

xello

# Chapter 339 and Xello





Xello's future readiness model can be used to meet the requirements of Pennsylvania's PA Chapter 339 policy. This document highlights the specific components and interactive lessons in Xello that support Chapter 339 policy's required activities.



## Grades 7-8

13.1.8 CAREER AWARENESS AND PREPARATION	WHERE TO FIND IT IN XELLO
I can list ten (10) careers that match my interests and abilities. (A, B)	ABOUT ME Matchmaker  LESSONS Explore Career Matches
I can list five non-traditional careers for both boys and girls. (C)	EXPLORE OPTIONS Careers  LESSONS Biases and Career Choices
I have researched three (3) different types of career training programs and their related employment possibilities. (D)	EXPLORE OPTIONS Careers Majors  LESSONS Explore Career Matches Career Demand
I can list five careers in demand in the area where I live. (E)	EXPLORE OPTIONS Careers  LESSONS Explore Career Matches
I understand how the global economy influences each person's job opportunities, earnings and the rate of unemployment in our area. (E)	EXPLORE OPTIONS Careers  LESSONS Career Demand



<p>I have made a list of my extracurricular activities and community experiences and can describe how they may influence my career development. (F)</p>	<p>ABOUT ME Experiences Timeline</p> <p>LESSONS Getting Experience</p>
<p>I have written a career plan with goals, assessments, interests, abilities, and postsecondary plans. (G)</p>	<p>GOALS &amp; PLANS My Plans</p> <p>LESSONS Discover Learning Pathways</p>
<p>I have met with my 8th grade counselor and my parents to list courses and extracurricular plans for high school, matched to my academic and career goals. (H)</p>	<p>GOALS &amp; PLANS Course Planning</p> <p>LESSONS Discover Learning Pathways Transition to High School</p>

## Grades 7-8

13.2.8 CAREER ACQUISITION	WHERE TO FIND IT IN XELLO
I have made a formal speech in front of others. (A)	ABOUT ME Life Experiences Storyboard
I can list five (5) effective listening skills and can demonstrate these skills in a role-play situation. (A)	ABOUT ME Skills  LESSONS Skills
I have used three (3) different resources to research three (3) regional job openings linked to my interests and abilities. (B)	ABOUT ME Interests Skills Storyboard  DASHBOARD LINKS & RESOURCES Post additional research resources (Educator provided)  LESSONS Interests School Subjects at Work Skills
I have completed a formal job application. (C)	ABOUT ME Storyboard
I have drafted a resume. (C)	ABOUT ME Experiences Timeline
I have written a thank-you letter after an interview. (C)	ABOUT ME Storyboard

<p>I have assembled my written career plan and goals in a portfolio along with my awards, achievements, school work, and projects. (D)</p>	<p>ABOUT ME Storyboard</p> <p>GOALS &amp; PLANS My Plans</p>
<p>I can describe five (5) workplace skills* that I will need in my future career. (E)</p> <p>*Attitude, punctuality/attendance, commitment, communication, dependability, initiative, time management, teamwork, technical literacy, and getting along with others.</p>	<p>ABOUT ME Skills</p> <p>LESSONS Workplace Skills and Attitudes</p>

## Grades 7-8

13.3.8 CAREER RETENTION AND ADVANCEMENT	WHERE TO FIND IT IN XELLO
I have interviewed a worker to find out what attitudes and work habits helped him/her to get promoted and to keep his/her job. (A)	ABOUT ME Storyboard  EXPLORE OPTIONS Careers - Interviews
I have worked with others on a team and can state each person's contribution to the project. (B)	ASSIGNMENTS (Educator provided)
I have discussed various conflict resolution skills in a group setting and can use them to solve a problem. (C)	LESSONS Decision Making
I have set up a sample budget with imaginary expenses and income to understand importance of financial planning. (D)	LESSONS Careers and Lifestyle Costs
I have developed a weekly and a monthly time schedule and kept track of events in a daily/weekly planner. (E)	ASSIGNMENTS (Educator provided)
I have interviewed a person with a disability and asked him/her how it affected his/her career planning and goals. (F)	ABOUT ME Storyboard
I have interviewed a person who has been re-trained for a new career. (G)	ABOUT ME Storyboard

## Grades 7-8

13.4.8 ENTREPRENEURSHIP	WHERE TO FIND IT IN XELLO
<p>I have interviewed both someone who works for a company and a business owner to learn about the difference in their job security, wages, costs, and benefits. (A)</p>	<p>EXPLORE OPTIONS Careers - Interviews</p> <p>LESSONS Entrepreneurial Skills</p>
<p>I have interviewed 3 business owners to learn the entrepreneurial qualities needed to be successful (B)</p>	<p>EXPLORE OPTIONS Careers - Interviews</p> <p>LESSONS Entrepreneurial Skills</p>
<p>I have started to develop a basic business plan after interviewing an entrepreneur. (C)</p>	<p>LESSONS Entrepreneurial Skills</p>
<p>I have discussed with my teacher or parent the basic components of a business plan (competition, daily operations, finances, marketing, and resource management) as applied to the creation of a new business. (C)</p>	<p>LESSONS Entrepreneurial Skills</p>



## Grades 9-12

13.1.12 CAREER AWARENESS AND PREPARATION	WHERE TO FIND IT IN XELLO
<p>I have completed at least two (2) self-assessments (interest, aptitude, personality, and values). (A)</p>	<p>ABOUT ME  Matchmaker Interest Quiz  Personality Styles Quiz  Learning Styles Quiz</p> <p>LESSONS  Explore Learning Styles  Personality Styles</p>
<p>I have reviewed my career options based on my self-assessments, experiences, and achievements. (B)</p>	<p>ABOUT ME  Matchmaker Interest Quiz  Personality Styles Quiz  Favorite Clusters  Experiences Timeline  Work Experiences</p> <p>EXPLORE OPTIONS  Careers</p> <p>LESSONS  Personality Styles  Exploring Career Factors  Work Values  Workplace Skills and Attitudes  Defining Success  Career Backup Plans</p>

<p>I have researched five to ten careers that match my interests and aptitudes. (B, C)</p>	<p>ABOUT ME Matchmaker Interest Quiz</p> <p>LESSONS Exploring Career Factors Workplace Skills and Attitudes Career Backup Plans</p>
<p>I have participated in three of the following: (D)</p> <ul style="list-style-type: none"> <li>• Community service</li> <li>• Cooperative education/Internship</li> <li>• Job shadowing and/or career-focused field trips</li> <li>• Part-time employment</li> <li>• School-based enterprise</li> <li>• Industry-based career programs</li> </ul>	<p>ABOUT ME Experiences Timeline Work Experiences Volunteer Experience Education Experiences Life Experiences</p> <p>EXPLORE OPTIONS Careers</p> <p>LESSONS Getting Experience Job Interviews</p>
<p>Based on research, self-assessment, as well as school and work experiences, I can select my future career path. (E)</p>	<p>ABOUT ME Matchmaker Interest Quiz Personality Styles Quiz Favorite Clusters Experiences Timeline Work Experiences</p> <p>EXPLORE OPTIONS Careers</p> <p>GOALS &amp; PLANS My Plans</p>

	<p>LESSONS</p> <ul style="list-style-type: none"> <li>Personality Styles</li> <li>Exploring Career Factors</li> <li>Defining Success</li> <li>Career Backup Plans</li> </ul>
My career goals have influenced my high school course selection. (E)	<p>GOALS &amp; PLANS</p> <ul style="list-style-type: none"> <li>Course Planning</li> </ul>
I attended a college fair and researched postsecondary training programs, and I can determine the training needed for careers in my interest area. (F)	<p>ABOUT ME</p> <ul style="list-style-type: none"> <li>Experiences Timeline</li> <li>Education Experiences</li> </ul> <p>EXPLORE OPTIONS</p> <ul style="list-style-type: none"> <li>Careers</li> <li>Schools</li> <li>Majors</li> </ul> <p>LESSONS</p> <ul style="list-style-type: none"> <li>Choosing a College</li> </ul>
I understand postsecondary education and certification programs and the degrees awarded in those programs. (F)	<p>EXPLORE OPTIONS</p> <ul style="list-style-type: none"> <li>Schools</li> <li>Majors</li> </ul> <p>LESSONS</p> <ul style="list-style-type: none"> <li>Choosing a College</li> </ul>
I updated my career portfolio and I am looking at postsecondary options that relate to my career goals. (G, H)	<p>EXPLORE OPTIONS</p> <ul style="list-style-type: none"> <li>Careers</li> <li>Schools</li> <li>Majors</li> </ul> <p>LESSONS</p> <ul style="list-style-type: none"> <li>Choosing a College</li> </ul>

## Grades 9-12

13.2.12 CAREER ACQUISITION	WHERE TO FIND IT IN XELLO
I have participated in an interview and demonstrated effective speaking and listening skills. (A)	LESSON Job Interviews
I have used Internet-based systems to research a career field in my area of interest. (B)	EXPLORE OPTIONS Careers Matchmaker Interest Quiz Personality Styles Quiz Favourite Clusters
I have used newspapers and professional associations to research employment prospects in my career field. (B)	DASHBOARD LINKS & RESOURCES (Educator provided)
I have registered my resume on the Career Link system. (C)	DASHBOARD LINKS & RESOURCES Career Link
I have completed a job application. (C)	ASSIGNMENTS (Educator provided)
I have completed a cover letter. (C)	ASSIGNMENTS (Educator provided)
I have an up-to-date resume. (C)	ABOUT ME Experiences Timeline Storyboard  LESSONS Getting Experience
I use my career portfolio when making career decisions. (D)	EXPLORE OPTIONS Careers

	<p>Matchmaker Interest Quiz            Personality Styles Quiz            Favorite Clusters</p> <p>LESSONS            Exploring Career Factors</p>
<p>I can demonstrate workplace skills* by citing specific examples from my academic and work history. (E)</p> <p>*Workplace skills include attitude, punctuality/attendance, commitment, communication, dependability, initiative, time management, teamwork, technical literacy, and getting along with others.</p>	<p>ABOUT ME            Experiences Timeline            Work Experiences            Education Experiences            Life Experiences</p> <p>LESSONS            Workplace Skills and Attitudes</p>

## Grades 9-12

13.3.12 CAREER RETENTION AND ADVANCEMENT	WHERE TO FIND IT IN XELLO
<p>Based on my school and work/volunteer experiences, I can describe what I need to do to get and to keep a job. (A)</p>	<p>ABOUT ME            Experiences Timeline            Work Experiences            Education Experiences            Life Experiences</p> <p>LESSONS            Workplace Skills and Attitudes</p>
<p>I contributed to a project’s successful outcome while working on a team. (B)</p>	<p>ASSIGNMENTS            (Educator provided)</p>
<p>I have used listening techniques such as clarifying, encouraging, restating, and summarizing when working as part of the team. (B)</p>	<p>ASSIGNMENTS            (Educator provided)</p> <p>LESSONS            Workplace Skills and Attitudes</p>
<p>I can give examples of how I used mediation, negotiation, and problem solving in the workplace to diffuse and/or resolve conflict. (C)</p>	<p>ABOUT ME            Storyboard</p> <p>LESSONS            Workplace Skills and Attitudes</p>
<p>I have estimated a personal budget based on an amount for a realistic income in my chosen career. (D)</p>	<p>ASSIGNMENTS            (Educator provided)</p> <p>LESSONS            Careers and Lifestyle Costs</p>

<p>I can give three (3) examples of time management strategies, which help me at school and/or on the job. (E)</p>	<p>ASSIGNMENTS (Educator provided)</p> <p>LESSONS Workplace Skills and Attitudes</p>
<p>I have evaluated how the global workplace affects my chosen career, and I can describe strategies needed to respond to change. (F)</p>	<p>EXPLORE OPTIONS Careers</p> <p>LESSONS Workplace Skills and Attitudes</p>
<p>I can give five (5) examples of people who have advanced in their careers through continued learning. (G)</p>	<p>EXPLORE OPTIONS Careers</p> <p>ASSIGNMENTS (Educator provided)</p>

## Grades 9-12

13.4.12 ENTREPRENEURSHIP	WHERE TO FIND IT IN XELLO
<p>I have compared working in the corporate environment with starting my own business in order to achieve career goal. (A)</p>	<p>LESSONS Entrepreneurial Skills</p>
<p>I can give three (3) examples of how entrepreneurial traits (adaptability, ethical behavior, leadership, positive attitude, and risk-taking) match - or don't match - my personality. (B)</p>	<p>ABOUT ME Personality Styles Quiz</p> <p>LESSONS Personality Styles Entrepreneurial Skills</p>
<p>I developed a business plan using entrepreneurial resources. For example, I used information from the career center at school, community based organizations, and financial institutions when planning my future. (C)</p>	<p>ASSIGNMENTS (Educator provided)</p> <p>LESSONS Entrepreneurial Skills</p>





## Appendix

The following provides descriptions for each of Xello's features.

## About Me / Glossary

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### **Matchmaker Interest Quiz**

The career-match assessment matches students interests directly to careers, allowing students to see exactly why a career is a strong match or not. Transparency enables in-depth reflection on the relationship between careers and the students' own interests.

### **Personality Styles Quiz**

A Personality profile (based on the Holland code) helps students better understand who they are and how that relates to individual occupations.

### **Learning Styles Quiz**

The Learning Styles inventory helps students understand different ways of learning how they best learn.

### **Favorite Clusters**

Students can review the Career Clusters and save their favorites in the About Me. Students can also see their recommended career clusters and filter their career list by cluster when exploring their options.

### **Experiences Timeline**

Students create a graphical timeline of their education, volunteer, life, and work experiences. Entries include names, organizations, and reflective questions.

### **Work Experiences**

Students log their paid and unpaid work experiences in their Experiences timeline, reflecting on what they liked, what they found challenging, and what they learned in each case.

### **Volunteer Experiences**

Students log their volunteer and community service participation in their Experiences timeline, including hours completed, reflecting on what they liked, what they found challenging, and what they learned in each case.

### **Education Experiences**

Students log their educational achievements in their Experiences timeline, reflecting on what they liked, what they found challenging, and what they learned in each case.

## About Me / Glossary

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### **Life Experiences**

From extracurricular activities to travel to significant life events, students can record meaningful events experiences, reflecting on what they liked, what they found challenging, and what they learned in each case.

### **Skills**

Students identify and rate their skills. They can select from predefined lists in categories like Communication & Teamwork, Leadership, and Information & Analysis, or they can enter their own.

### **Interests**

Students identify their personal interests. They can select from predefined lists in categories like Science & Technology, Arts & Culture, and Clubs & Organizations, or they can enter their own.

### **Storyboard**

Storyboard is a place where students can collect artifacts and evidence for who they are and tell their own story through images, videos, documents, links, and more. Once they add something, they can add reflective comments for why they included it and why it is important to them.

### **Places**

Students map out where they currently live, where they were born, and where their family is originally from.

## Explore Options / Glossary

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### Careers

Students can explore richly descriptive, easy-to-understand career profiles with key information on education, workplaces, wages, and job outlook. When students save a career they're interested in, they are prompted to complete additional investigation, rating, and reflection.

### Schools

Students can explore and save engaging, detailed college profiles that include key facts on enrollment, applications, costs, athletics, and majors. An interactive campus map that lets them see what's nearby and take a virtual campus tour using Google Street View.

### Majors

Students can explore and save over a thousand majors with student-friendly descriptions, typical courses, related careers, and schools that offer it.

## Goals and Plans / Glossary

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### **My Plans**

Connecting the dots between their saved careers, school, and programs/majors, students create visual roadmaps.

### **Course Planning**

The Course Plan allows students to create a personalized four-year course plan that fulfills graduation requirements and aligns to students' goals. Integrating student course history, custom course lists, diploma tracking ensures students' plans are complete and accurate.

## Dashboard / Glossary

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### **Links & Resources**

Put links to websites, documents, and other resources right at students' finger tips. Educators can add resources that appear on the dashboard that students see when they log in to Xello.

### **Assignments**

Projects can be submitted and tracked as assignments. Educators can see which students have submitted work and provide feedback to students.

## Lessons / Glossary

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### **Interests**

(Recommended Grade 6)

Students reflect on some of the interests they have saved in Xello, explore the link between interests and various careers, and investigate how their interests match up with a career they like.

### **School Subjects at Work**

(Recommended Grade 6)

Students relate school subjects to various tasks, reflect on their favorite school subject, and explore ways to use their favorite school subject in a career that interests them.

### **Decision Making**

(Recommended Grade 6)

Students understand the importance of making informed, responsible decisions when faced with important choices. They learn about the importance of considering the consequences of potential decisions, explore the difference between gut and logic decisions, and reflect on an important decision they've recently made.

### **Explore Learning Styles**

(Recommended Grade 7)

After completing the Learning Styles Quiz, students investigate visual, auditory, and tactile learning styles, and explore how understanding their own learning style can help them in school and on the job.

### **Discover Learning Pathways**

(Recommended Grade 7)

Students investigate their postsecondary pathway options, explore the postsecondary pathways to various careers, and evaluate the pathways they could take to a career that interests them.

### **Biases and Career Choices**

(Recommended Grade 7)

Students identify biases of gender, ethnicity, ability, and class in the workplace and explore how biases can influence career choices.

## Lessons / Glossary

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### **Skills**

(Recommended Grade 8)

Students explore the skills required to perform a various activities, as well as the link between their skills and career goals.

### **Explore Career Matches**

(Recommended Grade 8)

After completing the first part of the career-match assessment, students investigate central, secondary, and other aspects of the career match assessment, and how they relate to careers, reflect on their results, and explore the aspects for a career that interests them.

### **Transition to High School**

(Recommended Grade 8)

Students explore ways to make their transition to high school easier and more successful. They identify questions and concerns they have about entering high school; explore clubs, activities, and other resources to help handle transition to high school; and develop other strategies to deal with transitions.

### **Personality Styles**

(Recommended Grade 9)

After completing the second part of the career match assessment, students investigate personality styles, and explore how their own personality style can help them at home, school, work, and other areas of their life.

### **Exploring Career Factors**

(Recommended Grade 9)

Students further explore the Investigate important factors: work/life balance, money, making a difference, education, interests, growth; assess which of these 6 core factors are important to them when making a career decision, and why; and prioritize the 6 core factors that influence their career decisions.

### **Getting Experience**

(Recommended Grade 9)

Students explore different ways they can get work experience now. They identify several ways to get experience while still in school: community service/volunteerism, co-op programs, part-time job, internships, etc. and assess which type of experience is best suited for their career interests and goals.

## Lessons / Glossary

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### **Work Values**

(Recommended Grade 10)

Students explore their own work values, and investigate careers that they may find satisfying based on their values.

### **Careers and Lifestyle Costs**

(Recommended Grade 10)

Students identify some of their most important lifestyle goals and assess whether or not they can achieve their lifestyle goals in a career that interests them.

### **Workplace Skills and Attitudes**

(Recommended Grade 10)

Students explore skills and behaviors that employers look for, such as time management (plan/organize work), dependability, good attitude, communication skills, problem solving, etc. Students explain why these skills and behaviors are important to various careers, and how they manifest on the job, assess their own employability skills.

### **Choosing a College**

(Recommended Grade 11)

Students identify which factors are important to them in a potential postsecondary school, and investigate how a college or university stacks up to their priorities.

### **Career Demand**

(Recommended Grade 11)

Students learn about job projections and outlook, analyze factors that impact job demand, such as changes in technology, demographics, business practices or production methods, consumer preferences, and workplace restructuring, and explore how their career plans may be shaped by demand for a career that interests them.



## Lessons / Glossary

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### **Entrepreneurial Skills**

(Recommended Grade 11)

Students identify the skills and characteristics that make entrepreneurs successful, investigate paths to becoming an entrepreneur (e.g. starting your own business, buying a franchise, etc.). Students explore the benefits and challenges of becoming an entrepreneur and investigate ways to apply entrepreneurial skills within a career that interests them (develop entrepreneurial opportunities for themselves with any career).

### **Defining Success**

(Recommended Grade 12)

Students explore what success means to them in various aspects of life, including their personal life, school, and career, and explore ways they can make a difference and achieve success in a career that interests them.

### **Career Backup Plans**

(Recommended Grade 12)

Students understand the importance of career backup plans, and explore potential backup careers for themselves.

### **Job Interviews**

(Recommended Grade 12)

Students explore ways to prepare for a job interview, describe their own abilities and qualifications in the context of an interview, investigate job interview questions in the context of a career that interests them, and explore appropriate post-interview behaviours and actions.