

College and Career Readiness & MyCAP – 9th Grade

CCA PROGRAM			MyCAP
Domain	What a Student Should Know, Understand, and Be Able to Do in 9 th 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	<ul style="list-style-type: none"> Students will demonstrate knowledge, understanding, and personal awareness of their individual talents, interests, hopes, dreams, and passions 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Skills journal entry Possible Selves artifact Document extracurricular activities
Career Development Education	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Save careers of interest Upload final project Document work and/or community service
Academic College and Career Planning	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Students will understand the concept of “growth mindset” and its importance relative to future planning 	<ul style="list-style-type: none"> “Growth mindset” lessons, activities, and final product 	<ul style="list-style-type: none"> Upload “Growth Mindset” final product Update extracurricular activities
Career Development Education	<ul style="list-style-type: none"> Students will develop skills to locate, evaluate and interpret career information Students will understand how to access and understand labor market information 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

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Domain	What a Student Should Know, Understand and Be Able to Do in 11 th 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Perseverance and resilience lessons, activities, and personal reflections 	<ul style="list-style-type: none"> Journal entry or upload/link personal reflections on perseverance and resilience Update extracurricular activities
Career Development Education	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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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	<ul style="list-style-type: none"> Students will be able to recognize financial aid vocabulary and know what options are available to pay for different post-secondary choices 	<ul style="list-style-type: none"> 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 12 th 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Student will demonstrate knowledge of key employability skills, and of the relationship between careers and required post-secondary education 	<ul style="list-style-type: none"> Immersive work-based learning experience or capstone project that demonstrates learning Revisit career interests based on more recent experiences and document any changes. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p>By Sept 15:</p> <ul style="list-style-type: none"> Journal entry with preliminary post-secondary plan [lists] and rationale Upload/link to their personalized senior timeline <p>Ongoing:</p> <ul style="list-style-type: none"> 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 <p>By one week prior to graduation:</p>

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	<ul style="list-style-type: none"> Students will identify and justify their postsecondary plan and develop a financial plan/budget to support it. 	<p>required for their postsecondary applications and financial planning</p> <ul style="list-style-type: none"> Have students identify their final post-secondary plan and provide feedback on the supports they have received to help them develop the plan
		<ul style="list-style-type: none"> Journal entry describing their post-secondary plan and their financial plan/budget to support it Update resume Complete senior survey