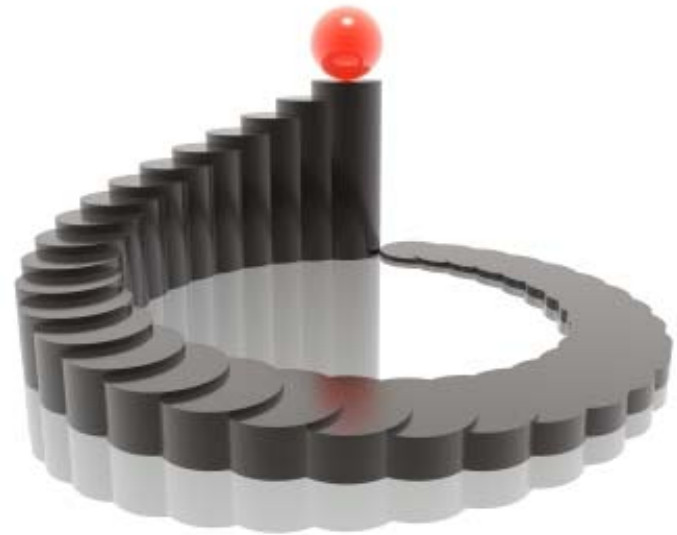


## Invictus Corporation

# Navigation101 Scope and Sequence

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## Navigation101 Scope and Sequence

### A. Navigation101 Introduction

Navigation 101 is a pioneering instructional program which enables Principals to treat *College and Career Navigation* as a new discipline of study at their schools, complete with instruction, assessment, and reporting for all participating students. The traditional focus on literacy, numeracy, and opt-in information services has left the majority of students uninformed and ill-prepared for their transition to post-secondary life. Nav101 provides the ‘missing discipline’, preparing students to more effectively navigate the achievement of defined post-secondary goals.

The Nav101 Scope and Sequence is the instructional outline for Navigation101. Nav101 provides four years of 9<sup>th</sup> – 12<sup>th</sup> grade lessons designed to measurably increase the number of college and career ready students in participating schools. Nav101 provides the online instruction, evaluation, and readiness reporting capabilities while school counselors, teachers, and administrators monitor and support the college and career readiness of participating students.

The Navigation101 lessons defined by the outcomes in this Scope and Sequence are supported by a personalized career center, an online portfolio, advisory tracking tools, and reporting tools for parents and other family members.

### B. Nav101 Requirements for Interested Schools

Navigation101 is “free if you use it” in schools who qualify. The minimum requirements for Nav101 *Standard* schools are:

- (i) A Principal committed to making ‘*College and Career Navigation*’ a discipline of study for some or all students.
- (ii) A quality Nav101 Leader in the school, responsible for Nav101 implementation, communications with Envictus, and achieving minimum usage standards.
- (iii) An achievable plan for producing 100+ ready students in Year One and 200+ ready students in each subsequent year.
- (iv) The technical capacity to implement the Nav101 implementation plan.

## C. Scope: Six Readiness Attributes

Self management is referred to as *College and Career Navigation* in the Navigation101 Scope and Sequence. The instructional scope of the program is defined by six *College and Career Navigation* attributes. These six key attributes are defined below.

### **Six College and Career Navigation Attributes**

Other than academic skills, what defines a ‘college and career ready student’? Most would agree that students also need to be able to plan and self-manage their transition to a meaningful and productive post-secondary life. Navigation 101 provides the content and structure for this ‘missing discipline’, as defined by these six *College and Career Navigation* attributes:

- a) **Self-Aware** - can identify personal motivations and assets.
- b) **Knowledgeable** – understands post-secondary educational and work options.
- c) **Plan-Ready** – has a meaningful post-secondary plan.
- d) **Qualified** – has attained the requisite credentials to pursue their post-secondary plan.
- e) **Financially Ready** – has acquired the necessary financing to pursue their post-secondary plan.
- f) **Committed** – has applied and is transitioning to their post-secondary plan.

Students must demonstrate proficiency in all outcomes associated with each attribute to successfully complete the Navigation 101 program.

## D. Sequence: Grades 9 – 12

The sequence of instruction features at least five hours of *College and Career Navigation* instruction in each of grades 9 – 12. Although not required, the intent is for students to complete at least 20 hours of Nav101 instruction throughout their high school years.

A student who has completed the freshman outcomes is ‘freshman college and career ready’, and so on. By completing each year of Nav101, a student gains the knowledge and ability to accomplish the immediate tasks that will ensure their ultimate college and career success.

## E. Navigation101 Scope and Sequence

The six key *College and Career Navigation* attributes are represented in the gray bars of the scope and sequence. Nine topics define those attributes - they are listed in the column below each attribute. The development of topics is done in 9<sup>th</sup> through 12<sup>th</sup> grade. The key instructional focus for each grade is represented by stated measurable outcomes. The sequence of instruction can be viewed by tracking outcomes from left to right.

Topic	9 <sup>th</sup> Grade Outcomes	10 <sup>th</sup> Grade Outcomes	11 <sup>th</sup> Grade Outcomes	12 <sup>th</sup> Grade Outcomes
<b>SELF-AWARE</b>				
<b>a. Personal Motivations</b>	Identify ten different personal interests.	Update a personal list of top ten interests.  Identify ten different personal values.	Combine personal interests and values into one prioritized Top Ten Motivations list.	Prioritize ten different personal motivations and relates them to future educational and career plans.
<b>b. Personal Assets</b>	Identify ten different personal skills.	Create a portfolio of personal assets.  Compare personal motivations and assets to different types of work.	Prioritize a personal list of Top Ten Assets.	Prioritize ten different personal assets and define target assets for the next five years.

Topic	9 <sup>th</sup> Grade Outcomes	10 <sup>th</sup> Grade Outcomes	11 <sup>th</sup> Grade Outcomes	12 <sup>th</sup> Grade Outcomes
<b>KNOWLEDGEABLE</b>				
<b>c. Educational Options</b>	Define the six attributes of a college and career ready student.	Outline the basic aspects of 2-Year and 4-Year Colleges.	Relate five different college majors to personal motivations and assets.	Outline the various options for college entrance.
	Define the five different post-secondary path alternatives.	Outline the basic aspects of career and technical schools.		
	Identify high school courses that relate to personal interests and skills.			
<b>d. Career/Life Options</b>	Identify five career options related to each of the five post-secondary paths.	Identify school and community activities that relate to personal interests, values and assets.	Identify five different types of work that relate to personal motivations and assets.	Identify five different types of work that relate to their Post-Secondary Plan.
	Identify five different types of extracurricular activities that relate to personal interests and skills.			
	Identify five different types of work that relate to personal interests and skills.			

Topic	9 <sup>th</sup> Grade Outcomes	10 <sup>th</sup> Grade Outcomes	11 <sup>th</sup> Grade Outcomes	12 <sup>th</sup> Grade Outcomes
<b>PLAN READY</b>				
<b>e. One-Year Plans</b>	<p>Relate 10th grade course plans to personal interests and skills.</p> <p>Create a Sophomore Plan that uses school and community to explore personal interests and develop personal skills.</p>	<p>Relate 11th grade course plans to personal interests, values and assets.</p> <p>Create a Junior Plan that uses school and community to explore personal interests/values and develop personal skills.</p>	<p>Create a Senior Plan that uses school and community to prepare for two different career plans.</p>	<p>Create a Post-Secondary Plan for the year after graduation.</p>
<b>f. Long-Term Plans</b>	<p>Choose a post-secondary path.</p> <p>Identify three interesting career/life options related to their post-secondary path.</p>		<p>Relate two different career plans to personal motivations and assets.</p> <p>Identify three target colleges that support long-term plans.</p>	
<b>QUALIFIED</b>				
<b>g. Educational Requirements</b>	<p>Outline the courses and grades required to graduate from high school.</p>	<p>Outline the milestones of the college admissions process.</p>	<p>Define the different types of standardized tests.</p> <p>Outline key strategies for success in various standardized tests, including the ACT and SAT.</p>	<p>Review course and grade credentials as they support high school graduation and prerequisites for future plans.</p>

Topic	9 <sup>th</sup> Grade Outcomes	10 <sup>th</sup> Grade Outcomes	11 <sup>th</sup> Grade Outcomes	12 <sup>th</sup> Grade Outcomes
<b>FINANCIALLY READY</b>				
<b>h. Financial Aid</b>		Identify the basic aspects of acquiring post-secondary financial aid.	Outline personal strategies for accessing financial aid.	Compare the FAFSA and CSS aid programs.
		Define the basic sources of financial aid.	Demonstrate skills in financial aid application.	Complete the FAFSA application.  Complete the CSS application.  Evaluate the financial aid package.
<b>COMMITTED</b>				
<b>i. Post-Secondary Application</b>		Identify the seven key considerations in college selection.	Identify the key attributes by which to compare colleges.	Demonstrate an understanding of the college application process.
		Demonstrate college search skills.	Demonstrate several different methods for college search.	Define the key components of a college application.  Complete and submit an application to initiate a post-secondary plan.  Outline effective responses to college acceptance, rejection, and waitlisting.

## F. Navigation101 Lessons

Navigation101 has 20 core lessons, five for each of grades 9 – 12. Outcomes are delivered through these 50 minute online lessons. Classrooms of students visit computer labs or use in-class computers to work through the assigned self-paced instruction. Advisors, counselors and/or teachers are free to provide individual assistance when needed.

Each Navigation101 lesson is an interactive learning experience intended to achieve a specific set of outcomes as described below. Each lesson consists of two parts:

1. Presentation: a short multimedia slide show designed to introduce the lesson topic to students.
2. Interactive Learning Module: a self-paced interactive online learning module delivered via the Internet.

The Presentations are 10 to 15 minutes long, delivered over the Internet or on DVD. The slide show's purpose is to engage the students with the curriculum and provide background information to supplement the Interactive Learning Module. The Presentations are fully automated and, if necessary, can be run by virtually any member of the school's faculty or staff.

The Interactive Learning Modules are at the core of the Navigation101 curriculum. Each is a 30 to 35 minute online event teaching a specific concept or topic area. Each module includes instructional text, interactive activities, an online quiz or evaluative artifact, and a real-time report.

Navigation101 requires no out-of-class work, but as an Internet-based tool, the curriculum can be accessed at any time and from any location. For example, an advisor can direct students to complete lessons for any class sessions missed or revisit a lesson the student had difficulty with.

## G. Lesson Sequence

9 <sup>th</sup> Grade Lessons	Ideal Timeframe
9.1 Introduction to Navigation101	September-October
9.2 Defining Personal Interests and Skills	October-November
9.3 Succeeding in High School	December-January
9.4 Understanding Post-High School Options	February-March
9.5 Planning a Meaningful Sophomore Year	March-April

10 <sup>th</sup> Grade Lessons	Ideal Timeframe
10.1 Expanding Your Sense of Self	September-October
10.2 Overview of the Three College Options	October-November
10.3 College Admissions 101	December-January
10.4 Pay for College Now	February-March
10.5 Planning a Meaningful Junior Year	March-April

11 <sup>th</sup> Grade Lessons	Ideal Timeframe
11.1 Prioritizing Personal Motivations and Assets	September-October
11.2 The College Search	October-November
11.3 College Entrance Exams	December-January
11.4 Financial Aid for College	February-March
11.5 Planning a Meaningful Senior Year	March-April

12 <sup>th</sup> Grade Lessons	Ideal Timeframe
12.1 Your College Applications	September-October
12.2 The FAFSA/CSS Financial Aid Application	October-November
12.3 Making Your Decision	December-January
12.4 Planning Your First Post-Secondary Year	February-March
12.5 Navigation101 Graduation	March-April

## H. Additional Information

- Navigation101 was developed in Washington state in 1998 by Dan Barrett (educator) and Tim Stensager (school leader). In 2005, the Washington state legislature provided financial support for new schools interested in Nav101. The program is now in 200+ schools in 125 Washington districts.
- In September 2008, the state of Washington announced a partnership with Envictus Corporation to take the program online and nationwide. The program is being integrated with the Envictus PathfinderHS program to produce an online version of Navigation101 by the Spring of 2009.
- Navigation101 will be made available to 100 qualified schools outside of Washington state in 2009. Approximately half of these schools have been selected, with the remainder being identified by May 2009.
- Envictus Corporation is the lead sponsor for the Campaign for One Million College and Career Ready Students, a nationwide initiative designed to make readiness the graduation focus for every student. That project will begin in the Summer of 2009.
- High schools interested in providing Navigation101 college and career readiness services to their students should email [ready@envictus.com](mailto:ready@envictus.com) to determine site eligibility.

