

Naviance Scope and Sequence SY20-21

Montgomery County Public Schools

District Goals

- Ensure all students are prepared for success upon high school graduation by demonstrating readiness for post-secondary study and/or the workforce Help students identify personal skills, interest, and abilities, and relate them to current career choice and course selections
- Increase students’ awareness on the financial aid options available for higher education
- Help students make constructive and healthy decisions that promote hope, personal well-being, and social behavior
- Help students develop annual SMART goals to build their resilience, perseverance, growth mindset, and maximize academic ability and achievement
- Empower students to take ownership of learning

Grade 6

Suggested Timeline	Activity	Who is Responsible?	Task Completion Trigger	Learning Objective	Core Competency Alignment	ASCA Alignment
Quarter 1/2	<p>Introduction to Naviance</p> <ol style="list-style-type: none"> 1. Students complete a pre-survey that reviews their current knowledge of careers 2. Students watch a video, introducing Naviance Student and how it will support their CCLR journey throughout middle and high school 	<p>Introduction to Naviance</p> <ol style="list-style-type: none"> 1. Counselors 2. Counselors 	<p>Introduction to Naviance</p> <ol style="list-style-type: none"> 1. Students finish and save survey 	<p>Students will:</p> <ul style="list-style-type: none"> • Define a Career Cluster as a way of grouping careers by common skills and required education • Identify the main idea of Holland’s research as a career, aligned with their personality type that is enjoyable and meaningful 	<p>Creative Problem Solving</p> <p>Social Emotional Learning</p>	<p>M4</p> <p>B-LS7</p> <p>B-LS9</p>

Quarter 3/4	<p>Career Exploration</p> <ol style="list-style-type: none"> 1. Students complete Cluster Finder 2. Students review Cluster Finder results and save career clusters and pathways to their Favorites List 3. Students create 1 academic and 1 career SMART goal 	<p>Career Exploration</p> <ol style="list-style-type: none"> 1. Counselors 2. Counselors 3. PE/Health Teachers 	<p>Career Exploration</p> <ol style="list-style-type: none"> 1. Students complete CCF assessment 2. Students save 3 career clusters to Favorites List 3. Students add an academic and career SMART goal 	<p>Students will:</p> <ul style="list-style-type: none"> • Complete the Career Cluster their top finder and identify 3 career clusters • Complete an end of year post survey to rate their understanding of career information 	<p>Academic Excellence Creative Problem Solving</p>	<p>M4, M5, M6 B-LS7 B-LS9 B-SMS5</p>
	<p>End of Year Activity</p> <ol style="list-style-type: none"> 4. Students complete a post survey to assess the knowledge gained of career clusters in the 6th grade 	<ol style="list-style-type: none"> 4. Counselors 	<ol style="list-style-type: none"> 4. Students finish and save survey 			

Grade 7

<i>Suggested Timeline</i>	Activity	Who is Responsible?	Task Completion Trigger	Learning Objective	Core Competency Alignment	ASCA Alignment
<i>Quarter 1/2</i>	<p>Career Exploration and Finance Park</p> <ol style="list-style-type: none"> Students complete Strengths Explorer Finance Park is reviewed and completed by Social Studies teachers 	<p>Career Exploration and Finance Park</p> <ol style="list-style-type: none"> Counselor Social Studies teachers 	<p>Career Exploration</p> <ol style="list-style-type: none"> Students complete assessment TBD 	<p>Students will:</p> <ul style="list-style-type: none"> Identify their top 3 talent themes by completing Strengths Explorer Describe ways in which individuals are unique in their thinking, feeling, and behaving 	<p>Academic Excellence</p> <p>Creative Problem Solving</p> <p>Social Emotional Learning</p>	<p>M2</p> <p>B-LS1</p> <p>B-LS6</p> <p>B-SMS6</p> <p>B-SMS8</p>
<i>Quarter 3/4</i>	<p>Planning for 8th Grade</p> <ol style="list-style-type: none"> Students review Strengths Explorer results and review related careers aligned to top talents Students complete post survey to review their understanding of how their strengths align to future career options 	<p>Planning for 8th Grade</p> <ol style="list-style-type: none"> Counselor Counselor 	<p>Planning for 8th Grade</p> <ol style="list-style-type: none"> Students add 3 careers to Favorites List Students complete a survey 	<p>Students will:</p> <ul style="list-style-type: none"> Reflect on ways their personal talents can guide future career choices and course selections 	<p>Social Emotional Learning</p>	<p>M4</p> <p>B-LS7</p> <p>B-LS9</p>

Grade 8

Suggested Timeline	Activity	Who is Responsible?	Task Completion Trigger	Learning Objective	Core Competency Alignment	ASCA Alignment
Quarter 1	Introduction to 8th Grade 1. Students complete a pre-survey to make connections by reviewing CTE Pathways in connection to Career Cluster and Strengths Explorer results 2. Students create 1 academic SMART goal	Introduction to 8th Grade 1. Counselor 2. PE/Health Teacher	Introduction to 8th Grade 1. Students complete a survey 2. Students add academic goal	Students will: <ul style="list-style-type: none"> Understand the information available for CTE Pathways and making connections to career information 	Social Emotional Learning	M4, M5, M6 B-LS7 B-LS9 B-SMS5
Quarter 2	Transition to High School 1. Students create a high school graduation, college, and career plan (9 th grade courses only)	Transition to High School 1. Counselor	Transition to High School 1. Students create Course Plan	Students will: <ul style="list-style-type: none"> Create a plan for graduating their high school and postsecondary pathway Learn strategies for making a smooth transition to high school 	Academic Excellence Creative Problem Solving Social Emotional Learning	M2, M3 B-SMS10
Quarter 3/4	Career Exploration 1. Students complete Career Key	Career Exploration 1. Counselor	Career Exploration 1. Students complete Career Key assessment	Students will: <ul style="list-style-type: none"> Identify their dominant personality types by completing the Career Key Explore Careers that may be a good match based on identified personality types 	Academic Excellence Social Emotional Learning	M4 B-LS9

Grade 9

<i>Suggested Timeline</i>	Activity	Who is Responsible?	Task Completion Trigger	Learning Objective	Core Competency Alignment	ASCA Alignment
Quarter 1	Goal Setting and Course Planning 1. Students create/update High School Graduation, College, and Career Plan (must do Q1)	Goal Setting and Course Planning 1. Counselor	Goal Setting and Course Planning 1. Students submit draft course plan	Students will: <ul style="list-style-type: none"> Review and update their long-term plans 	Academic Excellence	M5, M6 B-LS7 B-SMS5 B-LS1 B-LS8
Quarter 3/4	Connecting Career and Education 1. Students explore postsecondary options for careers of interests – build prospective list and review important details about colleges of interest (admission requirements, school culture, etc.) 2. Students review options for financing postsecondary education and complete budgeting activity	Connecting Career and Education 1. Counselor 2. Counselor	Connecting Career and Education 1. Students add colleges to Favorites List 2. TBD	Students will: <ul style="list-style-type: none"> Become aware of the costs of postsecondary institutions Create strategies to finance these costs through loans, grants, scholarships, work-study, and other means Review important details about colleges of interest (admissions requirements, majors, school culture, etc.) 	Academic Excellence Creative Problem Solving Social Emotional Learning	M4 B-LS9 B-SMS10

Grade 10

<i>Suggested Timeline</i>	Activity	Who is Responsible?	Task Completion Trigger	Learning Objective	Core Competency Alignment	ASCA Alignment
<i>Quarter 1/2</i>	Career and College Exploration 1. Students complete Career Interest Profiler (CIP) 2. Students review CIP results and add 3 careers to their Favorites List 3. Students update High School Graduation, College and Career Plan (must do Q2)	Career and College Exploration 1. Counselor 2. Counselor 3. Counselor	Career and College Exploration 1. Students complete assessment 2. Students add 3 careers 3. Students submit draft course plan	Students will: <ul style="list-style-type: none"> • Deepen their knowledge about career interests • Explore careers and colleges that match career interest • Find the best postsecondary options for careers of interest 	Academic Excellence Creative Problem Solving Social Emotional Learning	M5 B-LS1 B-LS7 B-LS8 B-LS9
<i>Quarter 3/4</i>	College Exploration 1. Students complete a SuperMatch College Search 2. Students add at least 3 colleges to their Prospective List	College Exploration 1. Counselor 2. Counselor	College Exploration 1. Students apply 1 filter to SuperMatch 2. Students save 3 colleges to Favorites List	Students will: <ul style="list-style-type: none"> • Identify best fit and match colleges based on a range of criteria 	Academic Excellence Creative Problem Solving	M4 B-LS1 B-LS5 B-LS9

Grade 11

<i>Suggested Timeline</i>	Activity	Who is Responsible?	Task Completion Trigger	Learning Objective	Core Competency Alignment	ASCA Alignment
Quarter 1/2	College Exploration and Planning–Part 1	College Exploration and Planning–Part 1	College Exploration and Planning–Part 1	Students will: <ul style="list-style-type: none"> Identify best fit and match colleges based on a range of criteria Identify financial needs for college Define the steps necessary for applying to college Review and update their long-term plans 	Academic Excellence Creative Problem Solving Social Emotional Learning	M4, M5 B-LS1 B-LS5 B-LS8 B-LS9
	1. Students complete a SuperMatch College Search	1. Counselor	1. Students add one filter to SuperMatch			
	2. Students add at least 3 colleges to their Prospective List	2. Counselor	2. Students add 3 colleges to Favorites List			
	3. Students create 1 postsecondary goal	3. PE/Health Teacher	3. Students create 1 goal			
4. Students update High School Graduation, College and Career Plan	4. Counselor	4. Students submit draft course plan				
Quarter 3/4	College Exploration and Planning–Part 2	College Exploration and Planning–Part 2	College Exploration and Planning–Part 2	Students will: <ul style="list-style-type: none"> Define the steps necessary for applying to college Identify scholarship opportunities Take the SAT 	Academic Excellence Social Emotional Learning	M4, M6 B-LS1 B-LS4 B-LS8 B-SMS1
	1. Students complete "Brag Sheet"	1. Counselor	1. Students complete survey			
	2. Students complete a Scholarship Search	2. Counselor	2. Students click on Scholarship link			
	3. Students walk through college application process for next year	3. Counselor	3. N/A			
	4. Students take SAT (CCRCCA)	4. Student	4. IT imports test scores			
5. Students take ACT	5. Student	5. IT imports test scores				

Grade 12

<i>Suggested Timeline</i>	Activity	Who is Responsible?	Task Completion Trigger	Learning Objective	Core Competency Alignment	ASCA Alignment
Summer	Postsecondary Planning 1. Students update High School Graduation, College and Career Plan 2. Students finalize postsecondary goal	Postsecondary Planning 1. Counselor 2. PE/Health Teacher	Postsecondary Planning 1. Students submit draft course plan 2. Students create goal	Students will: <ul style="list-style-type: none"> Review and update their long-term plans 	Academic Excellence	M5 B-LS1 B-LS8
Quarter 1/2	Apply to College 1. Students add and track college applications 2. Students take SAT	Apply to College 1. Counselor 2. Student	Apply to College 1. Students add applications to college list and requests materials 2. IT imports test scores	Students will: <ul style="list-style-type: none"> Identify and apply to colleges Take the SAT 	Academic Excellence Creative Problem Solving Social Emotional Learning	M4, M6 B-LS1 B-LS4 B-LS8 B-LS9
Quarter 4	Transition to Postsecondary 1. Students complete MSDE Senior Survey	Transition to Postsecondary 1. Teacher	Transition to Postsecondary 1. Students complete survey	Students will: <ul style="list-style-type: none"> Provide their finalized postsecondary plans 	Academic Excellence Social Emotional Learning	M4, M2 B-LS7 B-SMS10