



# Shelby County School District

## Naviance Scope & Sequence

### 2020-2021 SY



**Vision for Office of Academics:** We are committed to preparing well-rounded graduates who compete globally because they persevere through challenges, think critically, advocate for and drive their own learning experiences, and collaborate effectively with diverse peers.

**Mission for Office of Academics:** Every day, SCS students experience high levels of success with challenging content in our classrooms and show consistent academic growth and achievement each year.

#### Key Performance Indicators

- % of students who identify a career cluster, pathway, or career of interest (8<sup>th</sup> grade)
- % of students whose High School course plan aligns with their career cluster, pathway, or career of interest (8<sup>th</sup> – 12<sup>th</sup> grade)
- % of students who have received a composite score of 21 or higher on the ACT (12<sup>th</sup> grade)
- % of students who graduate TN Grad Ready as defined by the State of Tennessee (12<sup>th</sup> grade)
- % of students who have a concrete post-secondary plan (12<sup>th</sup> grade)
- % of students who have applied for FAFSA or have a waiver (12<sup>th</sup> grade)
- % of students who have participated in 2 or more extracurricular activities throughout their high school experience (9<sup>th</sup> – 12<sup>th</sup> grade) captured in
- % of students who have enrolled in a post-secondary institution (alumni)

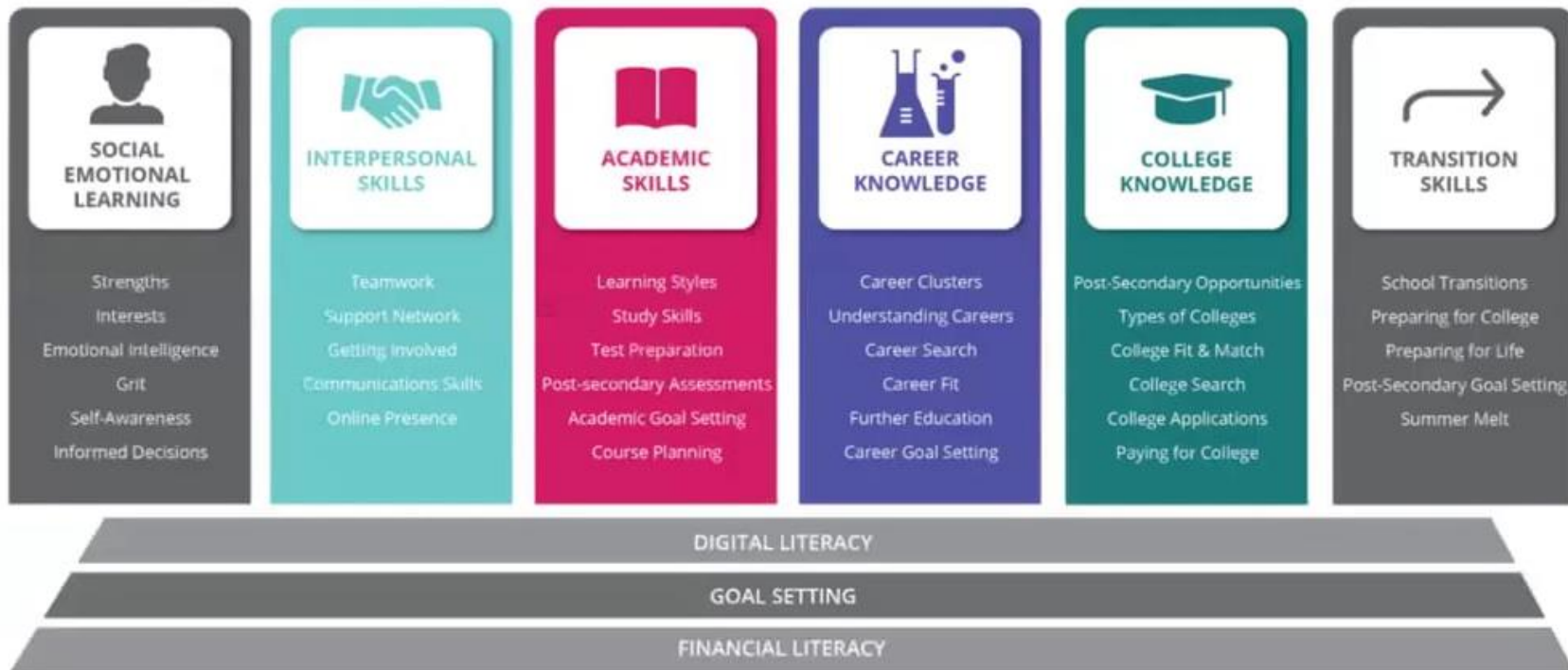
#### Year 1 Naviance Implementation Metrics

- % students logged in at least once
- % staff logged in at least once
- # of parent logins
- % students by grade who completed at least one assessment, tool or lesson in Naviance
- % students by grade who completed the required assessments, tools or lessons in Naviance

## Scope and Sequence Overview:

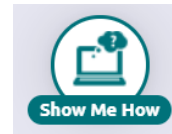
The 8-12 grade Scope and Sequence, outlines grade specific Naviance tasks that provide students opportunities for self-discovery, career and college exploration, academic planning, and post-secondary planning. The tasks within each grade level are designed to scaffold students as they make more informed decisions before and after high school graduation.

The tasks in each grade level integrate the 6 key competencies that are tied the Naviance College, Career, and Life Readiness (CCLR) Framework. The competencies in the CCLR Framework expand on the primary focus of traditional college and career readiness- academic skills, career knowledge, and college knowledge- and introduce additional competencies to prepare students for life, no matter what post-high school pathway they choose.







## Support and Resources Available:







- Support resources and materials for each task include: facilitator lesson plans, PowerPoint slides and student resources/materials. All support resources and materials can be found on the [Shelby+Naviance SharePoint Site](#)
- For quick tutorial videos for Staff, Students, and Parents go the [Shelby+Naviance SharePoint Site](#) homepage, as well as the [Naviance Help Center](#) (Note: you must first login to your Naviance account to access the help center link)
- For support on the Scope and Sequence and other Naviance related questions contact the Counseling Services Manager assigned to your school: Dr. Sherenda Moss, Dr. Rhonda Hill, or Dr. Jeffrey Taylor
- For support on the Course Planner related questions contact the Counseling Services Manager assigned to your school: Dr. Sherenda Moss, Dr. Rhonda Hill, or Dr. Jeffrey Taylor
- For support on Test Prep related questions contact the Counseling Services Manager assigned to your school: Dr. Sherenda Moss, Dr. Rhonda Hill, or Dr. Jeffrey Taylor
- For technical support contact [the Naviance Support Team](#) where you can open a support case, chat with an agent online, or if you prefer to ask your question by phone, call toll free: 1(866) 377-0080
- For staff support, the “Show Me How” feature appears on the right side of each Naviance Admin page and can help staff quickly understand how to use various Naviance features from the staff view.
- For student support, the “Show Me How” feature appears in the bottom right corner of Naviance Student and can help students quickly understand how to use various Naviance features.



## 8<sup>th</sup> Grade: students will be able to...





- Successfully login to their Naviance account, navigate tasks assigned to them, and describe how they can use Naviance throughout their educational journey
- Understand that different careers require different levels of postsecondary education or training; identify 3 career clusters, pathways, or careers of interest, including the levels of postsecondary education or training and costs associated with each; develop a postsecondary plan
- Understand how high school will be different from middle school (how GPA, course credits, course selection, early postsecondary opportunities, work-based learning, and school activities lead to college and career readiness) and develop a summer enrichment plan for their transition from 8<sup>th</sup> to 9<sup>th</sup> grade
- Create their 4 Year High School Plan, tied to their postsecondary goals








Row	Time Frame	Naviance Activity	Expected Outcome(s)	Required Tasks	Suggested Tasks (Student Directed Lesson Extensions)	CCLR Alignment	Facilitator
1	Oct 26-Nov 20	<b>Introduction to Naviance</b>	Students are provided with an introduction to Naviance, its purpose, and how they will use it throughout the course of their educational journey; students complete <u>the Intro to Naviance Scavenger Hunt</u> as they learn to navigate and experience the system in Naviance Students	<ul style="list-style-type: none"> <li>• Intro to Naviance Scavenger Hunt</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 8.7: My School Support Network</li> </ul>	 	Counselor Director
2	Nov 16- Feb 4	<b>Defining My Unique Strengths</b>	Students learn about strengths by completing the <u>StrengthsExplorer Assessment</u> to discover and learn about their top 3 talents/strengths and how to develop them further; students will demonstrate critical thinking and informed decision making skills to assess possible career pathways that best fit their skills, abilities and interests using their <u>SE graphic organizer</u> ; students <u>add at least 2 careers to their favorites list</u> ; students discuss their Careers Favorite list with a teacher, counselor, family member, and/or adult mentor	<ul style="list-style-type: none"> <li>• Strengths Explorer Assessment</li> <li>• SE Analysis Graphic Organizer</li> <li>• Add 2 or more careers to favorites list</li> </ul>	<ul style="list-style-type: none"> <li>• Support Network Careers of Interest Reflection Survey</li> <li>• Lesson 8.4: Brainstorm Interests</li> <li>• Lesson 8.5: What's Your Road</li> </ul>	 	Counselor Director


Row	Time Frame	Naviance Activity	Expected Outcome(s)	Required Tasks	Suggested Tasks (Student Directed Lesson Extensions)	CCLR Alignment	Facilitator
3	Feb 8-April 15	<b>Researching My Top Careers of Interest</b>	Students select their top two careers of interest from their favorites list to research; students identify the educational requirements, top skills needed, national and local salaries, educational requirements and costs, and compare which career would suit their needs best using their <u>Researching My Careers of Interest Graphic Organizer</u> ; students begin to brainstorm questions they have about their post-secondary plans and how to link them to their high school 4-year plan of study; students complete <u>lesson 8.12: Talking with My Family</u> and create a <u>Course Planning with My Family/Support Network SMART Goal</u>	<ul style="list-style-type: none"> <li>Researching My Careers of Interest Graphic Organizer</li> <li>Lesson 8.12: Talking with My Family</li> <li>Course Planning with My Family/Support Network SMART Goal</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 8.6: My Career Path</li> </ul>	 	Counselor Student Director
4	Feb 8- April 15	<b>Linking My Post-Secondary Plans to My High School Plans of Study</b>	Students <u>watch Frederick Gregory and William Morris' full Roadtrip Nation Interviews</u> to learn about comparing careers of interest. Students will review their top career interest on the favorite list and complete the " <u>My Post-Secondary Plans</u> " survey indicating their initial post-secondary plans; students complete <u>lesson 8.14: My High School Preview</u> ; students will work with their counselors to develop their 4-Year Course Plan for high school  <p><b>*Note:</b> If a Career Fair is provided (in-person or virtual) activities may be explored during a Lesson Extension.</p>	<ul style="list-style-type: none"> <li>Watch Roadtrip Nation videos</li> <li>My Post-Secondary Plans Survey</li> <li>Lesson 8.14: My High School Preview</li> <li>Create 4-Year Course Plan</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 8.8: Decision Making</li> <li>Career Fair Scavenger Hunt</li> </ul>	  	Counselor Director
5	April 19-June 16	<b>Planning for My Transition to High School</b>	Students complete <u>lesson 8.15: My Summer Enrichment Plan</u> ; students work with their counselor to learn about summer enrichment opportunities; students complete their Summer Enrichment Plan survey as they transition from 8 <sup>th</sup> to 9 <sup>th</sup> grade	N/A (this task is optional)	<ul style="list-style-type: none"> <li>Lesson 8.15: My Summer Enrichment Plan</li> <li>My Summer Enrichment Plan Survey</li> </ul>		Counselor Student Director

## 9<sup>th</sup> Grade: students will be able to...

- Successfully login to their Naviance account, navigate tasks assigned to them, and describe how they can use Naviance throughout their educational journey
- Identify their unique learning preferences to set, monitor adjust and reflect on an academic GPA SMART goal for high school, aligned to their postsecondary goals
- Identify their top 3 strengths, explore career opportunities tied to their strengths and interests, and identify their top careers of interest; students will backwards plan from their career goals to what they should be focusing on in high school and adjust their 4-year course plan as necessary
- Understand the importance of saving money for postsecondary expenses (including direct costs like tuition and indirect costs like transportation, supplies, and fees) and reflect on two ways they can pay for their post-secondary goals
- Identify school student organizations, clubs, or teams, volunteer experiences, and extra-curricular activities they plan to participate in throughout their high school experience
- Begin to build their high school resume by naming their strengths and accomplishments; students develop a plan to grow their resume by identifying ways to get involved throughout high school

Row	Time Frame	Naviance Activity	Expected Outcome(s)	Required Tasks	Suggested Tasks (Student Directed Lesson Extensions)	CCLR Alignment	Facilitator(s)
1	Oct 26-Nov 20	<b>Introduction to Naviance</b>	Students are provided with an introduction to Naviance, its purpose, and how they will use it throughout the course of their educational journey; students complete <a href="#">the Intro to Naviance Scavenger Hunt</a> as they learn to navigate and experience the system in Naviance Students; students complete a <a href="#">"Transition to High School" survey</a> indicating information that will be helpful for their teachers and counselors this school year	<ul style="list-style-type: none"> <li>• Intro to Naviance Scavenger Hunt</li> <li>• Transition to High School Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 9.1: My Foundation</li> </ul>	 	Counselor Directed
2	Nov 16- Dec 11	<b>Ensuring I am On Track for High School Graduation</b>	Students work with their counselors to review their course history by creating an initial course plan in Naviance to ensure they are on track for meeting graduation requirements  <b>*Note:</b> Task <b>ONLY</b> to be completed by <b>repeating 9<sup>th</sup> graders</b>	<ul style="list-style-type: none"> <li>• Course Planner-view course history</li> <li>• Reviewing My Course History Reflection Survey</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	 	Counselor Directed

Row	Time Frame	Naviance Activity	Expected Outcome(s)	Required Tasks	Suggested Tasks (Student Directed Lesson Extensions)	CCLR Alignment	Facilitator(s)
3	Nov 16- Feb 4	<b>Connecting My Personality Traits to Careers of Interest</b>	Students review their post-secondary options and complete the <u>Career Key Assessment</u> to identify their top 3 Holland's Interest Codes; students analyze their results and explore career opportunities linked to their results using the <u>CK graphic organizer</u> ; students <u>add 2 or more careers</u> of interest to their favorites list	<ul style="list-style-type: none"> <li>Career Key Assessment</li> <li>CK Graphic Organizer</li> <li>Add 2 or more careers to their favorites list</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 9.7: My Career Clusters</li> </ul>	 	Counselor Directed
4	Feb 8-April 15	<b>Researching My Top Careers of Interest</b>	Students select their top two careers of interest from their favorites list to research; students identify the educational requirements, top skills needed, national and local salaries, educational requirements and costs, and compare which career would suit their needs best using their <u>Researching My Careers of Interest Graphic Organizer</u> ; students begin to brainstorm questions they have about their post-secondary plans and how to link them to their high school 4-year plan of study	N/A (this task is optional)	<ul style="list-style-type: none"> <li>Researching My Careers of Interest Graphic Organizer</li> </ul>	 	Counselor Student Directed
5	Feb 8- April 15	<b>Connecting My Personality Traits to My Post-Secondary Plan</b>	Students <u>watch Frederick Gregory and William Morris' full Roadtrip Nation Interviews</u> ; students complete the <u>My Post-Secondary Intentions Survey</u> , indicating their post-secondary plans; students <u>complete lesson 9.10: Choosing Courses</u> and work with their counselor to revisit their 4-year plan of study and <u>edit their course plan to align</u> with their strengths and postsecondary goals	<ul style="list-style-type: none"> <li>Watch Roadtrip Nation video</li> <li>My Post-Secondary Intentions Survey</li> <li>Lesson 9.10: Choosing Courses</li> <li>Revisit/Revise Course Plan</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	  	Counselor Directed






Row	Time Frame	Naviance Activity	Expected Outcome(s)	Required Tasks	Suggested Tasks (Student Directed Lesson Extensions)	CCLR Alignment	Facilitator(s)
6	April 19- June 16	<b>My High School Resume</b>	Students learn the value of a high school resume and resume components by <u>completing Lesson 9.8: My High School Resume</u> ; students review their Holland's Interest Codes and Strengths to identify information they wish to include on their result; students use <u>Resume Builder</u> to articulate ways in which they are developing employability skills by revising/adding the following fields: Education/ Extra-Curricular/ Awards/ Volunteer/ Work Experience; Students identify areas they would like to grow their resume during high school in the <u>Growing My Resume Reflection Survey</u>	<ul style="list-style-type: none"> <li>Lesson 9.8: My High School Resume</li> <li>Resume Builder</li> <li>Growing My Resume Reflection Survey</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 9.2: My Life's Work</li> </ul>		Counselor Directed






## 10<sup>th</sup> Grade: students will be able to...

- Successfully login to their Naviance account, navigate tasks assigned to them, and describe how they can use Naviance throughout their educational journey
- Identify their personality type, explore career opportunities tied to their strengths and interests, and identify their top career(s) of interest; students will adjust their 4-year course plan as necessary to align with their post-secondary aspirations
- Identify a post-secondary pathway they are most interested in pursuing after high school (Military, Trade, Workforce, 2- or 4-Year College) based on their career(s) of interest
- Identify the difference between a match, safety, and reach school; identify 3 or more colleges they may be interested in applying to; students identify the anatomy of a college website and can identify a college they are interested in applying to and can identify the costs associated with attending that college
- Identify the structure and content of the ACT or SAT; create a test prep SMART Goal and action plan to study for their assessment junior year
- Continue to build their high school resume by naming their strengths and accomplishments; students develop a plan to grow their resume by identifying ways to get involved throughout high school; demonstrate employability skills through a mock interview with a school counselor or other adult mentor






- Identify school student organizations, clubs, or teams, volunteer experiences, extra-curricular activities, and meaningful summer experiences such as a job, internship, or early postsecondary preparation opportunity they plan to participate in throughout the remainder of their high school experience






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1	Oct 26- Nov 20	<b>Introduction to Naviance</b>	Students are provided with an introduction to Naviance, its purpose, and how they will use it throughout the course of their educational journey; students complete <a href="#">the Intro to Naviance Scavenger Hunt</a> as they learn to navigate and experience the system in Naviance Students	<ul style="list-style-type: none"> <li>Intro to Naviance Scavenger Hunt</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 10.1: Participating in My Life</li> <li>Lesson 10.11: Support Networks</li> </ul>		Counselor Directed
2	Nov 16- Dec 11	<b>Ensuring I am On Track for High School Graduation</b>	Students work with their counselors to review their course history by creating an initial course plan in Naviance to ensure they are on track for meeting graduation requirements  <b>*Note:</b> Task <b>ONLY</b> to be completed by <b>repeating 9<sup>th</sup> graders</b>	<ul style="list-style-type: none"> <li>Course Planner-view course history</li> <li>Reviewing My Course History Reflection Survey</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	 	Counselor Directed
3	Nov 16- Feb 4	<b>Connecting My Personality Traits to Career Options</b>	Students <a href="#">watch Betty Cortina's full Roadtrip Nation Interview</a> ; students complete the <a href="#">Do What You Are Assessment</a> to learn about their learning styles and personality type; students <a href="#">favorite at least 3 careers</a> of interest	N/A (this task is optional)	<ul style="list-style-type: none"> <li>Roadtrip Nation videos</li> <li>Do What You Are Assessment</li> <li>Favorite 2 careers of interest</li> </ul>		Counselor or Student Directed
4	Nov 16- Feb 4	<b>The College Search Process</b>	Students complete lesson 10.7: My College Fears and then lesson <a href="#">10.10: My College Options</a> to learn about different college types; students learn the difference between a match, safety, and reach school; students <a href="#">use the SuperMatch tool</a> to find colleges that would be a fit for them; Students add at least 3 colleges to their "Colleges I'm Thinking About" list	N/A (this task is optional)	<ul style="list-style-type: none"> <li>Lesson 10.7: My College Fears</li> <li>Lesson 10.10: My College Options</li> <li>SuperMatch College Search</li> </ul>		Counselor Student Directed





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					<ul style="list-style-type: none"> <li>Add 3 or more colleges to their favorites list</li> </ul>		
5	Feb 8- April 15	<b>My Test Prep Plan</b>	Students will learn the basics of major standardized test required by many colleges and the resources available to them to prepare for (i.e. Naviance Test Prep, Khan Academy, Kaplan, etc.); Students are introduced to Scattergrams and explore how preparing and scoring well on tests can impact their acceptance, specifically for their “College’s I’m Thinking About”; Students create a <u>College Entrance Exam SMART Goal</u> with actions steps to help reach their goal	<ul style="list-style-type: none"> <li>Entrance Exam SMART Goal</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 10.5: My Habits for Success</li> </ul>	 	Counselor Directed
6	Feb 8- April 15	<b>Revisiting My Course Plan</b>	Students <u>watch Frederick Gregory and William Morris’ full Roadtrip Nation Interviews</u> ; students review their careers favorites list and complete/edit their <u>My Post-Secondary Intentions Survey</u> indicating their post-secondary plans; students complete <u>lesson 10.6: Connecting My Courses and Careers</u> ; students work with their counselor to revisit their 4-year plan of study and <u>edit their course plan</u>	<ul style="list-style-type: none"> <li>My Post-Secondary Intentions Survey</li> <li>Lesson 10.6: Connecting My Courses and Careers</li> <li>Course Planner</li> </ul>	<ul style="list-style-type: none"> <li>RoadTrip Nation Videos</li> <li>Lesson 10.14: Sharing My Future with My Family</li> </ul>	 	Counselor Directed
7	April 19- June 16	<b>My High School Resume</b>	Students use <u>Resume Builder</u> to articulate ways in which they are developing employability skills by revising/adding the following fields: Education/ Extra-Curricular/ Awards/ Volunteer/ Work Experience	<ul style="list-style-type: none"> <li>Resume Builder</li> </ul>	<ul style="list-style-type: none"> <li>Growing My Resume Reflection Survey</li> </ul>		Counselor or Teacher Directed

## 11<sup>th</sup> Grade: students will be able to...

- Successfully login to their Naviance account, navigate tasks assigned to them, and describe how they can use Naviance throughout their educational journey
- Identify their strengths and interests, explore career opportunities tied to their strengths and interests, and identify their top career(s) of interest; students will adjust their 4-year course plan as necessary to align with their post-secondary aspirations
- Create/revise a test prep SMART Goal and action plan to study for their college assessments
- Research the necessary next steps for the post-secondary pathway they are most interested in pursuing after high school (Military, Trade, Workforce, 2- or 4-Year College) based on their career(s) of interest
- Identify the various types of financial aid available to them such as grants, scholarships, and loans; research and locate scholarships they are eligible for; identify the documents needed to complete the FAFSA
- Identify 3 or more postsecondary institutions that would be a good “fit” for them; outline steps they plan to take over the summer, early and late fall to ensure they are on track to meet deadlines for their Senior year
- Continue to build their high school resume by naming their strengths and accomplishments; students develop a plan to grow their resume by identifying ways to get involved throughout high school





Row	Time Frame	Naviance Activity	Expected Outcome(s)	Required Tasks	Suggested Tasks (Student Directed Lesson Extensions)	CCLR Alignment	Facilitator(s)
1	Oct 26-Nov 20	<b>Introduction to Naviance</b>	Students are provided with an introduction to Naviance, its purpose, and how they will use it throughout the course of their educational journey; students complete <a href="#">the Intro to Naviance Scavenger Hunt</a> as they learn to navigate and experience the system in Naviance Students	<ul style="list-style-type: none"> <li>• Intro to Naviance Scavenger Hunt</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 11.3: Extracurricular Activities</li> <li>• Lesson 11.7: My Support Network</li> </ul>		Counselor Directed
2	Nov 16- Dec 11	<b>Ensuring I am On Track for High School Graduation</b>	Students work with their counselors to review their course history by creating an initial course plan in Naviance to ensure they are on track for meeting graduation requirements	<ul style="list-style-type: none"> <li>• Course Planner-view course history</li> <li>• Reviewing My Course History Reflection Survey</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	 	Counselor Directed





Row	Time Frame	Naviance Activity	Expected Outcome(s)	Required Tasks	Suggested Tasks (Student Directed Lesson Extensions)	CCLR Alignment	Facilitator(s)
3	Nov 16- Feb 4	<b>Connecting My Strengths to My Post-Secondary Plan</b>	Students take the <a href="#">Career Interest Profiler Assessment</a> to learn about their top Holland Codes and link them to potential careers of interest; students will analyze their results and then view matching careers; students <u>favorite at least 3 careers</u> of interest	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Career Interest Profiler Assessment</li> <li>Favorite 3 or more careers</li> </ul>		Student Directed
4	Nov 16- Feb 4	<b>Preparing for My College Entrance Exams</b>	Students complete <a href="#">lesson 11.5: My College Assessments</a> to learn the basics of standardized tests required by many colleges; students complete <a href="#">lesson 11.6: My Test Prep Plan</a> to learn about the various ways to prepare for standardized tests and plan their preparation route; Students create/revise their <a href="#">College Entrance Exam SMART Goal</a> with actions steps to help reach their goal	<ul style="list-style-type: none"> <li>Lesson 11.5: My College Assessments</li> <li>Lesson 11.6: My Test Prep Plan</li> <li>College Entrance Exam SMART Goal</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>		Student Directed
5	Feb 8- April 15	<b>Building My Prospective College List</b>	Students learn the importance of finding a college that “fits” them best by completing <a href="#">lesson 11.8: College Fit</a> ; students complete <a href="#">lesson 11.9: College SuperMatch</a> to learn how to use the SuperMatch tool in Naviance which will allow students to find colleges right for them; students use SuperMatch search and <u>add at least 3 colleges to their Colleges I’m Thinking About list</u>	<ul style="list-style-type: none"> <li>11.8: College Fit</li> <li>11.9: College SuperMatch</li> <li>SuperMatch Search</li> <li>Add 3 or more colleges to list</li> </ul>	<ul style="list-style-type: none"> <li>11.10: My College Essay</li> </ul>		Student Directed
6	Feb 8- April 15	<b>Revisiting My Course Plan &amp; Preparing for My Senior Year</b>	Students <a href="#">watch Frederick Gregory and William Morris’ full Roadtrip Nation Interviews</a> ; students review their careers favorite list and complete their <a href="#">My Post-Secondary Intentions Survey</a> , indicating their postsecondary plans; Students work with their counselor to revisit their 4-year plan of study and <u>edit their course plan</u> ; students complete <a href="#">Lesson 11.15: My Senior Year</a>	<ul style="list-style-type: none"> <li>My Post-Secondary Intentions Survey</li> <li>Edit Course Plan</li> <li>Lesson 11.15: My Senior Year Course Planner</li> </ul>	<ul style="list-style-type: none"> <li>RoadTrip Nation Interviews</li> <li>Planning for My Senior Year Project</li> <li>Planning for my Senior Year Reflection Planning Survey</li> <li>11.4: Challenging Myself</li> </ul>	 	Counselor Directed

Row	Time Frame	Naviance Activity	Expected Outcome(s)	Required Tasks	Suggested Tasks (Student Directed Lesson Extensions)	CCLR Alignment	Facilitator(s)
7	Feb 8- June 16	<b>My Post-Secondary Payment Options</b>	Students learn the various ways to pay their way through their post-secondary option, including: financial aid at the state and federal level, scholarships, grants, loans, work-study, etc. by completing <u>Lesson 11.12: Financial Aid Options and lesson 11.13: Paying for College</u> ; students are introduced to FAFSA and complete <u>lesson 11.14: Get Ready for FAFSA</u> to learn what documents they need to begin collecting for their application process; students use the <u>scholarship search</u> tools in Naviance to begin to research scholarships available to them	<ul style="list-style-type: none"> <li>• 11.12: Financial Aid Options</li> <li>• 11.13: Paying for College</li> <li>• Post-Secondary Payment Options Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• 11.14: Get Ready for the FAFSA</li> <li>• Scholarship Search</li> </ul>		Counselor Student Directed
8	April 19- June 16	<b>My High School Resume &amp; Mock Interview</b>	Students review their top 3 Strengths and use <u>Resume Builder</u> to articulate ways in which they are developing employability skills by revising/adding the following fields: Education/ Extra-Curricular/ Awards/ Volunteer/ Work Experience; Students identify areas they would like to grow their resume during high school in the <u>Growing My Resume Reflection Survey</u> ; students will identify an adult mentor to conduct a <u>mock interview</u> ; students demonstrate knowledge of basic vocabulary, mindsets, and behaviors appropriate for professional interaction, and knowledge of the application and interviewing process: including dressing for success, identifying personal strengths and abilities, and communicating effectively; students reflect on their interview by completing the <u>Mock Interview Reflection Survey</u>	<ul style="list-style-type: none"> <li>• Resume Builder</li> </ul>	<ul style="list-style-type: none"> <li>• Growing My Resume Reflection Survey</li> <li>• Mock Interview</li> <li>• Mock Interview Reflection Survey</li> </ul>	  	Counselor or Teacher Directed

## 12<sup>th</sup> Grade: students will be able to...

- Successfully login to their Naviance account, navigate tasks assigned to them, and describe how they can use Naviance throughout their educational journey
- Identify their strengths and interests to demonstrate employability skills and finalize their resume
- Research and apply for various financial aid opportunities, including FAFSA and scholarships
- Provide evidence of a concrete post-secondary plan and articulate the process they went through in making their decision

Row	Time Frame	Naviance Activity	Expected Outcome(s)	Required Tasks	Suggested Tasks (Student Directed Lesson Extensions)	CCLR Alignment	Facilitator(s)
1	Oct 26-Nov 20	<b>Introduction to Naviance</b>	Students are provided with an introduction to Naviance, its purpose, and how they will use it throughout the course of their educational journey; students complete <a href="#">the Intro to Naviance Scavenger Hunt</a> as they learn to navigate and experience the system in Naviance Students; students complete the <a href="#">"My Post-Secondary Intentions Survey"</a> on their own, indicating their plans after graduation	<ul style="list-style-type: none"> <li>• Intro to Naviance Scavenger Hunt</li> <li>• My Post-Secondary Intentions Survey</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>		Counselor Directed
2	Nov 16- Dec 11	<b>Ensuring I am On Track for High School Graduation</b>	Students work with their counselors to review their course history by creating an initial course plan in Naviance to ensure they are on track for meeting graduation requirements	<ul style="list-style-type: none"> <li>• Course Planner-view course history</li> <li>• Reviewing My Course History Reflection Survey</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	 	Counselor Directed
3	Nov 12- April 15	<b>Applying for Post-Secondary Funding: FAFSA &amp; Scholarships</b>	Students complete <a href="#">lesson 12.10: Completing the FAFSA</a> , read about completing the FAFSA, develop a list of necessary information needed to complete the FAFSA and who they will need to get that information from, and make a plan for completing the FAFSA; students <a href="#">complete lesson 12.6: Types of Scholarships</a> to learn about different types of scholarships; students complete <a href="#">lesson 12.4: National Scholarship Search</a> and	N/A (this task is optional)	<ul style="list-style-type: none"> <li>• Lesson 12.10: Completing the FAFSA</li> <li>• Lesson 12.6: Types of Scholarships</li> </ul>		Student Directed

Row	Time Frame	Naviance Activity	Expected Outcome(s)	Required Tasks	Suggested Tasks (Student Directed Lesson Extensions)	CCLR Alignment	Facilitator(s)
			use the scholarship search tool in Naviance to <u>search for scholarships</u> they are eligible for; students apply for scholarships		<ul style="list-style-type: none"> <li>• 12.4: National Scholarship Search</li> <li>• Scholarship Search</li> <li>• 12.12: Financial Aid Offer Analyzer</li> <li>• 12.14: My College Budget</li> </ul>		
4	Nov 12- April 15	<b>Finalizing My Resume</b>	Students complete <u>lesson 12.5: My Resume</u> ; students use <u>Resume Builder</u> to articulate ways in which they are developing essential employability skills by revising all fields on their resume	N/A (this task is optional)	<ul style="list-style-type: none"> <li>• Lesson 12.5: My Resume</li> <li>• Resume Builder</li> </ul>	 	Student Directed
5	April 19- June 16	<b>Senior Exit Survey</b>	Students complete their <u>Senior Exit Survey</u> ; students <u>watch Edmund Stone's Roadtrip Nation full Interview</u> ; students will then watch Byron William's Roadtrip Nation Interview to learn about the importance of following your passion and finding support networks along the way; students learn the importance of continuing to build their network after graduation by knowing their strengths, asking questions, and listening closely	<ul style="list-style-type: none"> <li>• Senior Exit Survey</li> <li>• Watch Roadtrip Nation videos</li> </ul>	<ul style="list-style-type: none"> <li>• 12.7: Leaving Home</li> <li>• 12.9: Choosing the Right School</li> <li>• 12.11: Beyond the Acceptance Letter</li> </ul>	 	Counselor Directed