch their relationships and begin getting to know one another. Pairs will explore similarities and differences, make connections, and share experiences that will deepen their relationship. Pairs will reach a basic understanding of each other's interests, backgrounds, motivation, and lives.

Outputs:	Mentor Responsibilities:
✓ Pairs are excited to engage in the program and able to describe program expectations ✓ Begin to write weekly and meet at the first iMentor pair event ✓ Learn about each other's interests, backgrounds, motivation, and day to day activities	✓ Learn about the program ✓ Describe why they want to be a mentor and what it means to be one ✓ Complete the beginning of year survey ✓ Write their first message on our Platform or App ✓ Meet their mentee for the first time ✓ Meet with their PM before winter break

✓ Share personal experiences and begin to build trust	
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In the classroom: Unit 2		
Phase 1 (9 weeks)	1.1 Mentor Reveal	<i>SWBAT learn about their new mentor and introduce themselves on the Platform.</i>
	1.2 Exploring the Platform	<i>SWBAT learn how to navigate the iMentor platform.</i>
	1.3 Five Questions About Me, Five Questions About You	<i>SWBAT answer questions about themselves and pose questions to their mentors to build rapport and a shared understanding.</i>
	1.4 “I Am From” Poem	<i>SWBAT creatively express their identity to their classmates and mentor.</i>
	1.5 Healthy Relationships	<i>SWBAT understand components of a healthy relationship and how they can use the attributes of healthy relationships to build their relationship with their mentor.</i>
	1.6 Advocating for My Needs	<i>SWBAT identify who to turn to for academic and social support and walk through steps on how to do so.</i>
	1.7 Successes and Failures	<i>SWBAT understand the importance of adopting a growth mindset and learning from failures.</i>
	1.8 Goal Setting	<i>SWBAT set one personal and one academic goal for the year and ask their mentor for specific support around achieving these goals.</i>
	1.9 Exploring Similarities and Differences	<i>SWBAT identify similarities and differences with their mentor and how to bridge across differences.</i>

Unit 1: Launching the 10th Grade (September-early October)

Overview

In this first phase, students will be re-acquainted with the program. They'll work collaboratively to establish classroom norms and re-engage with their mentors. By taking time for students to reflect and refocus on the characteristics of a strong classroom culture and pair relationship, this phase places peer collaboration and the mentor-mentee relationship at the center of the year's work.

Outputs:

- ✓ Reconnect as a pair
- ✓ Feel prepared to fully participate in the program
- ✓ Complete the beginning of year survey

Mentor Responsibilities:

- ✓ Reconnect with mentee
- ✓ Participate in a beginning of year call with PM
- ✓ Complete the beginning of year survey

In the classroom: Unit 1

Phase 1
(5 weeks)

10.1.* Beginning of Year Survey

The beginning of the year survey records how students are feeling as they start the year. The survey allows the program to gauge student progress when compared against 9th grade, as well as against later surveys and assessments.

10.1.1 Trust Check

This lesson focuses on students' role in continuing to build trust with their mentors. This is an opportunity to reinforce or renew expectations for students, including the importance of attending events.

10.1.2 Collaboration & Class Norms

In this lesson, students will reflect on their experience in their program class last year in order to develop and adjust classroom norms for this year.

10.1.3 Summer Reflections

In this lesson, students reflect on their last summer and set goals for the summer ahead. The purpose is to capture reflections on the summer while impressions are still fresh.

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Unit 2: Exploring My Interests (October)

Overview
In this phase, pairs will explore their interests, extending the work they did in 9th grade. Students will understand that interests grow into passions when fed with time and practice. Students will learn about, and commit to pursuing, extracurricular activities aligned to their interests and passions.

Outputs:	Mentor Responsibilities:
✓ Pairs will identify activities and interests for the mentee to pursue in high school ✓ Pairs will develop a plan for the mentee to get involved in extracurriculars	✓ Assist mentee in brainstorming potential activities and interests they would like to engage in ✓ Encourage mentee to become involved in extracurricular activities

In the classroom: Unit 2		
Phase 2 (3 weeks)	10.2.1 Exploring My Interests	<i>Students will shift their focus to the program's goals for 10th grade by identifying an interest to pursue in high school.</i>
	10.2.2 How Interests Grow	<i>In this lesson, students will think about interests as a starting place for career exploration by selecting one interest to actively pursue throughout their 10th grade year.</i>
	10.2.3 Get Involved	<i>In this lesson, students will learn why getting involved in high school can help them build their confidence and their networks while exploring their talents and interests.</i>

Unit 3 & 4: My Professional Self (November-early January)

Overview

In this phase, students will identify their skills and strengths and discuss experiences that have helped them grow. Pairs will then use this information to create a resume for the mentee which will help them to value their strengths, tell their personal story, and apply for summer jobs/programs.

Outputs:

- ✓ Pairs identify the mentee's skills and achievements
- ✓ Mentees create a final draft resume that can be shared out with potential employers
- ✓ Pairs identify summer opportunities for the mentee to pursue
- ✓ Pairs apply to at least two summer opportunities

Mentor Responsibilities:

- ✓ Brainstorm with mentee to identify mentee's skills and achievements
- ✓ Assist mentee with crafting and editing a resume
- ✓ Identify and share potential summer opportunities with mentee
- ✓ Encourage and support mentee in applying to at least two summer opportunities

In the classroom: Units 3 & 4

Phase 3
(7 weeks)

10.3.1 High School Resume

Students will learn that, no matter what a student wants to do after high school, a great resume can help them achieve their short- and long-term goals.

10.3.2 Identifying My Skills

This lesson will help students brainstorm and list the hard and soft skills they have already developed. Students will learn the names and categories of skills they can include on their resumes.

10.3.3 Writing My Resume

Developing a resume will benefit students greatly as they begin applying for academic and employment opportunities and completing summer and extracurricular applications.

10.3.4 Polishing My Resume

Developing a resume will benefit students greatly as they begin applying for academic and employment opportunities and completing summer and extracurricular applications.

	10.4.1 STEP: Personal Growth	<i>This lesson introduces the Summer Teen Enrichment Projects (STEP). Approaching the summer strategically and with the support of their mentor can help prevent summer melt and encourage students to build good academic habits outside of the classroom.</i>
	10.4.2 STEP: Requirements	<i>In this lesson, students will continue digging into the Summer Teen Enrichment Project (STEP) and research opportunities within the boundaries of the time they can commit and their financial resources/goals.</i>
	10.4.3 My STEP Research	<i>In this lesson, students research summer opportunities that are aligned to the knowledge, skills, and experiences they want to grow, and that meet their time and financial Fit Factors.</i>

Unit 5: Goal Setting (January-early March)

Overview
In this phase, pairs will build on the goal-setting strategies they learned in 9th grade and apply them to academic planning. Students will begin reflecting on long-term goals by envisioning their future selves. They will then establish a related intermediate goal followed by specific, immediate goals using the SMART goal framework. Finally, mentors will help mentees develop and implement a plan for achieving a specific academic goal.

Outputs:	Mentor Responsibilities:
✓ Pair collaborates in setting specific short term and long term goals for themselves using the SMART framework ✓ Understand their progress towards high school graduation ✓ Identify who to ask for support and how to ask for support	✓ Assist mentee in setting specific goals for themselves ✓ Encourage mentee to keep track of graduation requirements and their progress towards graduation ✓ Model how to reach out and ask for support from others

In the classroom: Unit 5

Phase 4 (8 weeks)	10.5.* SMART Goals	<i>This lesson introduces students to the SMART goal framework by guiding students in developing specific, measurable goals. Understanding the importance of working toward specific goals will set a foundation for developing and working towards specific academic goals throughout the rest of the year.</i>
	10.5.1 Picture of Happiness	<i>To prepare for the college process ahead, students need to first have a clear picture of where they want to go so they can figure out what it takes to get there. In this lesson, students will develop a holistic vision of a happy and successful life. This will build on the process of career exploration from previous phases. It will also build a “why” for college and for the upcoming goal setting work.</i>
	10.5.2 Message From the Future	<i>Students will reflect on their vision for the future and start thinking about the education and/or career goal they will need to achieve to realize that vision. Mentors will use the message that results from this lesson to understand what their mentee hopes to accomplish, and to fill in the steps that their mentee may not know about.</i>
	10.5.3 High School Graduation	<i>In this lesson, students will determine whether they are on- or off-track on their path to high school graduation. This should encourage students to work toward high grades in every class, and will possibly provide an opportunity to catch transcript or registration errors. Students can also apply this review process to monitoring their progress toward a college degree when they enter the post-secondary space.</i>
	10.5.4 My Academic Goal	<i>Now that students have established a clear vision for their future and have reviewed the reality of high school graduation/college admissions requirements, they need to connect that vision to specific, actionable goals and tasks they can work on now. In this lesson, students will be introduced to or will review SMART goals, and create an academic goal.</i>
	10.5.5 Seeking Support	<i>In this lesson, students will identify resources and people who can help them reach their academic goal. Successful goal-setting is a vital skill for students’ success in college and in their future careers. Talking through the challenges of achieving a goal and reinforcing a process for developing solutions will give students more confidence as they tackle new goals and challenges this year and in the future.</i>
	10.5.6 Acing the SAT	<i>Practicing for the SAT is important for college admission, potential scholarships, and possibly being exempt from college placement tests like the Accuplacer at some institutions. In this lesson, students will be shown a free tool that is</i>

		<i>designed specifically to help them practice for the SAT. Using this tool in class will make students more likely to use it for practice outside of class.</i>
	10.5.7 Problem-Solving	<i>In this lesson, students will identify a challenge in meeting their academic goal and use the tools of reflecting and asking for help to figure out a solution.</i>

Unit 6: My Social Capital/Closing Out the Year (March - mid April)

Overview
In this phase, pairs will build a Social Capital Toolkit as a resource for the college process they'll undergo in 11th and 12th grade. Students will first learn the meaning and significance of social capital, building on the foundation established in 9th and 10th grade via STEP and the goal-setting exercises. Pairs will then map the social capital they already have in their lives and create a social capital directory. Finally, pairs will examine how to strengthen and expand social capital through the lens of social media. Pairs will end the year by expressing gratitude to each other.

Outputs:	Mentor Responsibilities:
✓ Identify the members in their social network ✓ Understand how to use social media in crafting their public image ✓ Complete the end of year iMentor survey ✓ Express gratitude to each other	✓ Share with mentee how they have utilized networking and social media in their professional lives ✓ Complete the end of year iMentor survey ✓ Express gratitude to their mentee and show excitement to continue to work together

In the classroom: Unit 6		
Phase 6 (5 weeks)	10.6.1 What is Social Capital	<i>Students learn about social capital and the role others have in our happiness and success. This lesson reinforces the important role others play in setting and achieving goals, and is the first step in developing students' Social Capital Toolkit.</i>

	10.6.2 My Social Capital	<i>In this lesson, students will consider who in their network can help them work through an academic challenge. Practicing how to reach out to their network for support will increase students' comfort, confidence, and proactivity.</i>
	10.6.3 Mastering Social Capital	<i>In this lesson, students examine the role that social media plays in building social capital, and specifically, how the image they portray through social media sites can affect the sort of social capital they are able to build.</i>
	10.6.4 End of Year Survey	<i>The end of the year survey allows PMs to gauge where students are, and how they have progressed compared to earlier surveys.</i>
	10.6.5 Closing Out the Year	<i>In this lesson, students wrap up the year by practicing an important strategy for strengthening relationships and social capital: expressing and receiving gratitude.</i>

Unit 7: The College Landscape (mid April - May)

Overview
In this phase, pairs will gain a full understanding of the college/post-secondary landscape through a series of lessons and prompts around public and private institutions. This understanding of the options available to students will be immensely helpful to pairs, as the next two years of the match will be focused primarily on post-secondary planning.

Outputs:	Mentor Responsibilities:
✓ Understand the various college options available: community colleges, public colleges and private colleges ✓ Compare college options to understand which option interests mentees the most	✓ Share their own experiences as they relate to selecting and attending college ✓ Encourage mentee to begin to explore the college landscape

In the classroom: Unit 8

Phase 5 (4 weeks)	10.8.1 College Landscape - Community College	<i>The purpose of this lesson is to give students the opportunity to explore community colleges.</i>
	10.8.2 College Landscape - Public Universities	<i>The purpose of this lesson is to give students the opportunity to explore public four-year universities including a specific public university in their city or state.</i>
	10.8.3 College Landscape - Private Colleges	<i>In this lesson, students will have the opportunity to explore private colleges, including a specific private college in their city or state.</i>
	10.8.4 College Landscape - Comparing Options	<i>Students will have the opportunity to compare community colleges, private colleges, and public four-year universities in order to understand the benefits, drawbacks, opportunities and challenges of each.</i>

Phase 7: Cultural & Identity (Month 9+/Additional Lessons)

Overview

In this unit, students explore their culture in order to increase self-awareness by reflecting on their culture(s) and sharing about it with their mentors and peers. Increased self-awareness is an important step in helping students to identify their unique perspective, interests, and needs as they plan for their post-secondary lives and beyond.

Outputs:

Mentor Responsibilities:

✓ Students will gain a deeper understanding of culture and its various dimensions ✓ Students will explore and analyze how culture is conveyed through objects and photography ✓ Foster self-awareness and cultural attunement to students' own culture as well as the cultures of others	✓ Share their culture and experiences with mentee ✓ Affirm the experiences of their mentee's culture and experiences ✓ Celebrate a great year working with their mentee
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In the classroom: Unit 9		
Phase 7	10.9.1 Defining Culture	<i>Students will create a definition of culture that recognizes the variations within a particular culture, as well as the different cultural identities each individual holds.</i>
	10.9.2 Cultural Markers	<i>Students consider the ways in which culture is communicated through objects, language, dress, etc. This will encourage deeper reflection on their own culture(s), as well as help them to start planning their own cultural photographs for later in the unit.</i>
	10.9.3 Power of Photography	<i>Students will examine how culture is conveyed via photography in order to think about how visual representations can lead to snap judgments or a rethinking of assumptions. This lesson will prepare students to use photography to convey meaning about their own culture(s).</i>
	10.9.4 My Cultural Photograph	<i>To continue to develop self-awareness and cultural attunement, students will apply what they have learned about culture and photography to create their own cultural photograph.</i>
	Event_10.9 End of Year Celebration	<i>In any relationship, long stretches without meaningful communication can be damaging. It is important for pairs to determine how and how often they will communicate over the summer as well as determine whether they will meet in-person, perhaps with their families or in a group with other mentor/mentee pairs if it is their first out-of-program meetup.</i>

Enrichment

Overview

These are designed "extra" lessons that are at the discretion of the region to utilize. These lessons are designed to not be time sensitive and can be implemented when necessary.

In the classroom: Enrichment

	Current Event	SWBAT will learn about, discuss and respond to a current event.