



Individual Learning Plan (ILP) Playbook Grades 5-8

The Kentucky Individual Learning Plan (ILP) Playbook offers educators recommendations for chronological themes and lessons for career exploration and social and emotional development to teach at each grade level (5-8).

Kentucky is among the first in the United States to couple career exploration and social and emotional learning (SEL). It has been developed using [Erik Erikson's Stages of Psychosocial Development](#) as a framework for understanding grades 5-8 developmental tasks of achieving industry (competency) and development of identity. We also have utilized the [five social and emotional learning competencies from CASEL](#) (shown in the graphic below).



Because there are so many unique needs for our students at this level, the Kentucky Department of Education (KDE) recommends researching SEL activities from websites like

Inspire Ed (inspired.fb.com). Educators may choose [projects and activities](#) based on timeframe, desired mood of students, school culture needs and purpose.

Career exploration is a priority and goal for Kentucky's students in grades 5-8. The aim is to foster career exploration in all of the [16 career cluster areas](#) to provide students with the opportunity to delve into and learn more about future career options. Students are not expected to make conclusive, future career decisions at this stage of their development. [The 16 Kentucky Career Clusters](#) are promoted for use in career exploration and are tied to career and technical education pathways in Kentucky. Incorporating career clusters into curricula in grades 5-8 empowers student decision-making for pathway selection(s), alignments and transition to high school.

An additional tool used to launch career exploration that embraces SEL in its practice is the use of project-based learning. This evidence-based approach is outlined in the document, with a project-based learning example provided for each grade level. While the examples are designed to be cohesive to tasks identified at each grade level, **educators have creative freedom to select projects that work best for their students.** Consider resources and partnerships available to you, and aim to include as many of the [16 career clusters](#) into project aims. **This will be a fun opportunity to provide experiential learning that invites students to consider problems they want to solve in our world, rather than just “what they want to be when they grow up.”**

Beginning with the 2019-2020 school year, each school district shall implement essential workplace ethics programs that promote characteristics that are critical to success in the workplace for all elementary, middle and high school students. Below, you will find that the ILP Playbook offers educators recommendations for which essential workplace skills should be focused on for students in grades 5-8. KDE saw an opportunity for a direct alignment to the new *Kentucky Academic Standards for Career Studies* and adopted this chart from that document.

There is no single, ideal environment to facilitate ILP work, but [this video shows a great example of how you can intentionally schedule time for your students to do this work.](#)

The ILP Playbook is designed to be a useful tool to assist educators in creating meaningful ILPs and learning experiences for students. **We know that it only takes one influential, inspiring, positive adult to change the trajectory of a child's life. You are the expert educator in your classroom and have the autonomy and creativity to design ILPs that work best for your students.**

ESSENTIAL SKILLS

INTERMEDIATE - GRADES 4-5

ADAPTABILITY

ES.I.1 Identify ways to approach and/or solve a problem.

ES.I.2 Demonstrate flexibility and willingness to try new things (e.g., critical thinking, problem solving).

DILIGENCE

ES.I.3 Demonstrate resilience and perseverance by showing willingness to complete a task.

ES.I.4 Create and prioritize short-term goals.

INITIATIVE

ES.I.5 Practice on-task behaviors with minimal direction.

ES.I.6 Use failure as a learning opportunity.

ES.I.7 Practice personal responsibility.

KNOWLEDGE

ES.I.8 Follow classroom procedures, activities and behavior in various settings.

ES.I.9 Apply reading, writing and mathematics skills to authentic, real-world tasks.

RELIABILITY

ES.I.10	Complete tasks on time.
ES.I.11	Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations with minimal guidance.
ES.I.12	Exhibit self-control with minimal guidance.
DRUG-FREE	
ES.I.13	Describe the risk associated with the inappropriate use of household products, medications and alcohol.
COMMUNICATION	
ES.I.14	<p>Engage effectively in a range of developmentally appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g. practice active listening and taking turns speaking). b. Speak clearly at an understandable pace using appropriate facts and relevant, descriptive details and complete sentences when appropriate. c. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. d. Use the reasons and evidence a speaker provides to refine ideas when responding to others' ideas. e. Adapt speech, using both verbal and nonverbal skills, to a variety of situations using formal English when appropriate.
ES.I.15	Recognize that differences exist in individuals, families, communities, cultures and varying points of view.
ES.I.16	Identify appropriate strategies to resolve conflicts with guidance.

ESSENTIAL SKILLS

MIDDLE SCHOOL - GRADES 6-8

ADAPTABILITY

ES.M.1	Practice problem solving skills in a variety of situations to apply to real-world problems.
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ES.M.2	Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).
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DILIGENCE

ES.M.3	Demonstrate resilience and perseverance by showing willingness to complete a task.
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ES.M.4	Outline goals (short and long-term) and prioritize as necessary to complete task.
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INITIATIVE

ES.M.5	Apply failure as a learning opportunity.
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ES.M.6	Practice on-task behaviors with minimal direction.
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ES.M.7	Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).
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KNOWLEDGE

ES.M.8	Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.
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ES.M.9	Apply and explain important concepts in learning to an authentic audience.
RELIABILITY	
ES.M.10	Demonstrate consistent punctuality in a variety of activities with minimal guidance.
ES.M.11	Describe appropriate attire for various situations.
ES.M.12	Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations.
ES.M.13	Exhibit self-control.
DRUG-FREE	
ES.M.14	Identify and explain the consequences of substance abuse.
ES.M.15	Explain the need for random drug screening.
COMMUNICATION	
ES.M.16	<p>Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <ul style="list-style-type: none"> a. Work with peers to create rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views). b. Speak clearly at an understandable pace using appropriate facts and relevant, descriptive details and complete sentences when appropriate. c. Pose and respond to questions that connect the ideas of others' and comment with relevant evidence, observations and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. e. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or

	<p>themes; using appropriate eye contact, adequate volume and clear pronunciation.</p> <p>f. Adapt speech, using both verbal and nonverbal skills, to a variety of situations, demonstrating command of formal English when appropriate.</p>
ES.M.17	Respect individual differences and work collaboratively with people of diverse backgrounds, viewpoints and experiences.
ES.M.18	Practice effective conflict resolution strategies with minimal guidance.



5th Grade ILP Playbook

Message to Students

Fifth grade is a time to identify and understand your interests, abilities and strengths; how to continue to grow and persevere; how to manage and cope with emotions; and learn ways to get involved in your school and community. These activities will help you learn more about yourself and how to interact with others as you explore ways to get involved, learn and aspire to achieve your future hopes and dreams.

Grade 5 Playbook Options:

Each activity intentionally provides a chronological journey throughout 5th-grade year and integrates **social and emotional learning**.

Who am I?

- [Complete “My Positive Qualities” activity.](#)
- [Complete “Complimenting Yourself and Others” activity.](#)
- [Complete “Personal Collage” activity.](#)
- [Complete “Making Improvements By Embracing Challenges” activity.](#)

Where am I going?

- [Complete “Getting to Know My School” activity.](#)
- [Complete “My Community” activity.](#)
- [Complete “Occupations Alphabet Scavenger Hunt.”](#)
- [Complete “Growth vs. Fixed Mindset” activity.](#)
- [Complete “Trying Something New” activity.](#)

How do I get there?

- [Complete “Knowing What’s Important” activity.](#)
- [Complete “My Hopes and Dreams” activity.](#)
- [Complete “Letter to Future You” activity.](#)
- [Complete “Questions I Have About 6th Grade” activity.](#)

Middle School Planning

- Plan your 6th-grade classes.
- Tour assigned 6th-grade school.
- Research extracurricular opportunities at your new middle school.

Project-Based Learning

- *Design Your Own Restaurant*

You will participate in the design of a successful restaurant from start-to-finish. You will develop floor plans, interior and graphic designing of restaurant name/furniture/artwork/logos, build cultural menu items and explore ingredients. You also will prepare menu items, create a restaurant website and marketing options, develop a staff/leadership organizational chart, create work schedules, create a system for financial management (payroll, profit/losses, ordering food), create a system for health and safety inspections, consider the technology needed and consider anything that must be addressed by law, etc.

Teachers:

Field trip options can be extended for industry exploration and research. Provide all students the opportunity to explore the facets of each phase of the restaurant design project planning process in order to properly assess [16 cluster area\(s\)](#) of preference and explore these preferences. This project also provides curricula opportunities that connect to *Kentucky Academic Standards for Reading and Writing, Mathematics, Science, Social Studies, Financial Literacy, Career Studies* and more).

Career Goals (Tied to Project-Based Learning)

- What problems do you want to solve in our world?
 - Learn more about these problems and career options that work to provide solutions.
- Take an interest survey/career assessment and record your results in your individual learning plan.
 - Discuss results with your school counselor and parents. Do you have any interest in these career results?
- Write your career goals in your individual learning plan.



6th Grade ILP Playbook

Message to Students

Sixth grade is an exciting time to GET INVOLVED! You will learn about resources, opportunities for involvement and social norms in your school and community. This year will provide further exploration into learning more about yourself and your interests, and how to celebrate yourself, while learning to respect and celebrate the diversity of others. You will notice many new and familiar faces in the classroom. This is a fun year to maintain and develop new friendships through learning how to be a good friend, by managing differences and learning how to demonstrate respect, kindness, compassion and empathy.

Grade 6 Playbook Options:

Each activity intentionally provides a chronological journey throughout 6th-grade year and integrates **social and emotional learning**.

Getting Involved

- Attend informational opportunities to learn from school staff and other students who speak about all available middle school clubs, teams, and/or leadership opportunities.
- Attend events where business/industry/community member(s) share volunteer opportunities for 6th-grade students.
- [Complete the “Making Good Choices” activity.](#)
- [Complete the “Making Commitments” activity.](#)

Being Involved

- [Complete the “Being a Good Sport” activity.](#)
- [Complete the “Positively Respectful” activity from Education World.](#)
- [Complete the “Cultivating Empathy” activity.](#)
- [Complete the “Developing Empathy Through Retold Fairy Tales” activity.](#)
- [Complete the “Gratitude and the Environment” activity.](#)

Staying Involved

- [Complete the “Understanding Other Perspectives” activity.](#)
- [Complete the “Challenging Stereotypes” activity.](#)
- [Complete this “Beauty is Skin Deep” activity from Teaching Tolerance.](#)
- [Complete the “Acceptance and Inclusion.”](#)
- [Complete the “Questions I Have About 7th-Grade” discussion.](#)

Middle School Planning

- [Complete “6th-Grade Reflection” activity.](#)
- [Complete “Letter to Next Year’s 6th-Grader/Let Me Give You a Little Advice” activity from Scholastic.](#)
- Plan your 7th-grade classes.
- Share your academic and community plans for middle school with your parents/guardians. What feedback and questions exist after this conversation?

Project-Based Learning

- *Planning a Holiday Dinner Party!*
You will participate in planning and executing a large holiday dinner party for a group of family and friends with very diverse racial, cultural, socio-economic and religious backgrounds. You will creatively design and implement the project from start to finish. Design and build a dinner table and layout for all guests. Develop cultural and dietary specific menu selections for the appetizers, main course and for dessert. Organize the ingredient list. Create calculations for purchases. Complete the interior design of the party room and create a graphic design of the holiday dinner invitation. Create a social media event page for the event and identify roles and responsibilities. Generate entertainment ideas, food and safety considerations and outline a schedule for the event.

Teachers:

Field trip options can be extended for industry exploration and research. Provide all students the opportunity to explore the facets of each phase of the holiday dinner party project planning process in order to properly assess [16 cluster area\(s\)](#) (Agriscience, Marketing and Hospitality & Tourism to name a few) of preference, and explore these preferences. This project also provides curricula opportunities that connect to *Kentucky Academic Standards for Reading and Writing, Mathematics, Science, Social Studies, Financial Literacy, Career Studies* and more.

Career Goals (Tied to Project-Based Learning)

- What problems do you want to solve in our world?
 - Learn more about these problems and career options that work to provide solutions.
- Take an interest survey or career assessment and record your results in your individual learning plan.
 - Discuss results with your school counselor and parents. Do you have any interest in these career results?
- Write your career goals in your individual learning plan.



7th Grade ILP Playbook

Message to Students

Seventh grade is an important time in your middle school life to delve deeper into your studies and meaningfully engage within your school, community and social networks. This is also the year to learn more about your interests as career exploration continues. Continue to study and focus on your courses, as they lay the framework in outlining courses for 8th grade and future planning for high school (It's just around the corner!). Challenge yourself to get involved in sports, clubs and other things that interest you. All of these experiences will help you learn more about yourself and how you want to best serve the workforce in your future.

Grade 7 Playbook Options:

Each activity intentionally provides a chronological journey throughout the 7th-grade year and integrates **social and emotional learning**.

Engage

- [Complete "Healthy Friendships/Relationships" activity.](#)
- [Complete "Group Ground Rules" activity.](#)
- [Complete "Teamwork and Working With Others" activity.](#)

Inquire

- [Complete the "Assertive Communication" activity.](#)
- [Complete the "Learning and Practicing Compromise" activity.](#)
- [Complete the "Conflict Resolution" activity from Kids Health.](#)
- [Complete the "Making a Good Apology" activity from Education World.](#)

Create

Academic Goals

- Plan your 8th-grade classes. Take challenging classes and do well in school.
- Record all awards and/or achievements you have received throughout 7th grade.
- Communicate your needs as a student to teachers.
- Identify, locate and research local high schools in your community. Consider academic, career and technical education and extracurricular options at each school. What appeals to you? What do you hope to gain from your high school experience?

- Create a chart, poster, cartoon, etc., using art (written, drawn, photographed, video, etc.) about your local school(s).
- Defend your final school choice through oral communication.

Postsecondary Planning

- Take a career inventory or assessment and record results in your individual learning plan. Select a career option you may be interested in learning more about.
- Write five education goals for yourself to achieve after graduating high school.
- Learn college and career vocabulary words. Ask questions along the way!

Extracurricular Activities

- Document all involvement in clubs, sports, fine/performing arts, etc., from school and in your community.
- Document your involvement in leadership experiences from school and in your community.
- Document all involvement in service-oriented or volunteer projects from school and in your community.

Project-Based Learning

- *Family Heritage Project*

You will participate in learning about your family's/household's heritage. What country(ies) and culture(s) from around the world did your family come from and what community does your family/household reside in today? By conducting research and interviews with family/household members, you will collect stories, artifacts, recipes and learn about experiences and perceptions as they relate to education, careers and traditions. How have things changed in your family/household over time? What family/household norms and traditions have remained the same? You will discover jobs that family/household members currently have along with jobs that they have had in the past as well as perspectives regarding the role that education may/may not have had in these job/career pursuits. Apply what you have learned to considerations for your own future career options, such as areas of your family/household history you want to maintain as tradition and/or do differently. You will present your family/household heritage project to your class and tie what this heritage means for your own future.

Teachers:

Provide all students the opportunity to explore the facets of each phase of the family/household heritage project planning process in order to properly assess [16 cluster area\(s\)](#) of preference and explore these preferences. This project also provides curricula opportunities that connect to *Kentucky Academic Standards for Reading and Writing, Mathematics, Science, Social Studies, Financial Literacy, Career Studies* and more).

*Please make sure alternative assignments are offered for students who may not have a family/household that they feel comfortable discussing for this PBL.

Career Goals (Tied to Project-Based Learning)

- What problems do you want to solve in our world?
 - Learn more about these problems and career options that work to provide solutions.
- Take an interest survey/career assessment and record your results in your individual learning plan.

- Discuss results with your school counselor and parents. Do you have any interest in these career results?
- Write your career goals in your individual learning plan.



8th Grade ILP Playbook

Message to Students

Eighth grade is an exciting year that concludes your middle school experience and includes you beginning to plan for high school. This year is hallmarked by working hard in your classes and extracurricular activities; gaining a better sense of self and personal identity as you explore personal values, beliefs and goals; and becoming more independent as you transition from childhood to adolescence. You are becoming more independent as you continue to look at the future in terms of high school planning, career options, relationships and exploring ways to make a difference in your world.

Grade 8 Playbook Options:

Each activity intentionally provides a chronological journey throughout the 8th-grade year and integrates **social and emotional learning**.

Working Hard

- [Complete the “My Responsibilities” activity.](#)
- [Complete the “Making Good Choices” activity.](#)
- [Complete the “What Makes a Leader” activity.](#)

Personal Exploration

- [Complete the “My Core Values” activity from Edutopia.](#)
- [Complete the “Being True to Yourself” activity.](#)
- [Complete the “Making Difficult Decisions” activity.](#)

Making a Difference

- [Complete the “Making the World a Better Place” activity.](#)
- [Complete the “Planning Ahead” activity.](#)
- [Complete the “Developing SMART Goals” activity from Edutopia.](#)

Academic Goals / High School Planning

- Research local high schools and learn what career pathways are available.
- What pathways interest you and what is the course sequence?
- Are dual credit classes of interest to you? If so, what dual credit partnerships are available at the high schools in your community (especially those in which you have interest)?
- Record all awards and/or achievements you have received throughout 8th grade.
- How would you best utilize [dual credit](#), [articulated credit](#) or [work-ready scholarships](#)?

- When will you begin to take dual credit classes to meet your post-high school goals?
- Plan 9th-grade classes. Consider drafting what all four years might look like. [Use this chart](#) as a reference in order to better understand graduation requirements.
- Are you interested in the [early graduation program](#)? If so, what will you need to consider in order to achieve this goal?
- Research [work-based learning](#). Does this interest you?

Postsecondary Planning

- Write down your post-high school educational goal(s). Do you think you might enter:
 - a 2-year community college?
 - a 4-year university?
 - a technical/ vocational school?
 - the military?
 - the workforce?
 Why did you make this choice?
- Research your choice and prepare a presentation for your class to learn more about the college/university, military branch or industry you want to enter.
- Learn college and career vocabulary words, such as financial aid, career and technical college, university, apprenticeship, military branches, course catalog, college housing, transcript and admissions requirements).

Extracurricular Activities

- Document all involvement in school or community clubs, sports, fine/performing arts, etc.
- Document your involvement in leadership experiences from school and in your community.
- Document all involvement in service-oriented or volunteer projects from school and in your community.
- Research a summer job. Do you have a resume?

Project Based Learning

- *Tiny House Project*
In the spirit of making a difference, you will participate in planning and building a tiny home for a low-income family. You will creatively design and implement the project from start to finish. You must design and build a tiny home that provides industry-approved HVAC, electric/solar, appliances, etc. Create a garden for the tiny house that will provide food for the inhabitants. Plan a budget for materials and maintenance costs, such as utilities, monthly groceries, etc.

Teachers:

Field trip options can be extended for industry exploration and research. Consider community, industry and/or secondary/postsecondary partnerships. Provide all students the opportunity to explore the facets of each phase of the tiny house project planning process in order to properly assess [16 cluster area\(s\)](#) of preference and explore these preferences. This project also provides curricula opportunities that connect to *Kentucky Academic Standards for Reading and Writing, Mathematics, Science, Social Studies, Financial Literacy, Career Studies* and more.

Career Goals (Tied to Project-Based Learning)

- What problems do you want to solve in our world?
 - Learn more about these problems and career options that work to provide solutions.
- Take an interest survey or career assessment and record your results in your individual learning plan.
 - Discuss results with your school counselor and parents. Do you have any interest in these career results?
- Write your career goals in your individual learning plan.