

**Illinois PaCE: Postsecondary and Career Expectations (PaCE Framework) Crosswalk with the Illinois Social Science Standards Grades 8 – 12 for Financial Literacy & the Illinois Social Emotional Learning Standards Grades 6-12**



March 2017

	<b>Illinois PaCE</b>	<b>Related Illinois 8-12 Financial Literacy Standards</b>
<b>By the End of 8<sup>th</sup> Grade</b>	<p><i>A student should be supported to</i></p> <ul style="list-style-type: none"> <li>• Be exposed to a finance literacy unit in a course or workshop</li> </ul>	<b>SS.EC.FL.1.6-8.LC</b> Analyze the relationship between skills, education, jobs, and income.
	<b>Illinois PaCE</b>	<b>Related Illinois 6-12 Social Emotional Learning Standards</b>
<b>By the End of 8<sup>th</sup> Grade</b>	<p><i>A student should be supported to</i></p> <ul style="list-style-type: none"> <li>• complete a career cluster survey</li> <li>• attend a career exploration day</li> <li>• complete a unit on education planning</li> <li>• be exposed to a finance literacy unit in a course or workshop</li> </ul> <p><i>A student should know</i></p> <ul style="list-style-type: none"> <li>• the concept of career clusters for further exploration</li> <li>• possible career clusters of interest</li> <li>• relationship between community service/ extracurricular activities and postsecondary (PS)/career goals</li> </ul>	<p><b>1B.E.6</b> – Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new students).</p> <p><b>1B.G.1</b> – Identify extra-curricular activities available to students.</p> <p><b>1B.G.4</b> – Identify organizations in your community that provide opportunities to develop your interests or talents.</p> <p><b>1B.G.5</b> – Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork).</p> <p><b>1B.I.1</b> – Identify possible career and volunteer opportunities based on your identified interests and strengths.</p> <p><b>1B.I.3</b> – Establish criteria for deciding which of two sports or other activities to engage in.</p> <p><b>1B.J.1</b> – Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly.</p> <p><b>1B.J.2</b> – Analyze how the example of the professional work or community service in your life has contributed to an important life goal.</p> <p><b>3B.J.2</b> – Analyze how interests, personality traits, and aptitudes affect career choices.</p> <p><b>3B.J.3</b> – Examine the relationship between academic courses and career goals.</p>

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	<b>Illinois PaCE</b>	<b>Related Illinois 8-12 Financial Literacy Standards</b>
<b>By the End of 9<sup>th</sup> Grade</b>	<p><i>A student should be supported to</i></p> <ul style="list-style-type: none"> <li>• Complete a financial aid assessment with a family member</li> </ul> <p><i>A student should know</i></p> <ul style="list-style-type: none"> <li>• General cost ranges of various postsecondary options</li> </ul>	<p><b>SS.EC.FL.1.9-12</b> Analyze the costs and benefits of various strategies to increase income.</p> <p><b>SS.EC.FL.2.9-12</b> Explain how to make informed financial decisions by collecting information, planning, and budgeting.</p>
	<b>Illinois PaCE</b>	<b>Related Illinois 6-12 Social Emotional Learning Standards</b>
<b>By the End of 9<sup>th</sup> Grade</b>	<p><i>A student should be supported to</i></p> <ul style="list-style-type: none"> <li>• revisit career cluster survey and take a career interest survey</li> <li>• complete an orientation to career clusters</li> <li>• attend a postsecondary (PS) options workshop</li> <li>• meet with a counselor to discuss coursework and postsecondary/career plans</li> <li>• with the ISBE College and Career Ready Framework begin determining eligibility for AP courses</li> <li>• outline a plan for community service/ extracurricular activities related to PS plans</li> <li>• complete a financial aid assessment with a family member</li> </ul> <p><i>A student should know</i></p> <ul style="list-style-type: none"> <li>• one or two career clusters for further exploration and development</li> <li>• the relationship between HS coursework, attendance, and grades to PS plans</li> <li>• importance of community service and extracurricular activities to PS and career plans</li> <li>• general cost ranges of various PS options</li> </ul>	<p><b>1B.E.2</b> – Identify reliable adults from whom you would seek help in various situations.</p> <p><b>1B.E.6</b> – Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new students).</p> <p><b>1B.G.1</b> – Identify extra-curricular activities available to students.</p> <p><b>1B.G.3</b> – Identify school support personnel and investigate how they assist students.</p> <p><b>1B.G.4</b> – Identify organizations in your community that provide opportunities to develop your interests or talents.</p> <p><b>1B.G.5</b> – Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork).</p> <p><b>1B.H.6</b> – Analyze the role of extra-curricular activities in how you feel about school.</p> <p><b>1B.I.1</b> – Identify possible career and volunteer opportunities based on your identified interests and strengths.</p> <p><b>1B.J.1</b> – Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly.</p> <p><b>1B.J.2</b> – Analyze how the example of the professional work or community service in your life has contributed to an important life goal.</p> <p><b>1C.I.6</b> – Analyze how academic achievement can contribute to achievement of a long-term goal.</p> <p><b>3B.E.3</b> – Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first).</p>

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		<p><b>3B.I.2</b> – Identify resources that facilitate academic success and social functioning.</p> <p><b>3B.I.4</b> – Evaluate how the decisions you make about studying affect your academic achievement.</p> <p><b>3B.J.2</b> – Analyze how interests, personality traits, and aptitudes affect career choices.</p> <p><b>3B.J.3</b> – Examine the relationship between academic courses and career goals.</p> <p><b>3B.J.6</b> – Use school and community resources in making academic and social decisions</p>
	<b>Illinois PaCE</b>	<b>Related Illinois 6-12 Social Emotional Learning Standards</b>
<b>By the End of 10th Grade</b>	<p><i>A student should be supported to</i></p> <ul style="list-style-type: none"> <li>• visit at least one workplace aligned to career interests</li> <li>• complete an orientation course to a particular career cluster or cluster grouping</li> <li>• select a career pathway (CP) within a career cluster of interest</li> <li>• begin determining eligibility for AP courses</li> <li>• identify 2-3 adults to support him/her through the PS and career selection process</li> <li>• compare current cumulative GPA, academic, and career indicators to ISBE College and Career Ready Framework (every year)</li> <li>• attend a PS affordability workshop with adult family member</li> </ul> <p><i>A student should know</i></p> <ul style="list-style-type: none"> <li>• educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP</li> <li>• different types of PS credentials and institutions</li> <li>• general timing of PS entrance exams and apps</li> <li>• benefit of early college credit opportunities to PS access and completion</li> </ul>	<p><b>1B.E.2</b> – Identify reliable adults from whom you would seek help in various situations.</p> <p><b>1B.G.3</b> – Identify school support personnel and investigate how they assist students.</p> <p><b>1B.G.4</b> – Identify organizations in your community that provide opportunities to develop your interests or talents.</p> <p><b>1B.I.1</b> – Identify possible career and volunteer opportunities based on your identified interests and strengths.</p> <p><b>1B.J.1</b> – Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly.</p> <p><b>1B.J.2</b> – Analyze how the example of the professional work or community service in your life has contributed to an important life goal.</p> <p><b>1B.J.5</b> – Develop relationships that support personal and career goals.</p> <p><b>1C.I.6</b> – Analyze how academic achievement can contribute to achievement of a long-term goal.</p> <p><b>2C.J.7</b> – Demonstrate strategies for collaborating with peers, adults, and others in the community.</p> <p><b>3B.E.3</b> – Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first).</p>

		<p><b>3B.J.3</b> – Examine the relationship between academic courses and career goals.</p> <p><b>3B.J.6</b> – Use school and community resources in making academic and social decisions.</p>
	<b>Illinois PaCE</b>	<b>Related Illinois 8-12 Financial Literacy Standards</b>
<b>By the End of 11<sup>th</sup> Grade</b>	<p><i>A student should know</i></p> <ul style="list-style-type: none"> <li>Financial aid deadlines for chosen postsecondary options</li> </ul>	<p><b>SS.EC.FL.1.9-12</b> Analyze the costs and benefits of various strategies to increase income.</p> <p><b>SS.EC.FL.2.9-12</b> Explain how to make informed financial decisions by collecting information, planning, and budgeting.</p> <p><b>SS.EC.FL.3.9-12</b> Explain how time, interest rates, and inflation influence savings patterns over a lifetime.</p> <p><b>SS.EC.FL.4.9-12</b> Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders, and interest</p>
	<b>Illinois PaCE</b>	<b>Related Illinois 6-12 Social Emotional Learning Standards</b>
<b>By the End of 11th Grade</b>	<p><i>A student should be supported to</i></p> <ul style="list-style-type: none"> <li>revisit the career survey</li> <li>participate in a mock job interview</li> <li>create a resume and personal statement</li> <li>identify an internship opportunity related to CP</li> <li>determine readiness for college-level coursework in Math/ELA and enrolled in either "catch up" or "speed up" course</li> <li>complete or enroll in at least one early college credit opportunity</li> <li>attend a college fair</li> <li>visit at least 3 PS institutions</li> <li>take at least one college entrance exam</li> </ul> <p><i>A student should know</i></p> <ul style="list-style-type: none"> <li>app deadlines, test timing, cost, and prep for industry-based certification for CP career attributes related to career interests</li> <li>entrance requirements, including app deadlines, for expected PS program of study</li> <li>3-5 match schools, one safety, and one reach school for PS program of study</li> </ul>	<p><b>1A.E.6</b> – Practice handling pressure situations (e.g., taking a test, participating in a competitive activity)</p> <p><b>1B.E.2</b> – Identify reliable adults from whom you would seek help in various situations.</p> <p><b>1B.G.3</b> – Identify school support personnel and investigate how they assist students</p> <p><b>1B.G.4</b> – Identify organizations in your community that provide opportunities to develop your interests or talents.</p> <p><b>1B.I.1</b> – Identify possible career and volunteer opportunities based on your identified interests and strengths.</p> <p><b>1B.1.4</b> – Make a plan to improve your performance in a school subject or area of family responsibility.</p> <p><b>1B.I.5</b> – Evaluate how various experiences (e.g., summer jobs or volunteer work) have contributed to developing an interest or skill</p> <p><b>1B.J.1</b> – Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly.</p>

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	<ul style="list-style-type: none"> <li>negative impact of remediation on PS goals</li> <li>financial aid deadlines for chosen PS options</li> </ul>	<p><b>1B.J.5</b> – Develop relationships that support personal and career goals.</p> <p><b>1C.I.6</b> – Analyze how academic achievement can contribute to achievement of a long-term goal.</p> <p><b>1C.G.5</b> – Apply goal-setting skills to develop academic success</p> <p><b>3B.E.3</b> – Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first)</p> <p><b>3B.I.2</b> – Identify resources that facilitate academic success and social functioning</p> <p><b>3B.J.3</b> – Examine the relationship between academic courses and career goals.</p> <p><b>3B.J.6</b> – Use school and community resources in making academic and social decisions.</p>
	<b>Illinois PaCE</b>	<b>Related Illinois 8-12 Financial Literacy Standards</b>
<b>By the End of 12<sup>th</sup> Grade</b>	<p><i>By 12/31 of 12th grade</i></p> <ul style="list-style-type: none"> <li>Attended a FAFSA completion workshop</li> <li>Complete the FAFSA</li> </ul> <p><i>By the end of 12th grade</i></p> <ul style="list-style-type: none"> <li>Attend a financial aid award letter workshop</li> </ul> <p><i>A student should know</i></p> <ul style="list-style-type: none"> <li>Estimated cost of each postsecondary option</li> <li>Affordability of postsecondary options in relation to expected entry-level career salary and anticipated debt terms and conditions of any scholarship or loan</li> </ul>	<p><b>SS.EC.FL.1.9-12</b> Analyze the costs and benefits of various strategies to increase income.</p> <p><b>SS.EC.FL.2.9-12</b> Explain how to make informed financial decisions by collecting information, planning, and budgeting.</p> <p><b>SS.EC.FL.3.9-12</b> Explain how time, interest rates, and inflation influence savings patterns over a lifetime.</p> <p><b>SS.EC.FL.4.9-12</b> Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders, and interest</p>
	<b>Illinois PaCE</b>	<b>Related Illinois 6-12 Social Emotional Learning Standards</b>
<b>By the End of 12<sup>th</sup> Grade</b>	<p><i>By 12/31 of 12th grade</i></p> <p><i>A student should have</i></p> <ul style="list-style-type: none"> <li>completed 3 or more admission applications to PS institutions</li> <li>met with a school counselor to ensure all steps in the PS admission process are completed on time</li> <li>attended a FAFSA completion workshop</li> </ul>	<p><b>1B.E.2</b> – Identify reliable adults from whom you would seek help in various situations.</p> <p><b>1B.E.3</b> – Describe how you would improve your ability to perform a valued skill.</p> <p><b>1B.G.3</b> – Identify school support personnel and investigate how they assist students.</p>

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	<ul style="list-style-type: none"> <li>• completed the FAFSA</li> </ul> <p><i>By the end of 12th grade a student should be supported to</i></p> <ul style="list-style-type: none"> <li>• address any remedial needs in Math/ELA</li> <li>• obtain an internship opportunity relating to CP</li> <li>• if applicable, receive industry-based certification(s) relating to CP</li> <li>• complete one or more team-based challenges or projects relating to CP</li> <li>• attend a financial aid award letter workshop</li> </ul> <p><i>A student should know</i></p> <ul style="list-style-type: none"> <li>• how CP courses and experiences articulate to degree programs at PS options</li> <li>• estimated cost of each PS option</li> <li>• affordability of PS options in relation to expected entry-level career salary and anticipated debt</li> <li>• terms and conditions of any scholarship or loan</li> </ul>	<p><b>1B.I.1</b> – Identify possible career and volunteer opportunities based on your identified interests and strengths.</p> <p><b>1B.J.1</b> – Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly.</p> <p><b>1B.J.2</b> – Analyze how the example of the professional work or community service of an adult in your life has contributed to an important life goal.</p> <p><b>1B.J.5</b> – Develop relationships that support personal and career goals.</p> <p><b>3B.E.3</b> – Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first)</p> <p><b>2B.F.6</b> – Demonstrate an ability to complete assignments on time.</p> <p><b>3B.J.6</b> – Use school and community resources in making academic and social decisions.</p>
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