

Marysville School District 25

Naviance Scope & Sequence: Grades 9-12

High School & Beyond Plan Graduation Requirements (HSBP)

Teachers, counselors, and administrators:

If You Need Help please follow these steps:

1. Resource your School Site Managers SSM - (MG Shanna Pyzer ext.22507) (MP Jim Barth ext.22138) (Heritage Rik Morris ext.22807) (A&T Trace Prael ext.22907) (Mt.View Marianne Pauley ext. 23018)
2. **For Help or informational and training articles** - access the (?) symbol in Top Righthand corner of your Naviance homepage
3. **NAVIANCE HELP LINE: 866-337-0080 - OR - support@naviance.com**
4. Naviance Facilitator: MP, A&T, Mt.View,Heritage David Carpenter ext. 22043/ MG Monica Lane ext. 22529



Icon represents HSBP and Marysville School District required curriculum lessons and tasks by section

- Completion of both the HSBP and district requirements is mandatory in order to earn credit for Career Connections/HSBP




9th Grade

| Curriculum Name | Curriculum Outcomes | 2012 ASCA Indicators | HSBP Grade Level Task Requirements | Delivery Target Date |
|--|---------------------|--|------------------------------------|----------------------|
| <p>NOTE: S&S Tasks noted are baseline expectations. Additional task may be completed at discretion of SSM</p> | | <p>https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf</p> | | |

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|  <p>Logging into Naviance (10M): Refresher - Students who are struggling or are new to the system - Staff can model login behavior for 9th graders.</p> <ul style="list-style-type: none"> • Helpful hints - Bookmark the Naviance homepage • Add your Naviance password to your contacts in your phone • Have a 'step by step login process' posted in each classroom  <p>Freshman “What Do You Know” (Pre-Assessment) (20M) <i>9.0 Curriculum Lesson</i> Students take a pre-assessment before taking the 9th grade sequence</p> <p>My High School Resume’: (20M) <i>9.8 Curriculum Lesson</i></p> | <p><i>Theme: Myself</i> <i>Students complete a resume and reflect on their thoughts.</i></p> <p><i>A resume is used when applying for jobs, scholarships, and colleges. Starting a resume in the 9th grade allows students to build on it throughout high school.</i></p> | |  <p>Document SMART Goals</p> <ul style="list-style-type: none"> • High School Goal • Career & College Ready Goal • Personal Goal | <p>September</p> |
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| <p>Students begin and/or add to their high school resume</p> | | | | |
| <p> Mastering Homework: (15M) 9.3 Curriculum Lesson Students learn skills to help them succeed with homework</p> <p>Setting Goals: (20M) 9.6 Curriculum Lesson Students create an effective, attainable goal.</p> | <p><i>Theme: Myself</i> <i>Students read tips on successfully completing homework, including:</i></p> <ul style="list-style-type: none"> ● <i>Know what you're doing</i> ● <i>Schedule homework in your day</i> ● <i>Be prepared</i> ● <i>Avoid distractions</i> ● <i>Students make a plan to tackle homework effectively by committing to action surrounding each of the tips.</i> <p><i>Setting Goals:</i></p> <p>People set goals for all types of things. Long-term or short-term, effective goals help students successfully</p> | | <p> Review and update your resume - build your resume and college application</p> <ul style="list-style-type: none"> ● If you haven't begun your resume do so now ● Highlight your community service, clubs, activities, and job experiences | <p>October</p> |

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| | <p>take the steps toward success.</p> <p>Students learn about setting effective goals, including:</p> <ul style="list-style-type: none"> ● Be Specific ● Measure It ● Make a Plan ● Set a Date <p>Student use step-by-step prompts to create a goal.</p> | | | |
|  <p>My Foundation – High School (20M): 9.1 <i>Curriculum Lesson</i></p> <p>Students identify their foundations and a plan to use them for success.</p> | <p><i>Theme: Myself</i></p> <ul style="list-style-type: none"> ● Students identify their interests. ● Students observe how others developed their interests. ● Students develop a plan to explore their interests. | <p>C:A1.3 C:A1.8 C:A1.9 C:B1.2 C:C1.2 C:C1.3 C:C1.5 C:C1.7 C:C2.1 PS:A1.1 PS:A1.2 PS:A1.10</p> |  <p>Complete “Cluster Finder” and update “Favorite Career & Cluster”</p> | November |
|  <p>My Life’s Work (20M): 9.2 <i>Curriculum Lesson</i></p> | <ul style="list-style-type: none"> ● Students observe how others developed their interests. | <p>C:C1.3 C:C1.5 C:C1.7 C:C2.1</p> |  <p>Check your HSBP progress</p> | December |

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| <p>Students discover how they can live their life's work vs. just going to a job everyday.</p> <p>My High School Plan: (20M) 9.12 Curriculum Lesson</p> <p>Students make a plan for their high school years.</p> | <ul style="list-style-type: none"> Students develop a plan to explore their interests. <p><i>High School Plan</i></p> <ul style="list-style-type: none"> Although the end of high school seems like a long time away, it will be here before you know it. By having a plan, students can see a clear path to success. | <p>PS:A1.1 PS:A1.2 PS:A1.10</p> | <p>Complete High School Plan Survey:</p> <ul style="list-style-type: none"> Students take a survey reflecting on their high school plan, including: <ul style="list-style-type: none"> Post-secondary plans Careers to explore Activities to join Improvements to make Points to discuss with family <p>Expand Your Network</p> <ul style="list-style-type: none"> Share your high school plans. | |
|  <p>My StrengthsExplorer (30M):9.4 Curriculum Lesson</p> <p>Students learn about their key strengths using Strengths Explorer.</p> <p>Assessment can only be completed ONCE. This assessment CANNOT be reset for any student.</p> <p>StrengthsExplorer® powered by Gallup, will help uncover your</p> | <p><i>Theme: Myself and My Career Plan</i></p> <ul style="list-style-type: none"> Students observe how others have used their interests to develop professionally. Students connect potential career Students learn how to choose challenging, relevant courses throughout high school. | <p>A:A3.3 A:B2.2 C:A1.3 C:A1.8 C:A1.9 C:B1.2 C:C1.2 C:C1.3 C:C1.5 C:C1.7 C:C2.1 PS:A1.1 PS:A1.2</p> |  <p>Complete "Strengths Explorer Assessment"</p> <p>Create and sort your list into categories, including:</p> <ul style="list-style-type: none"> Courses I am going to take Courses I might take Courses I will not take <p>Review and modify your 4 year plan</p> | <p>January</p> |

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| <p>talents and reveal your potential strengths to you and the people in your world. From there, you will begin a wonderful journey of discovery, and you'll have the tools you need to make the most of your talents</p> <p>Choosing Courses (20M): 9.10 Curriculum Lesson Students choose course in which they are interested.</p> | | <p>PS:A1.10</p> | <p>Research your high school selection options</p> <ul style="list-style-type: none"> • Access and explore your PPR Personalized Pathway Programs of Study options for high school and beyond scheduling guidance (located in the Document Library on Family Connection homepage righthand side) • Choose a PPR to use as your course selection guide for high school registration and planning • Attend High School Information Night with family if applicable | |
|  <p>My Learning Style (20M): 9.5 Curriculum Lesson Students find their learning preference and plan to use it in the future.</p> | <p><i>Theme: Myself and My Success Skills</i></p> <ul style="list-style-type: none"> • Students identify different learning styles. • Students reflect on their learning style. | <p>A:A2.1 A:A2.4 A:B1.6 A:B1.7 A:B2.3 A:B2.6 C:A1.3 C:A1.8 C:A1.9</p> |  <p>Parent Acknowledgement Form of student's HSBP</p> <p>Evaluate and review transcript in "My Course Plans"</p> <p>Read about colleges you have selected.</p> | <p>February</p> |

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| <p>Beginning My College (Post-Secondary) Search (20M): 9.13 Curriculum Lesson Students learn the basics of a college search.</p> | <ul style="list-style-type: none"> • Students reflect on how to use their learning style in academics. • Students engage in a college search and reflect on their choices. | <p>C:B1.2 C:C1.2 C:C1.3 C:C1.5 C:C1.7 C:C2.1</p> | <ul style="list-style-type: none"> • List three college options you chose throughout your college search. • Explore college profiles within your college search. • Create student groups and discuss the results of your search. <p>Research Essay:</p> <p>One to three paragraph essay addressing the topics of what is important for you in a college? What requirements do you have for your college?</p> <ul style="list-style-type: none"> • Share essay with advisory teacher and family -keep essay for future use • Upload your essay into your Naviance account | |
|  <p>My Career Clusters (30M): 9.7 Curriculum Lesson</p> | <p><i>Theme: Myself and My Career Plan</i></p> <ul style="list-style-type: none"> • Students identify their top career clusters. | <p>A:B2.2 C:A1.1 C:A1.2 C:A2.3 C:B1.3 C:B1.4</p> |  <p>Update “Colleges I’m Thinking About”</p> <p>Review and complete “Scholarship Match”</p> | <p>March/April</p> |

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| <p>Students discover career clusters that match their career interests.</p> <p>Anatomy of a College Application (20M): 9.15 <i>Curriculum Lesson</i> Students learn the components of a college application.</p> | <ul style="list-style-type: none"> • Students reflect on how career clusters connect to their interests. <p>College Payment:</p> <ul style="list-style-type: none"> • Students complete a mock application. • A college application contains many fields. Knowing early what colleges expect helps students prepare for their college application process. | <p>C:B1.5 C:B1.6 C:B1.7 C:B1.8 C:B2.1 C:B2.2 C:B2.4 C:C1.4 C:C1.6 C:C2.4</p> | <p>Explore options to pay for your pathway choices</p> <p>Students look up real college applications.</p> <ul style="list-style-type: none"> • Create groups and have a discussion about what you discovered while searching college applications? What surprises you? <p>Essay:</p> <ul style="list-style-type: none"> • Write a short one paragraph essay on what qualities do you think that you will bring to a college campus? • Create and upload your completed paragraph into Naviance • Share your essay with your advisory teacher and your family | |
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|  <p>Working with My Teachers (20M): 9.9 <i>Curriculum Lesson</i></p> <p>Students learn how to work, create a partnership with their teachers.</p> <p>Teamwork (20M): 9.11 <i>Curriculum Lesson</i></p> <p>Students learn the benefits of being a productive team member.</p> <p>Do What You Are (30M)</p> <p>The Do What You Are® assessment uses personality types to suggest careers and clusters that might be a good match for a student. The results of the assessment provide students with a four-part personality type. Each of the four parts represents a personality trait that contributes to the student's overall personality type. The results page has detailed information about the student's personality type</p> | <p><i>Theme: My Network</i></p> <ul style="list-style-type: none"> • Students identify ways to build positive relationships with their teachers to add to their support network. • Students develop a plan to improve their relationships with their teachers to add to their support network. <p><i>Theme: My Network</i></p> <ul style="list-style-type: none"> • Students identify ways to effectively collaborate with others. • Students identify an area of weakness when they work with others. <p>Post-test:</p> <ul style="list-style-type: none"> • Students participate in the post-test reflecting on experiences and knowledge gained during 9th grade year • Students take the multiple-choice test • Please note - Students must choose to submit their work at the end of the test. Choosing to | <p>9.9 ASCA</p> <p>A:A2.3 A:B1.4 A:B2.6 C:A1.4 C:A2.1 C:C2.2 PS:A2.6 PS:A2.7 PS:C1.6</p> <p>9.11 ASCA</p> <p>A:A3.2 A:B1.4 C:A1.4 C:A2.1 C:C2.2 C:C2.3 PS:A1.9</p> |  <p>Review and update resume and goals: Evaluate your academic and work experience resume</p> | <p>May/June</p> |
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| <p>and potential careers and majors for the student to consider.</p> <p>What Have You Learned (30M): 9.16 <i>Curriculum Lesson</i> Students take a post-test after completing the grade 9 lessons sequence.</p> | <p>exit the lesson will <i>result in a loss of data.</i></p> | | | |
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OPTIONAL TASK: Students access various videos via Roadtrip Nation. This is an excellent resource for additional career investigation.

Explore - Roadtrip Nation “What’s Your Road?” (Grade-level appropriate interviews)



10th Grade

| Curriculum Name | Curriculum Outcomes | ASCA 2012 Indicators | HSBP Grade Level Task Requirements | Delivery Target Date |
|--|---|----------------------|--|----------------------|
|  <p>Log into Naviance: Review log in process and secure password status</p> <ul style="list-style-type: none"> Helpful hints - Bookmark | <p><i>Theme: Self-discovery</i></p> <ul style="list-style-type: none"> Inform students that they are about to take a test. | |  <p>Document your SMART Goals based on your “What Do You Know” pre-assessment results Document Goals:</p> | <p>September</p> |

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| <ul style="list-style-type: none"> the Naviance homepage Add your Naviance password to your contacts in your phone Have a 'step by step login process' posted in each classroom <p>What do you know? Pre-Assessment (20M): 10.0 <i>Curriculum Lesson</i> Students take a pre-assessment before taking the grade 10 lessons sequence.</p> | <ul style="list-style-type: none"> Students will find out there level of knowledge regarding their future. | | <ul style="list-style-type: none"> High School Goal Career & College Readiness Goal Personal Goal <p>Evaluate and Review Transcript and Update "My Course Plans"</p> <ul style="list-style-type: none"> Evaluate Transcript and Graduation Requirements for Registration (explore college credit in the high school opportunities i.e. AP, RS, Tech Prep) Students take Pre Test | |
|  <p>The College Visits(20M): <i>10.13 Curriculum Lesson</i> The best way to get to know a college is to visit! Students find out the basics of visiting college campuses.</p> | <p>Students identify colleges they would like to visit and make a plan to follow through.</p> | |  <p>Update your resume</p> <ul style="list-style-type: none"> Build your resume and college application: Opportunities in the school and community (clubs, activities, community service, job opportunities) Students start putting together a list colleges that match their career interest. Start planning visits to school that might be interesting. | <p>October</p> |

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|  <p>Logging into Naviance Refresher (10M): Staff can model login behavior for 10th graders for those who are new to the the system or need additional assistance</p> <p>Participating in My Life (20M): 10.1 Curriculum Lesson</p> <p>Students learn that staying engaged in school and outside of school helps them discover interests and strengths.</p> | <p><i>Theme: Myself</i></p> <ul style="list-style-type: none"> Students observe how others have participated in their life. Students identify areas where they are not participating in their life. Students develop a plan to become more engaged in their life. Inform students that they are about to take a test to see how much they know about what they will learn in their upcoming school year. | <p>C:A1.3 C:A1.8 C:A1.9 C:B1.2 C:C1.2 C:C1.3 C:C1.5 C:C1.7 C:C2.1 PS:A1.1 PS:A1.2 PS:A1.10</p> | | November |
|  <p>My Favorite Qualities (20M): 10.2 Curriculum Lesson</p> <p>Students recognize what they like best about themselves.</p> <p>MI Advantage Assessment (30M)</p> <p>The MI Advantage Assessment uses Multiple Intelligences theory to reveal students' intelligence strengths</p> | <p><i>Theme: Myself</i></p> <ul style="list-style-type: none"> Students identify unique personal traits. Students develop a plan to strengthen their traits. Students read about how their courses are connected with their future career | <p>C:A1.3 C:A1.8 C:A1.9 C:B1.2 C:C1.2 C:C1.3 C:C1.5 C:C1.7 C:C2.1 PS:A1.1 PS:A1.2</p> |  <p>Update Favorite Career Cluster</p> <p>Check HSBP progress</p> <ul style="list-style-type: none"> Students create a chart matching currently schedule classes to career goal and share with small group or whole class (teacher discretion) | December |

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| <p>and challenges, and then provides suggestions on way to develop all their intelligence</p> <p>Connecting My Courses and Careers (20M): 10.6 Curriculum Lesson Students learn how their courses have an impact on their future career.</p> | | PS:A1.10 | | |
|  <p>Working Hard (30M): 10.3 Curriculum Lesson Students learn the value of hard work.</p> <p>Enhancing My Resume (20M): 10.9 Curriculum Lesson Students learn ways to enhance their resume with activities that matter to them.</p> | <p><i>Theme: Myself and My Success Skills</i></p> <ul style="list-style-type: none"> • Students observe how others work hard to overcome challenges. • Students identify the value of hard work for developing strengths and weaknesses. • Students identify key areas in life where they could improve. • Students develop a plan to improve themselves. • Students will update their resume. | <p>A:A1.1 A:A1.2 A:A1.3 A:A1.5 A:A2.2 A:B1.3 A:B2.4 C:A2.7 PS:B1.11</p> |  <p>Evaluate transcript and graduation requirements for registration (explore college credit in the HS options: RS, Tech Prep, AP)</p> <p>Research your high school selection options</p> <ul style="list-style-type: none"> • Access and explore your PPR Personalized Pathway Programs of Study options for high school and beyond scheduling guidance (located in the Document Library on Family Connection homepage righthand side) | January |

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| | | | <ul style="list-style-type: none"> Choose a PPR to use as your course selection guide for high school registration and planning Attend High School Information Night with family if applicable <p>Update and review resume and make any changes needed.</p> | |
|  <p>What's Your Road (20M): 10.4 Curriculum Lesson</p> <p>Students will begin to combine their different interests in order to identify potential careers that fall within the overlap; thus, broadening their scope of what is possible for their futures.</p> <p>Career Interest Profiler (30M): This assessment must be manually reset by the counselor in each student's profile if there is a need to retake it.</p> <p>The Career Interest Profiler is an online career interest assessment for students based</p> | <p><i>Theme: Myself and My Career Plan</i></p> <ul style="list-style-type: none"> Students identify their interests. Students observe how others have used their interests to develop professionally. Students reflect on their interests. Students reflect on career paths of others. <p>Common Q's:</p> <ul style="list-style-type: none"> Students explore the College most common questions | <p>A:B2.7 C:A1.1 C:A1.2</p> |  <p>Evaluate and review transcript and graduation requirements "My Course Plans"</p> <p>Update Parent Acknowledgement Form for student's HSBP (annual requirement)</p> <p>Students discuss pro and cons of different colleges in small groups or whole class (teacher discretion)</p> | <p>February</p> |

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| <p>on Holland's interest codes. When students complete the Career Interest Profiler, their results will display their top Holland Code matches. Students can also view Matching Occupations with levels of occupational readiness required.</p> <p>My College Fears (20M): 10.7 Curriculum Lesson Students tackle the fears they may have about college.</p> | | | | |
|  <p>My Success Habits (30M): 10.5 Curriculum Lesson Creating certain habits can set students up for success.</p> <p>My College Options (20M): 10.10 Curriculum Lesson Students explore the various types of post-secondary opportunities available to them.</p> | <p><i>Theme: My Success Skills</i></p> <ul style="list-style-type: none"> • Students identify key habits for success. • Students reflect on their current success habits. • Students develop a plan to improve their success habits. • Students will explore all forms of post secondary education. | <p>A:A2.1 A:A3.4 A:B1.1 A:B1.3 A:B2.4 A:B2.5 A:B2.6 C:A1.7 C:A2.9 C:B1.1 PS:B1.1 PS:B1.10 PS:C1.7</p> |  <p>Update “Colleges I’m Thinking About”</p> <ul style="list-style-type: none"> • Complete “College Match” • Review and complete “Scholarship Match” • Complete class registration | <p>March/April</p> |

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|  <p>Support Networks (20M): <i>10.11 Curriculum Lesson</i></p> <p>Students all need someone to be there for them through high school and the college and career search process. In this lesson they will learn why it is important to have someone there and begin to identify how to find their main supports.</p> <p>Sharing My Future with My Family (20M): <i>10.14 Curriculum Lesson</i></p> <p>Students learn to discuss their future wants and needs with their family.</p> <p>Real Cost Of College(20M): <i>10.15 Curriculum Lesson</i></p> <p>Students find tuition- and financial aid-related information in college profiles.</p> <p>What Have I Learned (20M):<i>10.16 Curriculum Lesson</i></p> | <p><i>Theme: My Network</i></p> <ul style="list-style-type: none"> • Students observe how others defined their support network. • Students reflect on members of their support network. • Students reflect on how they are members of someone else’s support network. • Students develop a plan to increase their support network. <p><i>Theme: My Network and My College Plan</i></p> <ul style="list-style-type: none"> • Students observe how others share their post-secondary plans with their families. • Students identify talking points for discussing post-secondary plans with their families. • Students develop a plan to discuss post-secondary plans with their families. | <p><i>10.11 ASCA</i></p> <p>A:B1.4 PS:C1.6</p> <p><i>10.14 ASCA</i></p> <p>A:A3.5 A:B1.4 C:C2.2 PS:A1.5 PS:A1.12 PS:A2.6 PS:A2.7</p> |  <p>Review and update resume and goals</p> <p>Start the discussion regarding grades and the value of a solid GPA</p> <p>Students start planning for scholarship monies</p> <p>Look up the cost of your top schools you are looking at attending.</p> | <p>May/June</p> |
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| Students take a post-test after completing the grade 10 lessons sequence. | <ul style="list-style-type: none"> take a post-test to see how much they have learned during the last year. | | | |
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OPTIONAL TASK: Students access various videos via Roadtrip Nation. This is an excellent resource for additional career investigation.

Explore - Roadtrip Nation “What’s Your Road?” (Grade-level appropriate interviews)



11th Grade

| Curriculum Name | Curriculum Outcomes | ASCA 2012 Indicators | HSBP Grade Level Task Requirements | Delivery Target Date |
|---|---|----------------------|--|----------------------|
|  <p>Log into Naviance: Review log in process and secure password status</p> <ul style="list-style-type: none"> Helpful hints - Bookmark the Naviance homepage Add your Naviance password to your contacts in your phone Have a 'step by step login | <p><i>Theme: Myself</i></p> <ul style="list-style-type: none"> Students take a pre-assessment before taking the grade 11 lessons sequence. Please note - Students must choose to submit their work at the end | |  <p>Document your SMART Goals based on your “What Do You Know” pre-assessment results</p> <p>Document Goals-</p> <ul style="list-style-type: none"> High School Goal Career & College Readiness Plan | September |





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| <p>process' posted in each classroom</p> <p>What Do You Know? (Pre-Assessment) (25M): <i>11.0 Curriculum Lesson</i> Students take a pre-assessment before taking the grade 11 lessons sequence.</p> | <p>of the test. Choosing to exit the lesson will result in a loss of data.</p> | | <ul style="list-style-type: none"> Personal Goal <p>Evaluate and Review Transcript and Update "My Course Plans"</p> <ul style="list-style-type: none"> Evaluate Transcript and Graduation Requirements for Registration (explore college credit in the high school opportunities i.e. AP, RS, Tech Prep) | |
| <p> Extracurricular Activities (25M): <i>Curriculum Lesson 11.3</i> Students learn the benefits of getting involved and make a plan to try something new.</p> <p>Challenging Myself (20M): <i>Curriculum Lesson 11.4</i> Students learn the value of pushing themselves to achieve success.</p> | <p><i>Theme: Myself</i></p> <ul style="list-style-type: none"> Students learn the benefits of getting involved and make a plan to try something new. Students learn the value of pushing themselves to achieve success. | | <p> Update your resume – Build your resume and college application: Opportunities in the school and community (clubs, activities, community service, job opportunities)</p> <p>Extracurricular Activities:</p> <ul style="list-style-type: none"> Students list 2 or more NEW activities (school or community based) they would like to participate in this year <ul style="list-style-type: none"> Students add this | <p>October</p> |



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| | | | list of potential activities to their resume' and label as "potential activities" | |
|  <p>What Makes Me Unique? (20M): 11.1 Curriculum Lesson Students find the unique qualities they possess, allowing them to begin their post-secondary journey</p> | <p><i>Theme: Myself</i></p> <ul style="list-style-type: none"> • Students observe how others use their personal traits to succeed. • Students identify unique personal traits. • Students develop a plan to use their traits to succeed. | C:A1.3 C:A1.8 C:A1.9 C:A2.5 C:B1.2 C:C1.2 C:C1.3 C:C1.5 C:C1.7 C:C2.1 PS:A1.1 PS:A1.2 PS:A1.10 |  <p>Update "Favorite Career & Cluster" in Family Connections "About Me" tab</p> | November |
|  <p>My Career Goals (20M): 11.2 Curriculum Lesson It's good to have goals! Students will learn to create goals related to career ambitions. Do What You Are (30M):</p> | <p><i>Theme: My Success Skills and My Career Plan</i></p> <ul style="list-style-type: none"> • Students identify components of a successful goal, including steps and deadlines. • Students create a career goal. | A:B2.7 A:C1.3 A:C1.4 A:C1.5 A:C1.6 C:A1.1 C:A1.2 C:A1.6 C:A2.2 |  <p>Check your HSBP progress Create a profile in Kahn Academy and practice the SAT</p> | December |

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| <p>The Do What You Are® assessment uses personality types to suggest careers and clusters that might be a good match for a student.</p> <p>The results of the assessment provide students with a four-part personality type. Each of the four parts represents a personality trait that contributes to the student's overall personality type. The results page has detailed information about the student's personality type and potential careers and majors for the student to consider.</p> | | <p>C:B1.5 C:B1.6 C:B2.1 C:B2.2 C:B2.4 C:C1.1 C:C2.1 PS:A1.3 PS:B1.9</p> | | |
|  <p>My College Assessments (30M): 11.5 Curriculum Lesson</p> <p>Students will learn the basics of the major standardized tests required by many colleges.</p> | <p><i>Theme: My Success Skills and My College Plan</i></p> <ul style="list-style-type: none"> • Students identify types of college assessments. • Students identify key aspects of each college assessment (for example, test | |  <p>Update "Favorite Career and Cluster"</p> <p>Research your high school selection options</p> <ul style="list-style-type: none"> • Access and explore your PPR Personalized Pathway Programs of | <p>January</p> |

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| <p>My Test Prep Plan (20M): 11.6 Curriculum Lesson Students will make a plan to prepare for their own standardized tests</p> | <p>time, test cost, and test date).</p> <ul style="list-style-type: none"> • Students develop a plan to take a college assessment. • Students will learn about the various ways to prepare for standardized tests and plan their preparation route. | | <p>Study options for high school and beyond scheduling guidance (located in the Document Library on Family Connection homepage righthand side)</p> <ul style="list-style-type: none"> • Choose a PPR to use as your course selection guide for high school registration and planning • Attend High School Information Night with family if applicable <p>Create and/or update your resume</p> | |
| <p> My Support Network (20M): 11.7 Curriculum Lesson Students investigate who their support network may be and identify those members.</p> <p>Building Self-Confidence (20M): 11.11 Curriculum Lesson Students will start to think about areas in their own lives where they might be lacking</p> | <p><i>Theme: My Network</i></p> <ul style="list-style-type: none"> • Students identify support network members. • Students develop a plan to connect with one member of their support network for help achieving their post-secondary goals. | <p>10.11 ASCA A:B1.4 PS:C1.6</p> <p>10.14 ASCA C:A1.3 C:A1.8 C:A1.9 C:B1.2 C:C1.2 C:C1.3</p> | <p> Evaluate and review transcript and update “My Course Plans”</p> <p>Complete the Game Plan Survey</p> <p>Complete Parent Acknowledgement of HSBP Form</p> | <p>February</p> |

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| <p>self-confidence; they'll start to identify ways in which to replace self-doubting feelings with more positive actions.</p> | <p><i>Theme: Myself</i></p> <ul style="list-style-type: none"> • Students observe how others have built self-confidence. • Students identify areas where they have self-confidence. • Students develop a plan to become an expert in an area where they have self-confidence. | <p>C:C1.5 C:C1.7 C:C2.1 PS:A1.1 PS:A1.2 PS:A1.5 PS:A1.10</p> | | |
| <p> College Fit (20M): 11.8 Curriculum Lesson</p> <p>Instead of choosing a college based on name brand, students need to find the colleges that "fit" them best.</p> <p>College SuperMatch (20M): 11.9 Curriculum Lesson</p> <p>A college search is one of the best ways for students to find colleges that fit them best. The College SuperMatch™ allows</p> | <p><i>Theme: My College Plan</i></p> <ul style="list-style-type: none"> • Students identify aspects of college that determine college fit. • Students reflect on the aspects of college that determine college fit. • Students develop a plan to search for colleges that fit them. | <p>11.8 ASCA A:B2.7 11.9 ASCA A:B2.7</p> | <p> Use scholarship list to apply for a minimum of ONE scholarship</p> <ul style="list-style-type: none"> • Review complete Scholarship Match list and add to your scholarship list • Update scholarship application status • Update "Colleges I'm Thinking About" • Review Colleges Tab | <p>March/April</p> |

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| <p>students to find colleges right for them.</p> <p>My College Essay (20M): 11.10 Curriculum Lesson Many college require essays as part of their application. Students can investigate essays now to be prepared for their applications.</p> <p>Financial Aid Options(20M): 11.13 Curriculum Lesson Students make a plan to look into financial aid options and test their skills on federal and state financial aid options</p> <p>Get Ready for FAFSA (20M): 11.14 Curriculum Lesson Basics of the FAFSA and how to prepare documents for the FAFSA.</p> | <p><i>Theme: My College Plan</i></p> <ul style="list-style-type: none"> Students search for colleges based on aspects that determine their fit. <p><i>Theme: My Finances</i></p> <ul style="list-style-type: none"> Basics of the FAFSA and how to prepare documents for the FAFSA. | | <p>and identify at least THREE colleges you are interested in and add them to your colleges list</p> <ul style="list-style-type: none"> Explore options to pay for your career and college pathway Update resume Complete class registration <p>Students compose introductions to two college essay examples</p> <ul style="list-style-type: none"> Create student groups Each student shares responses to the essay prompts <p>Take the SAT (FREE)</p> <ul style="list-style-type: none"> Schedule with counselor | |
|  <p>Paying for College (20M): 11.12 Curriculum Lesson. Find out how other students have paid their way through college.</p> | <p><i>Theme: My Finances</i></p> <ul style="list-style-type: none"> Students identify types of financial aid. Students identify types of scholarships. | <p>11.12 ASCA 11.15 ASCA C:A1.7</p> |  <p>Walkthrough Career/College application process (via eDocs)</p> <ul style="list-style-type: none"> Review Family Connections goal | <p>May/June</p> |

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| <p>Activity: Washboard Account Creation</p> <ul style="list-style-type: none"> • Students log-in on www.thewashboard.org • Accessible link on student's Family Connection and each school's home page • Students create an account for scholarship management for future financial post-secondary planning <p>My Senior Year (20M): 11.15 Curriculum Lesson Students reflect on what they have learned throughout their year and look forward to their senior year.</p> <p>What Have You Learned (30M) 11.16 Curriculum Lesson Students take a post-test after completing the grade 11 lessons sequence to see how much they have learned during the year.</p> | <ul style="list-style-type: none"> • Students identify additional ways to pay for college. • Students develop a plan to pay for college. • Washboard directly connects students to Washington State scholarship providers <p><i>Theme: My Success Skills</i></p> <ul style="list-style-type: none"> • Students reflect on achievements of the preceding year. • Students identify actions that will lead to a successful senior year. • Students reflect on lessons learned during the preceding year. | | <p>progress</p> <ul style="list-style-type: none"> • Review academic and employment resume content and make necessary updates | |
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OPTIONAL TASK: Students access various videos via Roadtrip Nation. This is an excellent resource for additional career investigation.

Explore - Roadtrip Nation “What’s Your Road?” (Grade-level appropriate interviews)



12th Grade

| Curriculum Name | Curriculum Outcomes | ASCA 2012 Indicators | HSBP Grade Level Task Requirements | Delivery Target Date |
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|  <p>Log into Naviance: Review log in process and secure password status</p> <ul style="list-style-type: none"> • Helpful hints - Bookmark the Naviance homepage • Add your Naviance password to your contacts in your phone • Have a ‘step by step login process’ posted in each classroom | <p><i>Theme: Myself and My College Plan</i></p> <p><i>Theme: My Success Financial Skills and Strategies</i></p> | |  <p>Evaluate and Review Transcript and Update “My Course Plans”:</p> <ul style="list-style-type: none"> • Evaluate Transcript and Graduation Requirements for Registration (explore college credit in the high school opportunities i.e. AP, RS, Tech Prep) • Complete - Academic | September |

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| | | | <p>and Personal Goal(s) for Senior year success</p> <ul style="list-style-type: none"> • Document Goals- “High School Goal”, “Career & College Readiness”, and “Personal Goal” • Research a minimum of 3 Colleges & update “Colleges I’m Thinking About”  <p>Apply to a post-secondary pathway (college, tech, military, or employment) & provide documentation. All applications must be complete before taking placement tests</p> <hr/> <p>Preparation: Select the category that fits your post-high school plan and complete the necessary requirements.</p> <p>4 Year or 2 Year Transfer students must complete:</p> <ul style="list-style-type: none"> • Prepare to Take College | |
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| | | | <p>Placement tests in Oct (SAT/ SAT Subject test/ACT)</p> <p>2 Year Technical College Students must complete:</p> <ul style="list-style-type: none"> • Prepare to Take College Placement tests by April (Compass/Asset) <ul style="list-style-type: none"> ○ Online study material available <p>Military students must complete:</p> <ul style="list-style-type: none"> • Prepare to Take ASVAB Test (Armed Services Vocational Aptitude Battery) <p>Workforce students must complete:</p> <ul style="list-style-type: none"> • Use your Naviance resume to create a professional resume (example in Naviance documents) | |
|  <p>FAFSA4caster (15M) 12.8 <i>Curriculum Lesson</i> The FAFSA4Caster helps students understand what they can expect</p> | <p><i>Theme: My Success</i> <i>Financial Skills and Strategies</i></p> <ul style="list-style-type: none"> • Students complete a FAFSA form in | |  <p>Apply to a post-secondary pathway (college, tech, military, or employment) & provide documentation. All applications must be complete before taking</p> | <p>October</p> |

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| <p>from their FAFSA. Suggested activity to be completed with parent support</p>  <p>Completing the FAFSA (Free Application for Federal Student Aid) (15-20M)</p> <p><i>12.10 Curriculum Lesson</i> The FAFSA is a form to be completed during the college application process. Take the time to complete the FAFSA today.</p> <ul style="list-style-type: none"> • Optional | <p>preparation for submission to receive post-secondary financial support</p> <ul style="list-style-type: none"> • Every student is required to complete this task regardless of post-secondary plan and/or financial status. | | <p>placement tests Evaluate transcript and graduation requirements</p> <ul style="list-style-type: none"> • Seek counselor assistance if necessary | |
|  <p>Log into Naviance: Review log in process and secure password status</p> <p>My Personal Brand (20M): 12.2 Curriculum Lesson. Students learn what a brand is and investigate their own.</p> <p>Activity: Washboard Account Creation</p> | <p><i>Theme: Myself and My College Plan</i></p> <ul style="list-style-type: none"> • Students identify the term personal brand. • Students define a personal brand. • Students develop a plan to use their personal brand in their college essays. • Washboard directly connects students | <p>C:A1.3 C:A1.8 C:A1.9 C:B1.2 C:C1.2 C:C1.3 C:C1.5 C:C1.7 C:C2.1 PS:A1.1 PS:A1.2 PS:A1.10 PS:A1.11</p> |  <p>Senior Check-in for HSBP and transcript check</p> <ul style="list-style-type: none"> • Re-Takes: Algebra, Geometry, Biology EOC - check requirement with counselor • Activity: Washboard Account Creation • Students continue to apply for scholarships - log-in on www.thewashboard.org | <p>November</p> |

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| <ul style="list-style-type: none"> • Students log-in on www.thewashboard.org • Accessible link on student's Family Connection and each school's home page • Students create (or update) an account for scholarship management for future financial post-secondary planning <p>National Scholarship Search (20M): <i>12.4 Curriculum Lesson</i></p> <p>Scholarships are a great way to help pay for college. Partake in a scholarship search to gather ideas on what scholarships might be right.</p> <p>My College Application(20M): <i>12.1 Curriculum Lesson</i></p> <p>Students learn the basics of the college application process.</p> | <p>to Washington State scholarship providers</p> <ul style="list-style-type: none"> • Students complete a national level scholarship search to refine potential funding resources. • Students will identify a minimum of three national scholarships applicable to their area of study <p>Applications:</p> <p>Students will construct a plan to begin applying for colleges.</p> | |  <p>Students will start the application process for 2 year 4 year colleges or other postsecondary training.</p> <hr/> <p>Preparation: Select the category that fits your post-high school plan and complete the necessary requirements.</p> <p>4 Year or 2 Year Transfer AND 2 Year Technical College Students must complete:</p> <ul style="list-style-type: none"> • "Apply Now" Apply to your post- secondary institutions. <ul style="list-style-type: none"> ○ (Helpful Hint: All college applications must be complete BEFORE taking placement tests.) <p>Military AND Workforce students must complete:</p> <ul style="list-style-type: none"> • "Contact Now" - Make a connection with a military recruiter or employer. | |
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| | | | Prepare to provide documentation of enlistment or employment | |
|  <p>Being Career-Ready (20M): 12.3 Curriculum Lesson</p> <p>No matter where students are headed after high school, having the skills to be career-ready will help them prepare.</p> <p>Choosing the Right School(20M):Curriculum Lesson 12.9 After receiving acceptance letters, students choose the school that for them.</p> <ul style="list-style-type: none"> If no acceptance letter is received or no college were applied for, students research their 'ideal' college and write a paragraph on 'why this college is their first choice'. | <p><i>Theme: My Career Plan</i></p> <ul style="list-style-type: none"> Students identify key aspects of career readiness. Students connect interests to careers. Students develop a plan to learn about careers that interest them. <p>Decisions:</p> <p>Students investigate and decide where to attend college.</p> | <p>A:C1.3 A:C1.4 A:C1.5 A:C1.6 C:A1.1 C:A1.2 C:A1.3 C:A1.8 C:A1.9 C:A2.1 C:A2.2 C:A2.3 C:A2.7 C:A2.8 C:B1.2 C:B1.3 C:B1.5 C:B1.6 C:B1.7 C:B1.8 C:B2.1 C:B2.2 C:B2.3 C:B2.4 C:C1.1</p> |  <p>Collection of HSBP Pathway Final Exit Documentation</p> <ul style="list-style-type: none"> Continue applying to postsecondary pathway (college, technical training, military or employment) & provide documentation Continued Senior Check-in for HSBP and transcript check Continue to apply to post-secondary pathway (technical, college, apprenticeship, military, employment, other) and record documentation in Naviance Review resume make needed changes building process | December |

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| | | <p>C:C1.2 C:C1.3 C:C1.4 C:C1.5 C:C1.6 C:C1.7 C:C2.1</p> | <p>Preparation: Select the category that fits your post-high school plan and complete the necessary requirements.</p> <hr/> <p>4 Year or 2 Year Transfer AND 2 Year Technical College Students must complete:</p> <ul style="list-style-type: none"> ● Naviance: Use “Scholarship List” to apply for a minimum of 2 scholarships & update “Scholarship Application” status <p>Military AND Workforce students must complete:</p> <ul style="list-style-type: none"> ● Naviance: Prepare documentation of meetings with Military Recruiter or provide employer references on resume ● Establish a Plan B ● Naviance: Use “Scholarship List” AND “National Scholarships Search” to <ul style="list-style-type: none"> ○ Apply for a minimum of 2 scholarships & update | |
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|  <p>My Resume (30M): 12.5 Curriculum Lesson Students take the steps to complete their resume before they apply for college, scholarships, and jobs.</p> <p>Beyond the Acceptance Letter(20M): 12.11 Curriculum Lesson After choosing a college there are steps students must take before their first day on campus.</p> | <p><i>Theme: My Career Plan</i></p> <ul style="list-style-type: none"> Students update their resume. Students reflect on how to use their resume in the future. <p>Students will know many of the steps they need to take to complete their college enrollment process.</p> | <p>A:C1.1 A:C1.2 C:A1.10 C:A2.6 C:B2.5</p> |  <p>Re-Takes: Algebra, Geometry, Biology EOC - check schedule with counselor</p> <ul style="list-style-type: none"> Finalize resume including references list Complete FAFSA <ul style="list-style-type: none"> Post-secondary education/training pathway plan students - submit FAFSA Continue to apply for scholarships on Naviance Family Connections (Colleges tab) also on: <p>www.thewashboard.org</p> | <p>January</p> |
|  <p>Leaving Home (20M): 12.7 Curriculum Lesson Students will see how others</p> | <p><i>Theme: My Success Skills and My Network</i></p> <ul style="list-style-type: none"> Students reflect on challenges with | <p>PS:A1.12 PS:C1.11</p> |  <p>Create - Student identified post-graduation plan</p> <ul style="list-style-type: none"> Use scholarship list to | <p>February</p> |

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| <p>have decided to leave home and list pros and cons to leaving home after high school</p> | <p>leaving home.</p> <ul style="list-style-type: none"> • Students identify challenges others have faced when leaving home. • Students develop a plan to discuss leaving home with their support network, achieving their post-secondary goals. | | <p>apply for a minimum of 2 scholarships and update scholarship application status</p> <ul style="list-style-type: none"> • Evaluate and review transcripts and update “My Course Plans” • Evaluate Transcript and Graduation Requirements for Registration (explore college credit in the high school opportunities i.e. AP, RS, Tech Prep) • Student, Parent, Teacher, and Counselor Acknowledgement Form of student’s high school and beyond plan | |
|  <p>My College Budget (20M): 12.14 Curriculum Lesson</p> <p>Students learn about spending wisely in college.</p> <p>Financial Aid Offer Analyser</p> | <p><i>Theme: My Success Financial Skills and Strategies</i></p> <p>Students review managing expenses as it pertains to college.</p> <ul style="list-style-type: none"> • Students review teamwork as it | <p>12.13 ASCA PS:C1.11 12.14 ASCA</p> |  <p>Continue to apply for scholarships</p> <p>www.thewashboard.org</p> <p>Prepare for your Senior Exit Survey by collecting the</p> | <p>March/April</p> |

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| <p>(15-20M):</p> <p><i>12.12 Curriculum Lesson</i></p> <p>It can be difficult to understand financial aid award letters. Using the offer analyzer helps to show students what they're actually getting out of their award.</p> | <p>pertains to college.</p> <ul style="list-style-type: none"> ● Students identify resources to receive help while attending colleges. ● Students develop a plan to improve in key success skills (for example ● time management, expense management, teamwork, using college resources) for college life. ● Students identify a process for making a budget. ● Students compare a monthly college budget with a college budget that includes unexpected expenses. ● Students reflect on how to adjust their budget for unexpected expenses. | | <p>following documents to properly answer survey questions</p> <ul style="list-style-type: none"> ● College Application Acceptance Letter or Email and/or ● Proof of Enlistment and/or ● Proof of Employment ● Scholarship Letter(s) and award amount ● Current email, phone number and mailing address of student and parent/guardian ● Complete College and Job Applications ● Complete College Placement Test | |
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|  <p>My College Network (20M): 12.15 Curriculum Lesson</p> <p>Students learn supports available during college.</p> <p>My College Life (20M): 12.13 Curriculum Lesson</p> <p>Students learn what college life is like and understand steps to take once on campus.</p> <p>What Have You Learned (Post-Assessment) (20M): Curriculum Lesson 12.16</p> <p>Students take a post-test after completing the grade 12 lessons sequence.</p> | <p><i>Theme: My Success Creating College Network Support Systems</i></p> <ul style="list-style-type: none"> • Students learn the importance of having college support networks • Students review academic and other college resources including 'how to find' resources and use them effectively <p><i>Theme: My Success Skills and My College Plan</i></p> <ul style="list-style-type: none"> • Students review time management practices as it pertains to college. • Each graduating senior is required to complete this survey as part of their exit process from high school. • Outcome allows data to be collected on post-graduation | |  <p>AP Testing</p> <p>SBAC Testing - Make Up</p> <p>Complete the "Senior Exit Survey"</p> <ul style="list-style-type: none"> • Final Re-Takes: Algebra, Geometry, Biology EOC - check requirement with counselor • Complete the Senior Clearance Form in order to receive your cap and gown • Graduation Day  <p>TRIPLE CHECK completion of all HSBP requirements</p> <p>CONFIRM satisfactory completion of all HSBP requirements with your school counselor</p> <p>CONFIRM satisfactory completion of all HSBP requirements with you family</p> | <p>May/June</p> |
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| | <p>plan via the Naviance Alumni Tracker system</p> <ul style="list-style-type: none"> • Successful completion allows access for all • Students complete a 20-item multiple-choice test | | <p>CONGRATULATE yourself on completing high school and moving toward a successful future!</p> | |
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OPTIONAL TASK: Students access various videos via Roadtrip Nation. This is an excellent resource for additional career investigation.

Explore - Roadtrip Nation “What’s Your Road?” (Grade-level appropriate interviews)

Additional Resources:

If You Need Help:

1. Resource your School Site Managers SSM (MG Shanna Pyzer) (MP TBD) (Heritage Rik Morris) (A&T Trace Prael)
2. Access (?) in Top Right hand Corner of your Naviance Homepage
3. Naviance Help Line: **NAVIANCE HELP LINE: 866-337-0080 - OR - support@naviance.com**

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High School & Beyond Plan Graduation Requirements (HSBP)

- 4. Naviance Facilitator: (MP, A&T and Heritage: David Carpenter ext. 22043) (Getchell and Mt.View: Monica Lane ext. 22529)**

Your Family Connection website (that students/families log into):

| School Name | Account Name | Family Connection URL |
|--------------------------------------|--------------|---|
| Arts & Technology High School | artsths | http://connection.naviance.com/artsths |
| Heritage High School | hhighs | http://connection.naviance.com/hhighs |
| Marysville Getchell High School | getchellhs | http://connection.naviance.com/getchellhs |
| Marysville Mountain View High School | mmvhs | http://connection.naviance.com/mmvhs |
| Marysville Pilchuck High School | mphs | http://connection.naviance.com/mphs |