

Illinois PaCE: Postsecondary and Career Expectations (PaCE Framework) Crosswalk with the Illinois Social Science Standards Grades 8 – 12 for Financial Literacy



March 2017

	Illinois PaCE	Related Illinois 8-12 Financial Literacy Standards
By the End of 8th Grade	<p>A student should be supported to</p> <ul style="list-style-type: none"> • Be exposed to a finance literacy unit in a course or workshop 	<p>SS.EC.FL.1.6-8.LC Analyze the relationship between skills, education, jobs, and income.</p>
By the End of 9th Grade	<p>A student should be supported to</p> <ul style="list-style-type: none"> • Complete a financial aid assessment with a family member <p>A student should know</p> <ul style="list-style-type: none"> • General cost ranges of various postsecondary options 	<p>SS.EC.FL.1.9-12 Analyze the costs and benefits of various strategies to increase income. SS.EC.FL.2.9-12 Explain how to make informed financial decisions by collecting information, planning, and budgeting.</p>
By the End of 11th Grade	<p>A student should know</p> <ul style="list-style-type: none"> • Financial aid deadlines for chosen postsecondary options 	<p>SS.EC.FL.1.9-12 Analyze the costs and benefits of various strategies to increase income. SS.EC.FL.2.9-12 Explain how to make informed financial decisions by collecting information, planning, and budgeting. SS.EC.FL.3.9-12 Explain how time, interest rates, and inflation influence savings patterns over a lifetime. SS.EC.FL.4.9-12 Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders, and interest</p>
By the End of 12th Grade	<p>By 12/31 of 12th grade</p> <ul style="list-style-type: none"> • Attended a FAFSA completion workshop • Complete the FAFSA <p>By the end of 12th grade</p> <ul style="list-style-type: none"> • Attend a financial aid award letter workshop <p>A student should know</p>	<p>SS.EC.FL.1.9-12 Analyze the costs and benefits of various strategies to increase income. SS.EC.FL.2.9-12 Explain how to make informed financial decisions by collecting information, planning, and budgeting. SS.EC.FL.3.9-12 Explain how time, interest rates, and inflation influence savings patterns over a lifetime.</p>

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	<ul style="list-style-type: none">• Estimated cost of each postsecondary option• Affordability of postsecondary options in relation to expected entry- level career salary and anticipated debt terms and conditions of any scholarship or loan	SS.EC.FL.4.9-12 Analyze costs and benefits of different credit and payment options for goods and services, the role of lenders, and interest
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Illinois PaCE: Postsecondary and Career Expectations (PaCE Framework) Crosswalk with the Illinois Social Emotional Learning Standards
Grades 6-12
 March 2017

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

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<p>By the End of 9th Grade</p>	<p>A student should be supported to:</p> <ul style="list-style-type: none"> • revisit career cluster survey and take a career interest survey • complete an orientation to career clusters • attend a postsecondary (PS) options workshop • meet with a counselor to discuss coursework and postsecondary/career plans • with the ISBE College and Career Ready Framework begin determining eligibility for AP courses • outline a plan for community service/ extracurricular activities related to PS plans • complete a financial aid assessment with a family member <p>A student should know:</p> <ul style="list-style-type: none"> • one or two career clusters for further exploration and development • the relationship between HS coursework, attendance, and grades to PS plans • importance of community service and extracurricular activities to PS and career plans • general cost ranges of various PS options 	<p>1B.E.2 – Identify reliable adults from whom you would seek help in various situations.</p> <p>1B.E.6 – Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new students).</p> <p>1B.G.1 – Identify extra-curricular activities available to students.</p> <p>1B.G.3 – Identify school support personnel and investigate how they assist students.</p> <p>1B.G.4 – Identify organizations in your community that provide opportunities to develop your interests or talents.</p> <p>1B.G.5 – Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork).</p> <p>1B.H.6 – Analyze the role of extra-curricular activities in how you feel about school.</p> <p>1B.I.1 – Identify possible career and volunteer opportunities based on your identified interests and strengths.</p> <p>1B.J.1 – Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly.</p> <p>1B.J.2 – Analyze how the example of the professional work or community service in your life has contributed to an important life goal.</p> <p>1C.I.6 – Analyze how academic achievement can contribute to achievement of a long-term goal.</p> <p>3B.E.3 – Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first).</p> <p>3B.I.2 – Identify resources that facilitate academic success and social functioning.</p> <p>3B.I.4 – Evaluate how the decisions you make about studying affect your academic achievement.</p> <p>3B.J.2 – Analyze how interests, personality traits, and aptitudes affect career choices.</p>
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		<p>3B.J.3 – Examine the relationship between academic courses and career goals.</p> <p>3B.J.6 – Use school and community resources in making academic and social decisions</p>
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<p>By the End of 10th Grade</p>	<p>A student should be supported to:</p> <ul style="list-style-type: none"> • visit at least one workplace aligned to career interests • complete an orientation course to a particular career cluster or cluster grouping • select a career pathway (CP) within a career cluster of interest • begin determining eligibility for AP courses • identify 2-3 adults to support him/her through the PS and career selection process • compare current cumulative GPA, academic, and career indicators to ISBE College and Career Ready Framework (every year) • attend a PS affordability workshop with adult family member <p>A student should know:</p> <ul style="list-style-type: none"> • educational requirements, cost, expected entry level, and midpoint salary for occupations in selected CP • different types of PS credentials and institutions • general timing of PS entrance exams and apps • benefit of early college credit opportunities to PS access and completion 	<p>1B.E.2 – Identify reliable adults from whom you would seek help in various situations.</p> <p>1B.G.3 – Identify school support personnel and investigate how they assist students.</p> <p>1B.G.4 – Identify organizations in your community that provide opportunities to develop your interests or talents.</p> <p>1B.I.1 – Identify possible career and volunteer opportunities based on your identified interests and strengths.</p> <p>1B.J.1 – Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly.</p> <p>1B.J.2 – Analyze how the example of the professional work or community service in your life has contributed to an important life goal.</p> <p>1B.J.5 – Develop relationships that support personal and career goals.</p> <p>1C.I.6 – Analyze how academic achievement can contribute to achievement of a long-term goal.</p> <p>2C.J.7 – Demonstrate strategies for collaborating with peers, adults, and others in the community.</p> <p>3B.E.3 – Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first).</p> <p>3B.J.3 – Examine the relationship between academic courses and career goals.</p> <p>3B.J.6 – Use school and community resources in making academic and social decisions.</p>
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<p>By the End of 11th Grade</p>	<p>A student should be supported to:</p> <ul style="list-style-type: none"> • revisit the career survey • participate in a mock job interview • create a resume and personal statement • identify an internship opportunity related to CP • determine readiness for college-level coursework in Math/ELA and enrolled in either "catch up" or "speed up" course • complete or enroll in at least one early college credit opportunity • attend a college fair • visit at least 3 PS institutions • take at least one college entrance exam <p>A student should know:</p> <ul style="list-style-type: none"> • app deadlines, test timing, cost, and prep for industry-based certification for CP career attributes related to career interests • entrance requirements, including app deadlines, for expected PS program of study • 3-5 match schools, one safety, and one reach school for PS program of study • negative impact of remediation on PS goals • financial aid deadlines for chosen PS options 	<p>1A.E.6 – Practice handling pressure situations (e.g., taking a test, participating in a competitive activity)</p> <p>1B.E.2 – Identify reliable adults from whom you would seek help in various situations.</p> <p>1B.G.3 – Identify school support personnel and investigate how they assist students</p> <p>1B.G.4 – Identify organizations in your community that provide opportunities to develop your interests or talents.</p> <p>1B.I.1 – Identify possible career and volunteer opportunities based on your identified interests and strengths.</p> <p>1B.1.4 – Make a plan to improve your performance in a school subject or area of family responsibility.</p> <p>1B.I.5 – Evaluate how various experiences (e.g., summer jobs or volunteer work) have contributed to developing an interest or skill</p> <p>1B.J.1 – Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly.</p> <p>1B.J.5 – Develop relationships that support personal and career goals.</p> <p>1C.I.6 – Analyze how academic achievement can contribute to achievement of a long-term goal.</p> <p>1C.G.5 – Apply goal-setting skills to develop academic success</p> <p>3B.E.3 – Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first)</p> <p>3B.I.2 – Identify resources that facilitate academic success and social functioning</p> <p>3B.J.3 – Examine the relationship between academic courses and career goals.</p> <p>3B.J.6 – Use school and community resources in making academic and social decisions.</p>
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<p>By the End of 12th Grade</p>	<p>By 12/31 of 12th grade A student should have:</p> <ul style="list-style-type: none"> • completed 3 or more admission applications to PS institutions • met with a school counselor to ensure all steps in the PS admission process are completed on time • attended a FAFSA completion workshop • completed the FAFSA <p>By the end of 12th grade a student should be supported to:</p> <ul style="list-style-type: none"> • address any remedial needs in Math/ELA • obtain an internship opportunity relating to CP • if applicable, receive industry-based certification(s) relating to CP • complete one or more team-based challenges or projects relating to CP • attend a financial aid award letter workshop <p>A student should know:</p> <ul style="list-style-type: none"> • how CP courses and experiences articulate to degree programs at PS options • estimated cost of each PS option • affordability of PS options in relation to expected entry-level career salary and anticipated debt • terms and conditions of any scholarship or loan 	<p>1B.E.2 – Identify reliable adults from whom you would seek help in various situations.</p> <p>1B.E.3 – Describe how you would improve your ability to perform a valued skill.</p> <p>1B.G.3 – Identify school support personnel and investigate how they assist students.</p> <p>1B.I.1 – Identify possible career and volunteer opportunities based on your identified interests and strengths.</p> <p>1B.J.1 – Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly.</p> <p>1B.J.2 – 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>1B.J.5 – Develop relationships that support personal and career goals.</p> <p>3B.E.3 – Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first)</p> <p>2B.F.6 – Demonstrate an ability to complete assignments on time.</p> <p>3B.J.6 – Use school and community resources in making academic and social decisions.</p>
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