College and Career Readiness & MyCAP – 9th Grade

	CCA PROGRAM		MyCAP
Domain	**What a Student Should Know, Understand, and Be Able to Do in 9th Grade** **NOTE:** Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	**Implementation Strategies and Activities** **NOTE:** Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and/or the state's Connecting Activities intermediary system.	**MyCAP Process and Documentation** **NOTE:** Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
Personal Social	• Students will demonstrate knowledge, understanding, and personal awareness of their individual talents, interests, hopes, dreams, and passions	• Introductory activity where students identify their skills • "Possible Selves" unit [to explore hopes, dreams, strengths, weaknesses, etc.] • Introductory lesson orienting students to online platform • Students complete online surveys • Students write reflections about their results	• Skills journal entry • Possible Selves artifact • Document extracurricular activities
Career Development Education	• Students will demonstrate knowledge and understanding of career clusters. • Students will demonstrate critical thinking and informed decision-making skills to match their skills and abilities to particular career interests	• Introduce the concept of **career clusters** • Using **online platform,** have students analyze career clusters in relation to survey results • Create an activity where students apply cluster analysis to self-identified interests, values, and skills • Have students attend **career fair** and/or listen to **guest speakers** and/or **interview someone** in a career of interest • **Introduce the concepts of Work Based Learning** [e.g., job shadow, volunteer work, community service] and the term "employability skills" • Have students complete culminating project (TBD by educator)	• Save careers of interest • Upload final project • Document work and/or community service
Academic College and Career Planning	• Students will understand graduation requirements, MassCore requirements, AP options, and early college options. • Students will create a four-year course-taking plan connected to identified career interests • Students will understand any available high school pathways and the variety of postsecondary options.	• District-developed freshman seminar • District developed course planning activity • Post-secondary options lesson created using online tool resources [emphasis on post-secondary vocabulary] • Online college search activity • Have students prepare for, participate in and reflect about a college fair and/or a college tour	• Complete four-year plan [using online platform, if possible] • Complete goal statements [using online platform] • Save college search results with journal entry • Journal reflections about college fair and/or tour

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	• Students will be able to write a personal postsecondary goal and career goal	• Introduce any career pathway or early college options at your school	

College and Career Readiness & MyCAP – 10th Grade

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Personal Social	• Students will understand the concept of "growth mindset" and its importance relative to future planning	• "Growth mindset" lessons, activities, and final product	• Upload "Growth Mindset" final product • Update extracurricular activities
Career Development Education	• Students will develop skills to locate, evaluate and interpret career information • Students will understand how to access and understand labor market information	• Teach students how to navigate your online platform to conduct **career research** [ensure understanding of vocabulary] • Introductory lesson on **Labor Market** Information • Have students conduct research into one career of interest including labor market information (LMI) and educational requirements • Have students prepare for, participate in, and reflect about a **Work Based Learning experience** at the exploration level (if possible with employer participants) • Introduce students to **resume** feature on your online platform	• Save a minimum of 3 careers with journal entries about what they learned from exploring them online. • Upload research product [LMI and Ed requirements] • Reflection on WBL experience • Update volunteer, work and/or community service • Preliminary work on resume
Academic College and Career Planning	• Students will understand the importance of high school course and/or program performance in relation to their personal academic and career aspirations • Students will develop skills to research postsecondary options	• Teach students how to research career options using online platform and other resources • Teach students how to navigate the online platform to conduct college research aligned with personal interests • Have students create a personal "career pathway" poster	• Upload a picture of their "Career Pathway" poster • Save a minimum of **3 postsecondary** options with journal entries about their impressions of each • Update the 4-year course-taking plan and reflection regarding any updates • Update goal statements

College and Career Readiness & MyCAP – 11th Grade

	CCA PROGRAM		MyCAP
Domain	**What a Student Should Know, Understand and Be Able to Do in 11th Grade** **NOTE:** Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	**Implementation Strategies and Activities** **NOTE**: Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and the state's Connecting Activities intermediary system.	**MyCAP Process and Documentation** **NOTE**: Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
Personal Social	• Students will understand the importance of perseverance to achieve long and short-term goals • Students will understand the importance of resilience in facing academic or work-related challenges.	• Perseverance and resilience lessons, activities, and personal reflections	• Journal entry or upload/link personal reflections on perseverance and resilience • Update extracurricular activities
Career Development Education	• Students will complete a resume • Students will understand the differences between entry level, intermediate level, and advanced job opportunities within an industry sector of personal interest • Students will understand the difference between occupations and industries, and will know where to find data about them at national and state level • Students will identify labor market trends in Massachusetts	• Update/complete a **resume** on online platform; peer editing; final product suitable for employers, teacher recommendations, scholarships, etc. • Use online platform resources to teach concepts associated with "**career ladders**"; have students research and create a possible personal career ladder within an industry sector or occupational cluster of personal interest • Teach students about labor market trends; have students research LMI trends in an industry sector or occupational cluster of personal interest • **Immersive work-based learning** experience or capstone project that demonstrates learning	• Save or upload/link to a resume. • Upload/link to career ladder project [photo?] • Journal entry about labor market trends in a personally selected industry sector • Update volunteer, internship, community service or paid work experiences
Academic College and Career Planning	• Students will understand the concepts of reach, safety, and fit regarding post-secondary options and identify personal examples of each • Students will understand Mass Transfer and other opportunities available at MA public colleges and universities • Students will identify connections between LMI and programs available at MA public colleges and universities	• Teach "reach, safety, fit" concepts and have students conduct research to identify one personal example of each • Using Mass Transfer website, teach students about opportunities available at **MA public colleges and universities;** teach students how to connect labor market information to offerings at MA public institutions • Offer introductory **Financial Aid lesson**	• Journal entry identifying reach, safety, and fit options [at least one of each] • Upload or link to culminating project • Update the 4-year course-taking plan and reflection regarding any updates • Update goal statements

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	• Students will be able to recognize financial aid vocabulary and know what options are available to pay for different post-secondary choices	• Have students complete a culminating project [TBD by educator]	

College and Career Readiness & MyCAP – 12th Grade

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Domain	**What a Student Should Know, Understand and Be Able to Do in 12th Grade** **NOTE:** Statements below are adapted from CDE benchmarks, SEL competencies, and/or ASCA Mindsets & Behaviors.	**Implementation Strategies and Activities** **NOTE**: Some of the strategies and activities presented here will benefit from the support of external partners, e.g., institutions of higher education, employers, and the state's Connecting Activities intermediary system.	**MyCAP Process and Documentation** **NOTE:** Journal entries refer to reflections recorded in the journal section of the online platform; if your platform does NOT have this feature, students should complete reflections in Word or Google Docs and upload to their platform account.
Personal Social	• Students will demonstrate personal responsibility • Students will demonstrate the ability to communicate and listen effectively in academic and work-related settings. • Students will demonstrate self-advocacy skills	• Have students conduct a **credit review** and identify exactly what they need to do to be eligible to graduate on time • Have students write and present a personal statement [make connections to **college essay, cover letters]** • Have other students use a rubric to provide feedback after presentations • Teach students the process for requesting transcripts, letters of recommendation, etc.	• Journal entry summarizing credit review • Upload/link to college essay and/or cover letter • Upload/link to letters of recommendation • Update extracurricular activities, awards, honors, etc.
Career Development Education	• Student will demonstrate knowledge of key employability skills, and of the relationship between careers and required post-secondary education	• **Immersive work-based learning** experience or capstone project that demonstrates learning • Revisit career interests based on more recent experiences and document any changes.	• In connection with immersive experience, completion of MA Work-Based Learning Plan • Upload reflection on work experience including identification of key employability skills • Upload supervisor's evaluation and letters of reference
Academic College and Career Planning	• Students will demonstrate the ability to navigate and use a variety of technology tools in order to select their career and college options • Students will complete the application process for their postsecondary choice[s] • Students will demonstrate an understanding of FASFA, have access to it, and complete it with other financial aid applications related to their individual post-secondary goals	• Have students create a list of **safety, reach and fit schools,** OR a list of possible **employers,** OR a different postsecondary option with a rationale for whatever their choices are. • Have students complete a senior post-secondary timeline • Provide a variety of workshops for students to be taught the specific information relative to their post-secondary choice[s] *[e.g., **Common App, FASFA**, military, job corps, community college, scholarships, understanding financial aid packages]* • Provide structured time [with adult supports available] for students to work on materials	By Sept 15: • Journal entry with preliminary post-secondary plan [lists] and rationale • Upload/link to their personalized senior timeline Ongoing: • Complete and track applications using online platform [if that feature is available] OR on a spreadsheet that is uploaded or linked to their online account. • Update their senior timeline monthly By one week prior to graduation:

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	• Students will identify and justify their postsecondary plan and develop a financial plan/budget to support it.	required for their postsecondary applications and financial planning • Have students identify their final post-secondary plan and provide feedback on the supports they have received to help them develop the plan	• Journal entry describing their post-secondary plan and their financial plan/budget to support it • Update resume • Complete senior survey