December 2011

Individual Graduation Portfolio

Pacing Guide and Optional Lessons for Guideways
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IGP Overview

The Individual Graduation Portfolio (IGP) provides students with a road map to the future and a record of the past. It helps students stay on course, to reach their destination – graduation – with all the courses, skills, and experiences you need to take their education or career to the next level. Students have access to a variety of components with in the IGP system.

Middle Grades Students

*Choices Explorer*
- Explore Careers, Majors, Volunteering, & Recreation
- Get ready for High School with Course Planning
- Track grades and progress toward graduation
- Set Goals, Journaling Reflection
- Build a personal Portfolio
- Discover interests and skills
- Career & Major Finder Assessments
- *Learning Style Inventory*

High School Students

*Choices Planner*
- Explore Careers, Learn about Majors, Choose a College
- Plan High School Courses
- Track grades and progress toward graduation
- Set Goals, Build Resumes & Practice Interview Skills
- Interest Profiler & Cluster Finder assessments
- Check out up-to-date college scholarship information
- *Do What You Are*: Learn your personality type
- *Ability Profiler*: Match strengths to potential careers
- *TestGear*: Free online PSAT and SAT prep courses
Guideways

Each student grade 6-12 has access to their Individual Graduation Portfolios through a customized DCPS web portal. Once logged in, students will have access to a customized map through the program called a guideway. Each grade level has a different guideway designed to ensure that the minimum aspects of the program are completed each year to ensure student success in post-secondary school and beyond.

This manual serves as a resource for advisors, teachers, counselors, and college access providers to assist students in working through grade appropriate guideways within their Individual Graduation Portfolios.

In this manual, you will find for each grade level:
1. Overview of the guideway.
2. Time expectation of the guideway.
4. Optional Lesson Plans to accompany guideway activities.

Optional Lessons

Lessons are located within the IGP program under Your Tools, Lessons Plans and Resources.

Additional information and resources can be found:

http://dcps.dc.gov/DCPS/College+and+Careers/Individual+Graduation+Portfolio
www.dcps.dc.gov/educators
www.dcps.bridges.com
Grade 6: Choices Explorer Getting Started Guideway

Introduce students to the IGP web portal tool. Explain what the IGP is and how it will empower them to make better decision for their futures. Focus on ownership of grades and future. Students in 6th grade should familiarize themselves with logging on to their IGP account, complete the guideway, become aware of course planner, and become comfortable with technology. Sixth (6th) grade students use the Get Started Guideway: Get started using Choices Explorer to check out your options for the future.

Time Expectation

For sixth grades, the expectation is that schools will provide 45-60 minutes per term or 3 to 4 hours per year for completion of the guideways steps. This is only an estimate and lessons or additional activities may increase time needed.
Grade 6: Choices Explorer Getting Started Guideway Pacing

Term 1 (1st Marking Period)
Introduce the IGP web portal tool. Using the login instruction sheet, students learn how to log-on to their IGP accounts and change their password. Overview and exploration of features included in the IGP. Students explore the options within the IGP and are prompted to ask questions.

Guideway Step 1 of 9: Introduction & Thinking about Careers

- **Suggested Lesson(s)**
  - Exploring Career Options
  This activity will get students talking to one another about the kinds of careers they would like to consider. Starting with a list of four career options, students will choose the career they think would suit them best. Then they will consider what aspects of the other three careers they would enjoy.

Term 2 (2nd Marking Period)

Guideways Step 2 of 9: Identify your top career cluster
Guideways Step 3 of 9: Take the Career Quiz
Guideways Step 4 of 9: What do your results mean to you?

- **Suggested Lesson(s)**
  - Browsing Occupational Leads
  Students use the career clusters of Choices Explorer to explore different career areas and choose "top picks" in at least two categories

Term 3 (3rd Marking Period)

Guideways Step 5 of 9: Your best school subjects and careers
Guideways Step 6 of 9: All about you: your experiences
Guideways Step 7 of 9: Self Reflection

- **Suggested Lesson(s)**
  - Career Profiles
  A great icebreaker! Students "wear" a career profile on their back and ask questions of others to determine what their career profile is.

Term 4 (4th Marking Period)

Guideways Step 8 of 9: Explore the Student Planner
Guideways Step 9 of 9: Add to your portfolio

**Guideway Summary:** You have finished the Guideway! Review what you have accomplished.
Grade 7: Choices Explorer Guideway

Introduce students to the IGP web portal tool. Explain what the IGP is and how it will empower them to make better decisions for their futures. Focus on ownership of grades and future. Students should explore college and career options and become familiar with the course planner and complete a course plan.

Time Expectation

For seventh grades, the expectation is that schools will provide 45-60 minutes per term or 3 to 4 hours per year for completion of the guideways steps. This is only an estimate and lessons or additional activities may increase time needed.
Grade 7: Choices Explorer Guideway Pacing

**Term 1 (1st Marking Period)**

| Guideway Step 1 of 11: Introduction - Complete Your Information |
| Guideway Step 2 of 11: Summer Activities |
| Guideway Step 3 of 11: Discover Your Learning Style |

**Suggested Lesson(s)**

**Using the Choices Explorer Search Tool**

Use the Search tool on the Choices Explorer service as a resource to relate student interests to career alternatives.

**Term 2 (2nd Marking Period)**

| Guideways Step 4 of 11: Discover My Top Career Cluster |
| Guideways Step 5 of 11: Explore Post-Secondary Programs & Majors |
| Guideways Step 6 of 11: Explore Programs Part 2 |

**Suggested Lesson(s)**

**Designing a Business Card**

Students design and create a functional business card for a chosen career field.

**Term 3 (3rd Marking Period)**

| Guideways Step 7 of 11: Plan My Courses |
| Guideways Step 8 of 11: My Classes vs. My Goals |

**Suggested Lesson(s)**

**Decision Making**

This unit teaches how to use information to make decisions.

**Exploring Majors**

Students completing this activity will be exposed to the education articles in Choices Explorer. An education article offers a detailed look at a specific educational program -- for example, a degree in electrical engineering.

**Term 4 (4th Marking Period)**

| Guideways Step 9 of 11: My Recommendation Letter |
| Guideways Step 10 of 11: My Exemplary Work |
| Guideways Step 11 of 11: End of Year Reflection. Save and print Portfolio |

**Suggested Lesson(s)**

**Talking About Careers and World Events**

World events can impact future career options for today's young people. Students may not always make the connection between events they hear about and the future of various occupations. This activity uses current events in the news to spark discussion about careers and career outlooks.
Grade 8: Choices Explorer Guideway

Prepare students to successfully transition to high school and expose them to DCPS school choices. Reinforce relationship between grades, graduation and college and career possibilities. Students in Grade 8 are expected to select a high school and complete a course plan.

Time Expectation

For eighth grades, the expectation is that schools will provide **60-90 minutes per term or 4 to 6 hours per year** for completion of the guideways steps. *This is only an estimate and lessons or additional activities may increase time needed.*
Grade 8: Choices Explorer Guideway Pacing

Term 1 (1st Marking Period)

Guideway Step 1 of 15: Introduction – Summer Activities
Guideway Step 2 of 15: Begin the Year with a Plan

**Suggested Lesson(s)**

**Word Chaser**
This is a good activity for students to become familiar with Choices Explorer and to work on career awareness. This is also good for ESL students to develop language skills. Students will use Choices Explorer to read articles that fit into different categories. Students will begin looking at a wide range of articles that they may not have otherwise looked at.

**Career Chameleon**
This career awareness exercise can be used as a fun activity exposing students to dozens of careers during an in-class "game show" episode.

Term 2 (2nd Marking Period)

Guideway Step 3 of 15: Discover My Top Career Cluster
Guideway Step 4 of 15: Discover Careers that Work for Me
Guideway Step 5 of 15: Another Career That Works for Me
Guideway Step 6 of 15: Explore High Schools
Guideway Step 7 of 15: Plan My Courses (requires parent sign off after course plan is complete)

**Suggested Lesson(s)**

**At the Movies**
Students will learn about the key components in a variety of career areas. Movies and Choices profiles will help students identify key skills and attributes of several career areas and related educational information.

Term 3 (3rd Marking Period)

Guideway Step 8 of 15: Explore Post-Secondary Programs & Majors
Guideway Step 9 of 15: Explore Programs Part 2
Guideway Step 10 of 15: Support Your Goals
Guideway Step 11 of 15: Review My Course Plan

**Suggested Lesson(s)**

**Changing World, Changing Careers**
In this lesson, students will work in groups of three or four to identify ways that today's careers could be affected by current events or other changes in the world.

Term 4 (4th Marking Period)

Guideway Step 12 of 15: My Experiences & Accomplishments
Guideway Step 13 of 15: My Recommendation Letter
Guideway Step 14 of 15: My Exemplary Work
Guideway Step 15 of 15: End-of-Year Reflection
Guideway Summary. Save and Print Portfolio
Grade 9: Choices Planner Guideway

Students should have a course plan to graduate from high school that aligns with plans. They should continue to explore career and college options.

Time Expectation

For high school students the expectation is that schools will provide 90-120 minutes per term or 8 to 12 hours per year for completion of the guideways steps. This is only an estimate and lessons or additional activities may increase time needed.
# Grade 9: Choices Planner Guideway Pacing

## Term 1 (1st Marking Period)

<table>
<thead>
<tr>
<th>Guideway Step 1 of 17: Introduction – Summer Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guideway Step 2 of 17: Begin the Year with a Plan</td>
</tr>
<tr>
<td>Guideway Step 3 of 17: Discover your learning style</td>
</tr>
</tbody>
</table>

**Suggested Lesson(s)**

- **What Will I Be?**
  This activity lets students do a little dreaming about the future. Along the way, they will practice their reading comprehension, writing and composition skills, research skills and computer skills.

## Term 2 (2nd Marking Period)

<table>
<thead>
<tr>
<th>Guideway Step 4 of 17: Discover my career cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guideway Step 5 of 17: Identify your skills</td>
</tr>
<tr>
<td>Guideway Step 6 of 17: Plan my courses</td>
</tr>
<tr>
<td>Guideway Step 7 of 17: My classes vs. my goals</td>
</tr>
</tbody>
</table>

**Suggested Lesson(s)**

- **Careers in the News**
  This activity involves an analysis of the daily news. Students will become more familiar with career research, and learn why career exploration and research are needed to make good career planning decisions.

## Term 3 (3rd Marking Period)

<table>
<thead>
<tr>
<th>Guideway Step 8 of 17: What sorts of careers are suited for me?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guideway Step 9 of 17: Save a second career</td>
</tr>
<tr>
<td>Guideway Step 10 of 17: College Board account</td>
</tr>
<tr>
<td>Guideway Step 11 of 17: PSAT preparation</td>
</tr>
<tr>
<td>Guideway Step 12 of 17: My recommendation letter</td>
</tr>
</tbody>
</table>

**Suggested Lesson(s)**

- **Entrepreneurship**
  This activity promotes awareness of entrepreneurship by identifying the characteristics of an entrepreneur, and researching corresponding careers and opportunities.

## Term 4 (4th Marking Period)

<table>
<thead>
<tr>
<th>Guideway Step 13 of 17: My exemplary work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guideway Step 14 of 17: Community service</td>
</tr>
<tr>
<td>Guideway Step 15 of 17: Resume builder</td>
</tr>
<tr>
<td>Guideway Step 16 of 17: End-of-year reflection</td>
</tr>
<tr>
<td>Guideway Step 17 of 17: Review My Course Plan</td>
</tr>
<tr>
<td>Guideway Summary. Save and Print Portfolio</td>
</tr>
</tbody>
</table>
Grade 10: Choices Planner Guideway

Students should identify potential careers and college options. They should begin building portfolios and skills to be competitive college and job applicants.

Time Expectation

For high school students the expectation is that schools will provide **90-120 minutes per term or 8 to 12 hours per year** for completion of the guideways steps. *This is only an estimate and lessons or additional activities may increase time needed.*
## Grade 10: Choices Planner Guideway Pacing

### Term 1 (1st Marking Period)

**Guideway Step 1 of 18: Introduction – Summer Activities**  
**Guideway Step 2 of 18: Begin the Year with a Plan**  
**Guideway Step 3 of 18: PSAT preparation**  
**Guideway Step 4 of 18: My Interests**

### Term 2 (2nd Marking Period)

**Guideway Step 5 of 18: Discover your learning style**  
**Guideway Step 6 of 18: What sorts of careers are suited for me?**  
**Guideway Step 7 of 18: Save a second career**  
**Guideway Step 8 of 18: Review my course plan**  
**Guideway Step 9 of 18: My classes vs. my goals**

**Suggested Lesson(s)**  
**Live and Learn I and II**  
Students research articles that describe a variety of alternative educational options and relate educational choices to plans.

### Term 3 (3rd Marking Period)

**Guideway Step 10 of 18: Explore schools**  
**Guideway Step 11 of 18: Explore more schools**  
**Guideway Step 12 of 18: Interview practice**  
**Guideway Step 13 of 18: Resume builder**

**Suggested Lesson(s)**  
**Building Interview Skills**  
Students will learn interviewing skills and participate in mock interviews.  
**Job Application Activity**  
This activity provides students with experience in completing a job application.

### Term 4 (4th Marking Period)

**Guideway Step 14 of 18: My recommendation letter**  
**Guideway Step 15 of 18: My exemplary work**  
**Guideway Step 16 of 18: Community service**  
**Guideway Step 17 of 18: End-of-year reflection**  
**Guideway Step 18 of 18: Review My Course Plan**  
**Guideway Summary. Save and Print Portfolio**

**Suggested Lesson(s)**  
**Proofreading Your Resume**  
Students will use proofreading techniques to improve the quality and accuracy of their resumes.
Grade 11: Choices Planner Guideway

Students should be preparing to apply to college and acquiring skills to work after graduation.

Time Expectation

For high school students the expectation is that schools will provide 90-120 minutes per term or 8 to 12 hours per year for completion of the guideways steps. This is only an estimate and lessons or additional activities may increase time needed.
Grade 11: Choices Planner Guideway Pacing

Term 1 (1st Marking Period)

| Guideway Step 1 of 25: Introduction - My post-graduation plans |
| Guideway Step 2 of 25: Begin the year with a plan |
| Guideway Step 3 of 25: Consider my career cluster |
| Guideway Step 4 of 25: Post-secondary programs |

**Suggested Lesson(s)**

- **Exploring Majors**
  Students will use proofreading techniques to improve the quality and accuracy of their resumes.
- **Creating a Job Ad**
  Students will learn about the key skills required for employment in a specific career area so that they may create a job advertisement.

Term 2 (2nd Marking Period)

| Guideway Step 5 of 25: Post-secondary programs |
| Guideway Step 6 of 25: Explore schools |
| Guideway Step 7 of 25: Explore more schools |
| Guideway Step 8 of 25: College fair experience |
| Guideway Step 9 of 25: SAT readiness |
| Guideway Step 10 of 25: Review my course plan |
| Guideway Step 11 of 25: My classes vs. my goals |

Term 3 (3rd Marking Period)

| Guideway Step 12 of 25: My values |
| Guideway Step 13 of 25: What sorts of careers are suited for me? |
| Guideway Step 14 of 25: Find scholarships |
| Guideway Step 15 of 25: Add a second scholarship |
| Guideway Step 16 of 25: Add a third scholarship |
| Guideway Step 17 of 25: Add a fourth scholarship |
| Guideway Step 18 of 25: Scholarship status |

**Suggested Lesson(s)**

- **Searching Occupational Leads**
  Students search for occupational leads using career articles that match their interests.

Term 4 (4th Marking Period)

| Guideway Step 19 of 25: My recommendation letter |
| Guideway Step 20 of 25: My exemplary work |
| Guideway Step 21 of 25: College credit |
| Guideway Step 22 of 25: Community service |
| Guideway Step 23 of 25: Resume builder |
| Guideway Step 24 of 25: End-of-year reflection |
| Guideway Step 25 of 25: Review My Course Plan |
| Guideway summary and Save and Print Portfolio |
Grade 12: Choices Planner Guideway

It is the expectation that every student has the plan, skills, and ability to pursue post-secondary options. Students must complete the 12th grade guideway, considered their state mandated Individual Graduation Plan, in order to graduate from high school.

Time Expectation

For high school students the expectation is that schools will provide **90-120 minutes per term or 8 to 12 hours per year** for completion of the guideways steps. *This is only an estimate and lessons or additional activities may increase time needed.*
Grade 12: Choices Planner Guideway Pacing

Term 1 (1\textsuperscript{st} Marking Period)

- **Guideway Step 1 of 26:** Introduction and My post-graduation plans
- **Guideway Step 2 of 26:** Begin the year with a plan
- **Guideway Step 3 of 26:** Consider my career cluster
- **Guideway Step 4 of 26:** Identify basic skills

Term 2 (2\textsuperscript{nd} Marking Period)

- **Guideway Step 5 of 26:** Identify transferable skills
- **Guideway Step 6 of 26:** Expand my career options
- **Guideway Step 7 of 26:** Explore schools
- **Guideway Step 8 of 26:** Explore more schools
- **Guideway Step 9 of 26:** College fair experiences
- **Guideway Step 10 of 26:** Where I plan to apply
- **Guideway Step 11 of 26:** My recommendation letter
- **Guideway Step 12 of 26:** SAT readiness

**Suggested Lesson(s)**

- **Record Breaking News**
  Students practice reading, writing, summarizing, and pairing down information while they learn about the skills needed to be an effective sportscaster.

Term 3 (3\textsuperscript{rd} Marking Period)

- **Guideway Step 13 of 26:** Get money for college
- **Guideway Step 14 of 26:** Find scholarships
- **Guideway Step 15 of 26:** Add another scholarship
- **Guideway Step 16 of 26:** Add another scholarship
- **Guideway Step 17 of 26:** Add another scholarship
- **Guideway Step 18 of 26:** College application status
- **Guideway Step 19 of 26:** Resume builder
- **Guideway Step 20 of 26:** Writing a cover letter
- **Guideway Step 21 of 26:** Writing a thank-you letter

**Suggested Lesson(s)**

- **Life Saver, Anyone?**
  Students practice presentation skills.

Term 4 (4\textsuperscript{th} Marking Period)

- **Guideway Step 22 of 26:** My acceptance letter
- **Guideway Step 23 of 26:** My exemplary work
- **Guideway Step 24 of 26:** College credit
- **Guideway Step 25 of 26:** Community service
- **Guideway Step 26 of 26:** End-of-year reflection
- **Guideway summary. Save and Print Portfolio**
Additional Resources

In order to access links, users must be logged on to Bridges account.

Selected Research on Importance of Career Exploration


Choices Planner Case Studies

https://access.bridges.com/authPortal/pro/resource/Browse.do

Case studies include examples and Suggested courses of action for students who are:

- Beginning to think about careers
- Considering dropping out of school
- Unrealistic about their career goal
- Experiencing negative peer pressure regarding career choices
- Interested in a particular field of work
- Physically disabled and searching for a career
- Uncomfortable with their career goal

Lesson Plans and Activities by Subject

https://access.bridges.com/authPortal/pro/resource/Browse.do

Subjects include:

- Special Education
- Math
- English and ESL
- Family and Consumer Sciences
- Business
- Physical Education
- Social Studies
- Theater, Art, Music
- World Languages
- Science and Technology

Resources to Help Guide Parents


Topics include:

- High school planning for middle school students
- College planning
- Planning Worksheets
- Career Planning

Choices Planner Professional Manual

https://access.bridges.com/usa/en_US/choices/pro/content/usingcp/promanual/intro.html

Choices Explorer Professional Manual