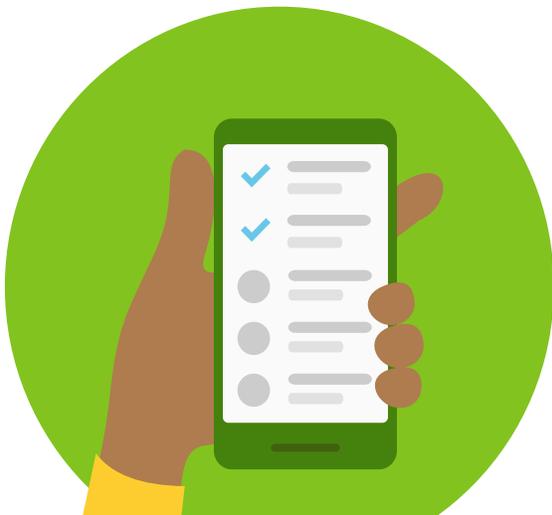


xello

# Introducing your students to Xello

Scope and sequence documentation  
to get you started on the right foot





# Say hello to Xello!

Xello is software that helps students in grades 6–12 create their very own, unique roadmap for future success—enabling them to discover their own personalized pathway through self-knowledge, exploration and planning.

Build Self-Knowledge



Explore Options



Create a Plan



Learn & Reassess



To encourage continuous learning and reassessment, Xello includes age-appropriate content with grade-specific lessons. Lessons cover six core themes: *Self-knowledge*, *Learning Pathways*, *Career Exploration*, *Decision Making & Goal Setting*, *Success Skills*, and *Real World Readiness*. Each addresses the academic and real-world skills relevant for grades 6–12 to help make students ready for a constantly changing world.

## Lessons are interactive, fully digital and turn-key.

By automatically bringing in students' own saved careers, schools, and interests, Xello provides a completely personalized, seamless and relevant learning experience. You can easily integrate lessons into your curriculum, providing students with a self-directed and engaging way to meet your learning goals and help students make more meaningful decisions about their future.

In this document you'll find a recommended grade-by-grade sequence for the lessons available in Xello, details about what students need to do before starting each lesson, and an overview of what your students will learn in each one. We've also suggested additional activities students can complete in Xello at each grade.

## A few notes:

- ✓ Activities in this document, and their sequence, are recommendations. Feel free to customize the activities and lesson sequence to meet your needs.
- ✓ Lesson lengths outlined in this document are approximations—students may take more or less time to complete a lesson.
- ✓ More details about lessons in Xello, including how students work with lessons, and how you can review and report on lessons can be found in the *Support* section of Xello educator accounts and at <https://help.xello.world>.

## 9<sup>th</sup> Grade

LESSON	BEFORE BEGINNING...	STUDENTS WILL...
<b>Personality Styles</b>  30 to 40 minutes	<ul style="list-style-type: none"> <li>✓ Complete the <b>Personality Styles</b> quiz</li> <li>✓ Save 3 careers</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate <b>Personality Styles</b></li> <li>• Explore how their own personality style can help them at home, school, work, and other areas of their life</li> </ul>
<b>Exploring Career Factors</b>  30 to 40 minutes	<ul style="list-style-type: none"> <li>✓ Save 3 careers</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate <b>Important Factors</b>: work/life balance, money, making a difference, education, interests, growth</li> <li>• Assess which of these 6 core factors are important to them when making a career decision, and why</li> <li>• Prioritize the 6 core factors that influence their career decisions</li> </ul>
<b>Getting Experience</b>  20 to 30 minutes	<ul style="list-style-type: none"> <li>✓ Save 3 careers</li> <li>✓ Add 3 experiences to the <b>Experiences Timeline</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explore different ways to get work experience now</li> <li>• Identify several ways to get experience while still in school: community service / volunteerism, co-op programs, part-time job, internships, etc.</li> <li>• Assess which type of experience is best suited for their career interests and goals</li> </ul>
<b>Study Skills and Habits</b>  30 to 40 minutes	<ul style="list-style-type: none"> <li>✓ Students can dive right in!</li> </ul>	<ul style="list-style-type: none"> <li>• Identify skills, habits, and behaviors they need to learn successfully in high school</li> <li>• Explore potential obstacles to success in school, such as lack of motivation, distractions, and lapses in self-confidence</li> <li>• Plan how to develop positive study habits and behaviors</li> </ul>

### Suggested activities



#### ABOUT ME

- ✓ Update avatar and cover photos
- ✓ Complete the **Personality Styles** quiz
- ✓ Save interesting and helpful resources to help bring plans to life in **Storyboard**

#### GOALS & PLANS

- ✓ Create one or more plans

#### EXPLORE OPTIONS

- ✓ Choose a career profile, save it and rate the **Important Factors** for that career
- ✓ Start to explore programs and majors, see which programs are available at schools of interest

## 10<sup>th</sup> Grade

LESSON	BEFORE BEGINNING...	STUDENTS WILL...
<b>Work Values</b>  30 to 40 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>• Consider what work values are</li> <li>• Explore their own work values</li> <li>• Investigate careers that may be satisfying based on their values</li> </ul>
<b>Careers and Lifestyle Costs</b>  40 to 50 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>• Identify some of their most important lifestyle goals</li> <li>• Assess whether or not they can achieve lifestyle goals in a career that interests them</li> </ul>
<b>Workplace Skills and Attitudes</b>  20 to 30 minutes	 Students can dive right in!	<ul style="list-style-type: none"> <li>• Explore skills and behaviors that employers look for, such as time management, dependability, good attitude, communication skills, problem solving, etc.</li> <li>• Explain why these skills and behaviors are important to various careers and how they manifest on the job</li> <li>• Assess their own employability skills</li> </ul>
<b>Program Prospects</b>  30 to 40 minutes	 Save 3 majors	<ul style="list-style-type: none"> <li>• Distinguish between different types of postsecondary programs, such as apprenticeships and degree programs</li> <li>• Explore career options related to different types of programs</li> <li>• Evaluate their program options in terms of their strengths, academic interests, and career interests</li> </ul>

### Suggested activities



#### ABOUT ME

-  Complete *Matchmaker Mission Complete* questions
-  Add volunteer experiences to the *Experiences Timeline*

#### EXPLORE OPTIONS

-  Choose career profiles of interest and then look through the *Earnings* and *Sample Career Path* sections of those profiles

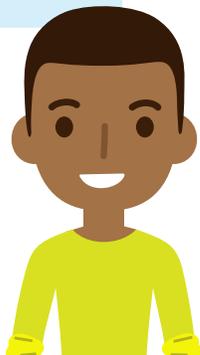
#### EXPLORE OPTIONS *(continued)*

-  Review saved careers, update list and further investigate preferred careers
-  Explore schools and majors, experiment with the filters to see how different factors affect the options
-  Save schools and majors of interest

## 11<sup>th</sup> Grade

LESSON	BEFORE BEGINNING...	STUDENTS WILL...
<b>Choosing a College or University</b>  40 to 50 minutes	 Save 3 schools	<ul style="list-style-type: none"> <li>Identify which factors are important to them in a potential postsecondary school</li> <li>Investigate how a college or university stacks up to their priorities</li> </ul>
<b>Career Demand</b>  40 to 50 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>Learn about career projections and outlooks</li> <li>Analyze factors that impact career demand, such as changes in technology, demographics, business practices, consumer preferences, and workplace restructuring</li> <li>Explore how their career plans may be shaped based on the demand for a career that interests them</li> </ul>
<b>Entrepreneurial Skills</b>  20 to 30 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>Identify the skills and characteristics that make entrepreneurs successful</li> <li>Investigate paths to becoming an entrepreneur (including starting your own business, buying a franchise and others)</li> <li>Explore the benefits and challenges of becoming an entrepreneur</li> <li>Investigate ways to apply entrepreneurial skills within a career that interests them</li> </ul>
<b>Work/Life Balance</b>  30 to 40 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>Assess how their current work (school) demands affect family life, free time, etc.</li> <li>Identify the work demands of a career of interest, and explore strategies for maintaining a healthy life-work balance now and in the future</li> </ul>

### Suggested activities



#### ABOUT ME

-  Add part-time and/or summer job experiences to *Experiences Timeline*
-  Explore educator-provided links and resources for financial aid

#### GOALS & PLANS

-  Update and edit plans in *My Plans*—delete any plans that may no longer be relevant

#### EXPLORE OPTIONS

-  Select school profiles that are of interest and further explore academic options by looking at admission requirements for those school and majors
-  Review saved schools and programs, update list based on new experiences or insights

## 12<sup>th</sup> Grade

LESSON	BEFORE BEGINNING...	STUDENTS WILL...
<b>Defining Success</b>  20 to 30 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>• Explore what success means to them in various aspects of life including in their personal life, school, and career</li> <li>• Explore ways they can make a difference and achieve success in a career that interests them</li> </ul>
<b>Career Backup Plans</b>  30 to 40 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>• Learn the importance of career backup plans</li> <li>• Investigate strategies for dealing with obstacles that may come up in their career path</li> <li>• Explore potential backup careers for themselves</li> </ul>
<b>Job Interviews</b>  20 to 30 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>• Explore ways to prepare for a job interview</li> <li>• Describe their own abilities and qualifications in the context of an interview</li> <li>• Investigate job interview questions in the context of a career that interests them</li> <li>• Explore appropriate post-interview behaviors and actions</li> </ul>
<b>Career Path Choices</b>  30 to 40 minutes	 Add 5 interests  Save 3 careers	<ul style="list-style-type: none"> <li>• Understand that career development is a process of constant change</li> <li>• Understand that flexibility and adaptability can help them continually explore their career options</li> <li>• Understand how re-evaluating their interests, skills, etc. can identify the need or desire for a career change</li> </ul>

### Suggested activities



#### ABOUT ME

-  Review content and make any updates

#### GOALS & PLANS

-  Identify a plan or plans to put into action and delete any plans that might be outdated
-  Select schools and programs and begin application process

#### EXPLORE OPTIONS

-  Conduct a final exploration of schools and majors of interest—become familiar with campus locations, culture and program requirements

#### DASHBOARD

-  Explore educator-provided links and resources for financial aid

# Ongoing Activities

## Explore Options

Students are encouraged to browse, filter and research to learn more about the range of career, school and education programs available. The more exposure, the better!

## Building About Me

Good career decisions start with strong self-knowledge. With regular updates to the *Experiences*, *Skills* and *Interests* sections of *About Me*, students create a fuller picture of who they are.

## Course Planning

The best course planning is done over time, in the context of career exploration and planning. Course plans can be modified and updated on an ongoing basis. Of course, annual course selection is a regular event for all students throughout the high school years.

## Lessons and Assignments

Educators can activate new lessons and assignments for students at any time. Students are encouraged to log in regularly to stay on top of their assigned projects.

## Curate Saved Options

Review, reflect, and update saved options over time to keep pace with new learnings and evolving preferences. An up-to-date list of saved options is a great foundation for students' future planning.

## Storyboard

Students can add content to their personal *Storyboard* at any time. Ongoing, organic building of content allows students to create a rich archive of resources they value and develop a library of their proudest or most relevant accomplishments from each grade.

## Building Plans

Students are encouraged to regularly create new plans, edit existing plans, and delete the plans that no longer inspire them. Over time, they can both strengthen and gain confidence in their ability to plan for their future.

