

2024



COLLEGE CHANGES EVERYTHING[®]
CONFERENCE

An Introduction to the Illinois PaCE Curriculum for 6th-8th Grade

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- During the 2023-24 school year, GEAR UP reached 14 pairs of middle and high schools primarily located in rural communities throughout Illinois
- When ISAC starting receiving GEAR UP in 2016, some partner schools expressed interested in providing developmental content through a GEAR UP class for 7th and 8th graders



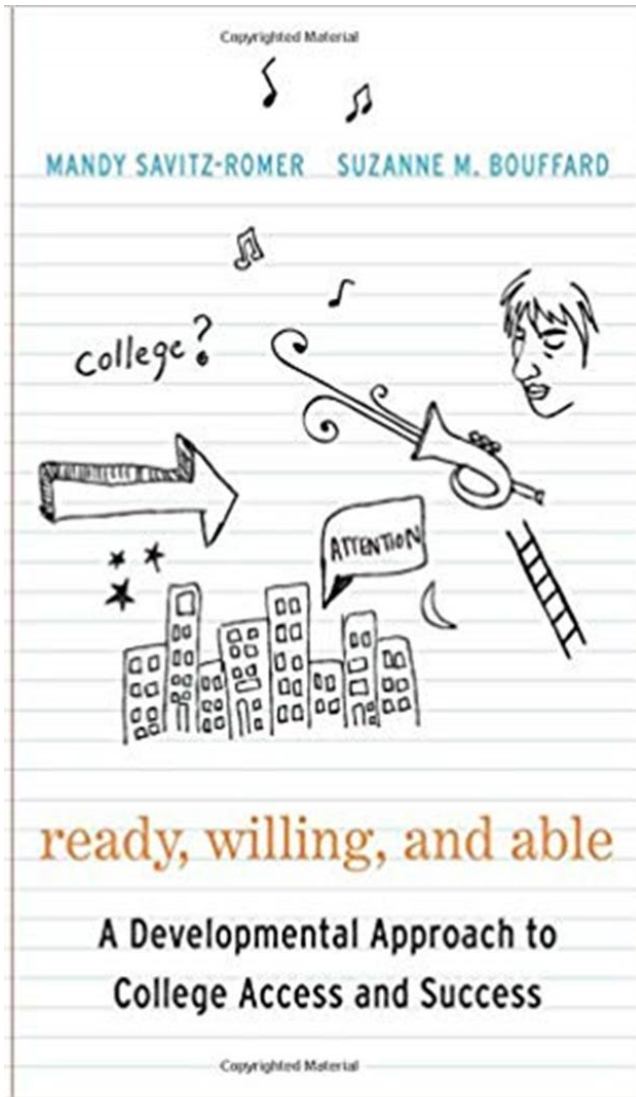
Illinois PaCE Postsecondary and Career Expectations

At the middle school and early high school level, the Illinois Postsecondary and Career Expectations (PaCE) Framework is designed to provide students with guided exploration of postsecondary planning and options in a manner that is consistent with adolescent development. Meaningful participation in post-secondary preparation programs requires that students perceive college and/or career as possible and probable. Too often, programs are designed to serve only students who already have a college-going or career-oriented identity. The developmental work in the middle school framework is intended to prepare students to more fully engage with the PaCE Framework throughout the critical high school years.



| By the end of 6th grade | By the end of 7th grade | By the end of 8th grade |
|--|---|---|
| <p>A student should be exposed to:</p> <ul style="list-style-type: none">information about and examples of a wide range of careerslanguage that emphasizes individual skills, strengths, and assetspractices that develop a growth mindset <p>A student should be supported to:</p> <ul style="list-style-type: none">explore their interestspractice their strengthsdevelop their confidence in their abilities | <p>A student should be supported to:</p> <ul style="list-style-type: none">engage in guided self-reflectionarticulate aspirationsenvision a positive future <ul style="list-style-type: none">explore their habitscreate or change a habitrecord their progressexplore career interests <ul style="list-style-type: none">explore their strengthseffectively ask for helpunderstand a growth mind set | <p>A student should be supported to:</p> <ul style="list-style-type: none">explore barriers to aspirationsarticulate personal strengthsidentify sources of motivation <ul style="list-style-type: none">explore career interestsdevelop an educational plan for at least one career interestcompare possible financial futurescomplete a career cluster surveyattend a career exploration day <ul style="list-style-type: none">demonstrate a growth mind setexplore learning stylesmap a support networkcomplete a unit on education planning <p>A student should be exposed to:</p> <ul style="list-style-type: none">the concept of career clusters of interestrelationship between community service/extracurricular activities and postsecondary (PS)/career goalsbe exposed to a financial literacy unit in a course or workshop |





Ready, Willing, and Able

- Savitz-Romer and Bouffard suggest an adolescent developmental approach to college readiness and success.
- They discuss five core developmental stages that are crucial for students:
 - Envisioning
 - Believing
 - Aiming
 - Organizing
 - Connecting

ASPIRATION



Here the goal is to develop self-awareness and form an identity consistent with postsecondary success.



The ILGU domain of Identity includes the Ready, Willing, and Able (RWA) stages of Envisioning and Believing.

PLANNING



We want students to learn the skills necessary to develop and successfully execute a plan for the desired postsecondary outcome.



The ILGU domain of Planning includes the RWA stages of Aiming and Organizing.

SELF-ADVOCACY



Ideally, students will develop the skills necessary to persist through challenges and to build a strong and supportive social network that can guide a student to and through postsecondary education and into a successful career.



The ILGU domain of Self-Advocacy includes the RWA stage of Connecting.

MIDDLE GRADES STUDENT DEVELOPMENTAL OBJECTIVES

ILGU is designed to provide students with guided exploration of relevant topics in a manner that is consistent with the developmental stage of each student.

This developmental work is intended to prepare students to more fully engage with the content areas of Illinois PaCE:
Career Exploration,
Postsecondary Preparation
and Financial Literacy

Our goal is to provide engaging lessons and activities to help students understand and connect to what postsecondary planning looks like for them. All the lessons have an anchor lesson followed by supplemental lessons. Each set of lessons is customizable by the order in which you choose to teach them. Facilitators must start with the anchor lesson, then can choose which supplemental lessons work best for time allowance and content. If the lessons need to be completed in a specific order, it will be indicated in the facilitator instructions.



Must Complete

Then choose, one or more of the following:



WRITING | This content area includes reflective writing, personal narrative, and comparative analysis.



MAKING | This content area is focused on tactile learning, including, art, craft, design and building. It can be incorporated into Maker Spaces.



READING | This content area includes fiction and non-fiction reading, reflection, reaction, and comparative analysis.



DISCUSSION | This content area is focused on speaking and listening skills, primarily in interactive group settings, including project-based learning.



MEDIA | This content area incorporates film, music, video, and online research.



PRACTICAL | This content area includes lessons correlated to math, science, social sciences, business and other areas for real world application.

During 6th Grade a Student Should Be Exposed to and Supported to:



INFORMATION ABOUT AND
EXAMPLES OF A WIDE RANGE OF
CAREERS

EXPLORE THEIR INTERESTS



LANGUAGE THAT EMPASIZES
INDIVIDUAL SKILLS, STRENGTHS AND
ASSETS

PRACTICE THEIR STRENGTHS



PRACTICES THAT DEVELOP A
GROWTH MINDSET

DEVELOP THEIR CONFIDENCE IN
THEIR ABILITIES

Illinois PaCE Domains – Middle School Framework:



6th Grade – Aspiration



ANCHOR LESSON

Exploring Career Endeavors



A student should be exposed to:

- **Aspiration**
 - Information about and examples of a wide range of careers

- **RWA Category: Envisioning**

Lesson Objectives:

1. Differentiate between skills and knowledge
2. Examine list of skills
3. Discuss personal strengths and weaknesses

6th Grade – Planning



ANCHOR LESSON Strength in Our Stories



A student should be exposed to:

- Planning
 - Language that emphasizes individual skills, strengths, and assets

- RWA Category: Aiming



STRENGTH IN OUR STORIES

Story & Asset Card Match

GRIT

Young person demonstrates perseverance and passion for long-term goals; working strenuously toward challenges, maintaining effort and interest over the long-term despite failure, adversity, and plateaus in progress. The gritty individual approaches achievement as a marathon; his or her advantage is stamina.

When I joined the robotics team, I had never seen LabVIEW (Laboratory Virtual Instrument Engineering Workbench) before. It took me weeks and a couple online tutorials to figure that out and then I got to build a little robot of my own. It turned out that none of the stuff I made worked, so I ended up re-learning some stuff, which took me ages. But eventually, I got it and that robot was driving and it was me who had programmed it.

– Rebecca, St. Louis

6th Grade – Self-Advocacy



ANCHOR LESSON Inspirational Quotes



A student should be exposed to:

- Self-Advocacy
 - Practices that develop a growth mindset

- RWA Category: Connecting

Pre-Activity Discussion

10 minutes

- Display these quotes for students:
 - “Anyone who has never made a mistake has never tried anything new.”
– Albert Einstein
 - “Dedication makes dreams come true.”
– Kobe Bryant

Inspirational Quotes

Anchor Lesson

Students will find quotes from their favorite successful or inspirational people that reflect a growth mindset, confidence, or self-advocacy. They will gather these quotes and investigate the mindset of the people they see as successful. This activity will give students an introduction to the concept of a growth mindset and help them identify traits to lead the development of that mindset.

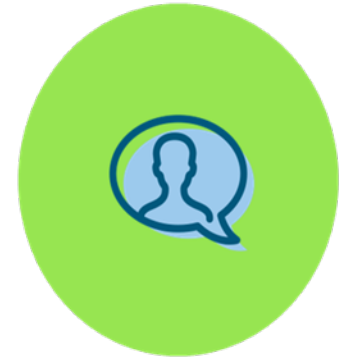
During 7th Grade a Student Should Be Supported to:



ENGAGE IN GUIDED SELF-REFLECTION
ARTICULATE ASPIRATIONS
ENVISION A POSITIVE FUTURE



EXPLORE THEIR HABITS
CREATE OR CHANGE A HABIT
RECORD THEIR PROGRESS
EXPLORE CAREER INTERESTS



EXPLORE THEIR STRENGTHS
EFFECTIVELY ASK FOR HELP
UNDERSTAND A GROWTH MINDSET

Illinois PaCE Domains – Middle School Framework:



7th Grade – Planning

- Explore Habits
- Create or Change a Habit



WHAT'S YOUR MARSHMALLOW?

- Students watch the TED Talk “Don’t Eat the Marshmallow”
- They list and name their own temptations that often lead to procrastination, distraction, and keeping them from completing tasks
- The activity is intended to address issues with self regulation and introduce the concept and benefits of delaying gratification.



7th Grade – Aspiration

- Engage in Guided Self-Reflection



WHO AM I?

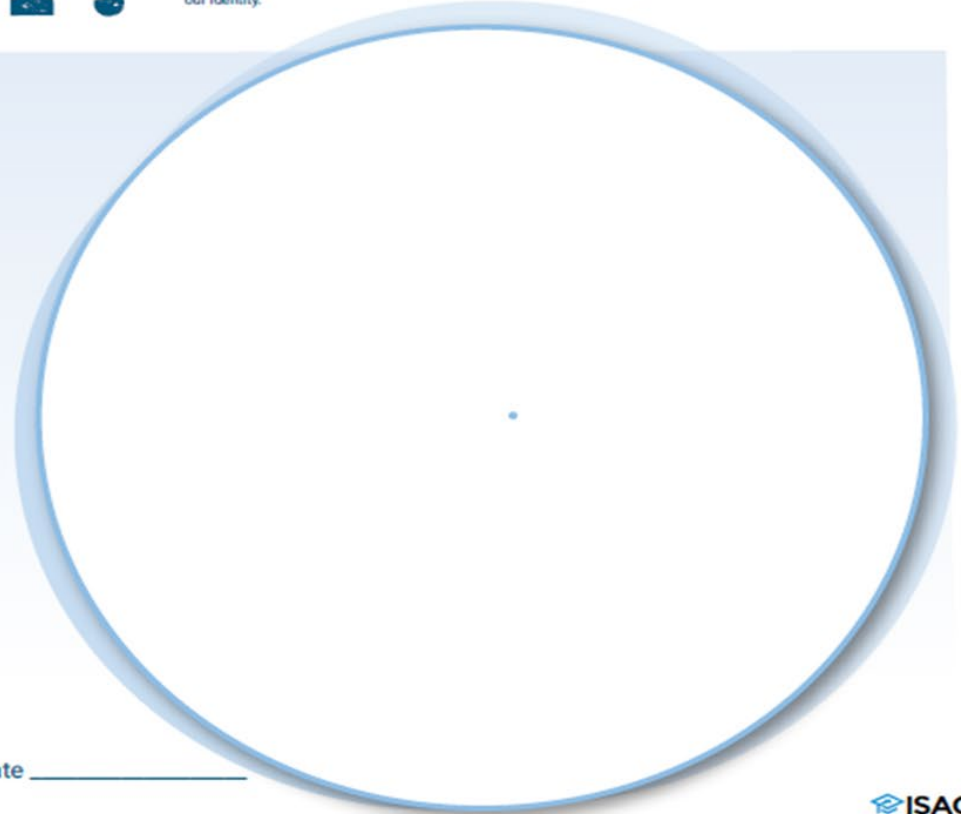
People use the word identity all the time, but the idea of identity is complicated. Who are you? What makes you who you are? How much of this? How much of that? Some parts of our identity are decided by circumstances we don't control. Some parts of our identity are choices we make. Some parts of our identity are choices others have made for us. Sometimes people want to decide our identity for us. All of these things affect everyone differently and influence our ideas of who we really are and who we want to be. Our past, the present day, and our future goals are all parts of our identity.

My Identity

Make a list of the things you think are most important in making you the person you are today.

-
-
-
-
-
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-
-
-
-

Then, use the pie chart to show how much you think each item on your list impacts who you are today.

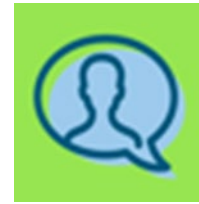


Name _____ Date _____



7th Grade – Self-Advocacy

- Understand a Growth Mindset



WHO'S IN CHARGE HERE?



HELLO
my name is



Look closely. Your pre-frontal cortex is your driver. This not yet fully developed part of your brain calls all of the shots. Some decisions are great. Some decisions are ok. And sometimes you (or those around you) might feel like there's a maniac out of control at the wheel. Who is this driver? Select a name for this chauffeur you're riding with for the next several years.

During 8th Grade a Student Should Be Supported to:



EXPLORE BARRIERS TO ASPIRATIONS
ARTICULATE PERSONAL STRENGTHS
IDENTIFY SOURCES OF MOTIVATION



EXPLORE CAREER INTERESTS
DEVELOP AN EDUCATIONAL PLAN FOR AT LEAST ONE CAREER INTEREST
COMPARE POSSIBLE FINANCIAL FUTURES
COMPLETE A CAREER CLUSTER SURVEY
ATTEND A CAREER EXPLORATION DAY



DEMONSTRATE A GROWTH MIND SET
EXPLORE LEARNING STYLES
MAP A SUPPORT NETWORK
COMPLETE A UNIT ON EDUCATION PLANNING

Illinois PaCE Domains – Middle School Framework:



During 8th Grade a Student Should Be Exposed to:

THE CONCEPT OF CAREER CLUSTERS OF INTEREST

THE RELATIONSHIP BETWEEN COMMUNITY SERVICE/EXTRACURRICULAR ACTIVITIES AND POSTSECONDARY/CAREER GOALS

A FINANCIAL LITERACY UNIT IN A COURSE OR WORKSHOP

Illinois PaCE Domains:



8th Grade – Aspiration

- Articulate Personal Strengths
- Identify Sources of Motivation

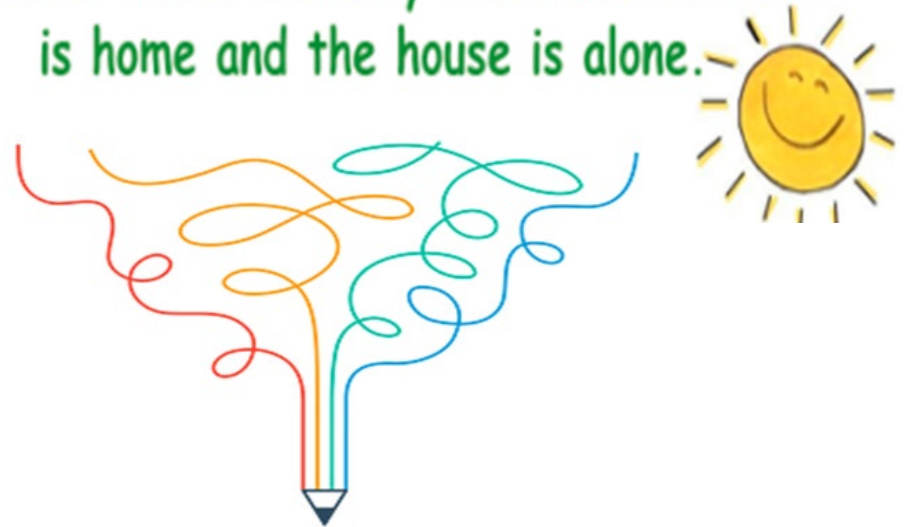


Where I'm From By George Ella Lyon

I am from clothespins,
from Clorox and carbon-tetrachloride.
I am from the dirt under the back porch.
(Black, glistening
it tasted like beets.)
I am from the forsythia bush,
the Dutch elm
whose long gone limbs I remember
as if they were my own.

Where I'm From

I'm from hot sunny weather, from stormy
nights and foggy mornings. I'm from small
home but great assets. The guinea pig and
hamster make the only noise when no one
is home and the house is alone.



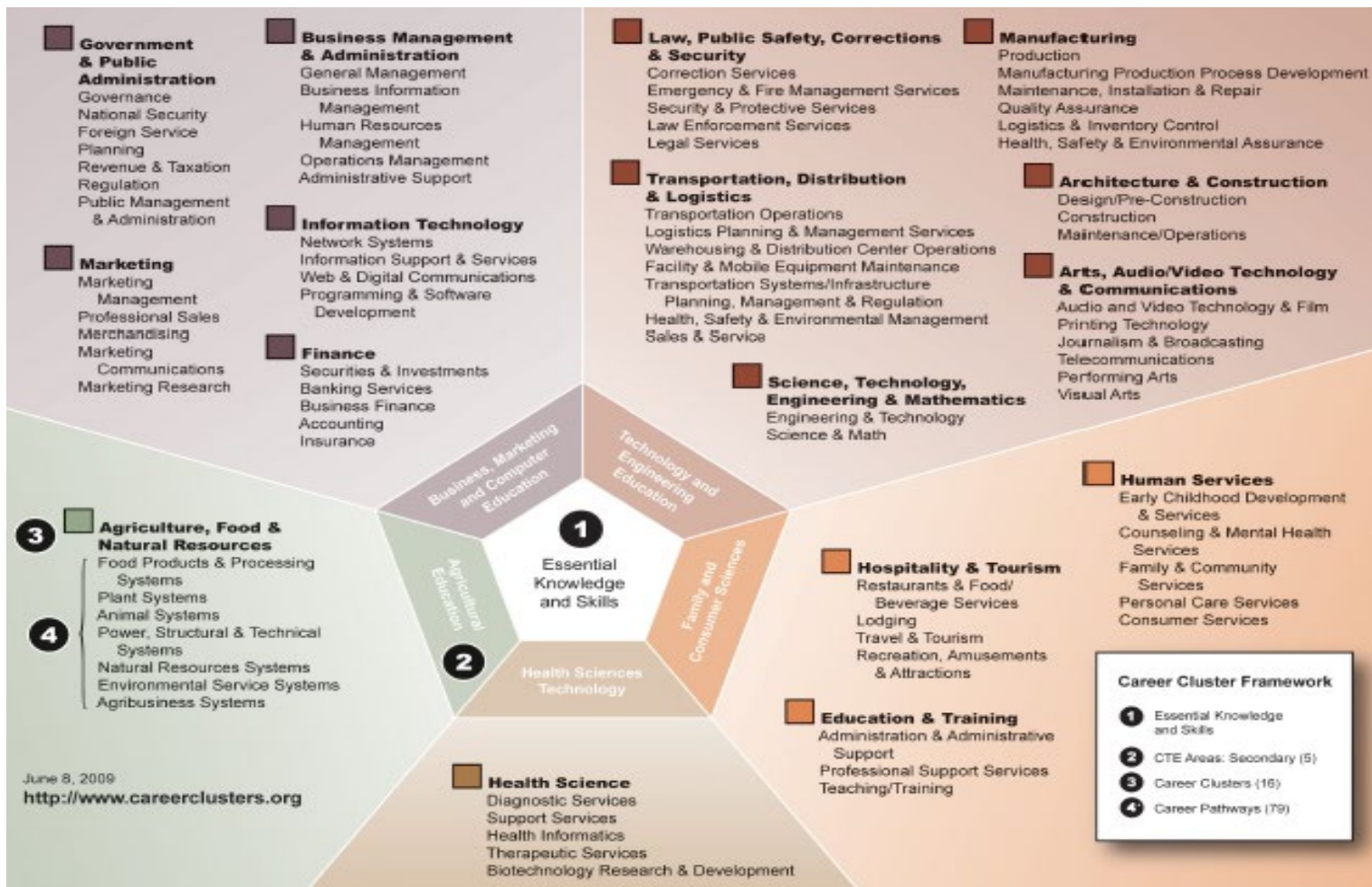
8th Grade – Claim Your Future

- Explore Career Interests
- Compare Possible Financial Futures

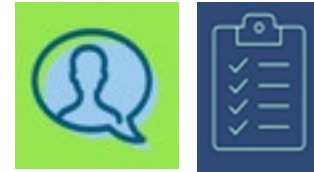


8th Grade - Planning

- Understand the Concept of Career Clusters
- Complete a Career Cluster Survey



8th Grade – Financial Literacy



A student should be exposed to:

- **Self-Advocacy**
 - A financial literacy unit in a course or workshop

A student should be supported to:

- **Planning**
 - Compare Possible Financial Futures

Lesson 1 - Employment, Minimum Wage, Online Banking

Lesson 2 - Human Capital, Standard of Living, Investing in Self

Lesson 3 - Interest Rates, Stocks, Shareholders, Investing

Lesson 4 - Insurance, Identity Protection, Saving for College and Retirement

Lesson 5 - Budgeting, Wants vs. Needs, Taxes

Lesson 6 - Managing Credit Cards, Credit Scores, Impact of Bad Credit



Compelling Question: How do I protect the wealth I am building?

Supporting Question 1: Is insurance worth it?

Supporting Question 2: How do I keep my identity safe?

Supporting Question 3: How do I make sure the future me can afford what I need?

8th Grade – Self-Advocacy

- Demonstrate a Growth Mindset
- Map a Support Network



From: Nick Brown

Sent: Friday, July 5, 2019 4:33 PM

To: Principal_jones@ilgu.org

Subject: **Help With Homework and classes**

Dear Principal Jones

It's me, Nick Brown. Can you help me out? I am not doing so well in my classes and I really want to do better but I can't seem to do it. I never get my homework all done, and even without doing all of my assignments, I'm up really late trying. But then I get tired and frustrated and give up. Then in class everyday I'm super tired and it is hard for me to pay attention. Some of my classes are so boring I don't know how to keep myself awake. I get lost in class and then the tests seem so hard. I feel like everything is out of control and my parents are so upset with me that I'm grounded all the time. I hate even going to school anymore. I wouldn't go at all except that it's the only time I get to see my friends. What can I do?

Nick

Accessing the PaCE Curriculum for 6th – 8th Grade

- Attend an ISAC led training session
Next training: IL Valley Community College (Oglesby) on August 15th from 8:30am-12pm
- Share plans for curriculum implementation (which classes/es, grade levels) and student participation data
- Provide feedback through participation in learning community and student/facilitator surveys from ISAC



Thank you!

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