

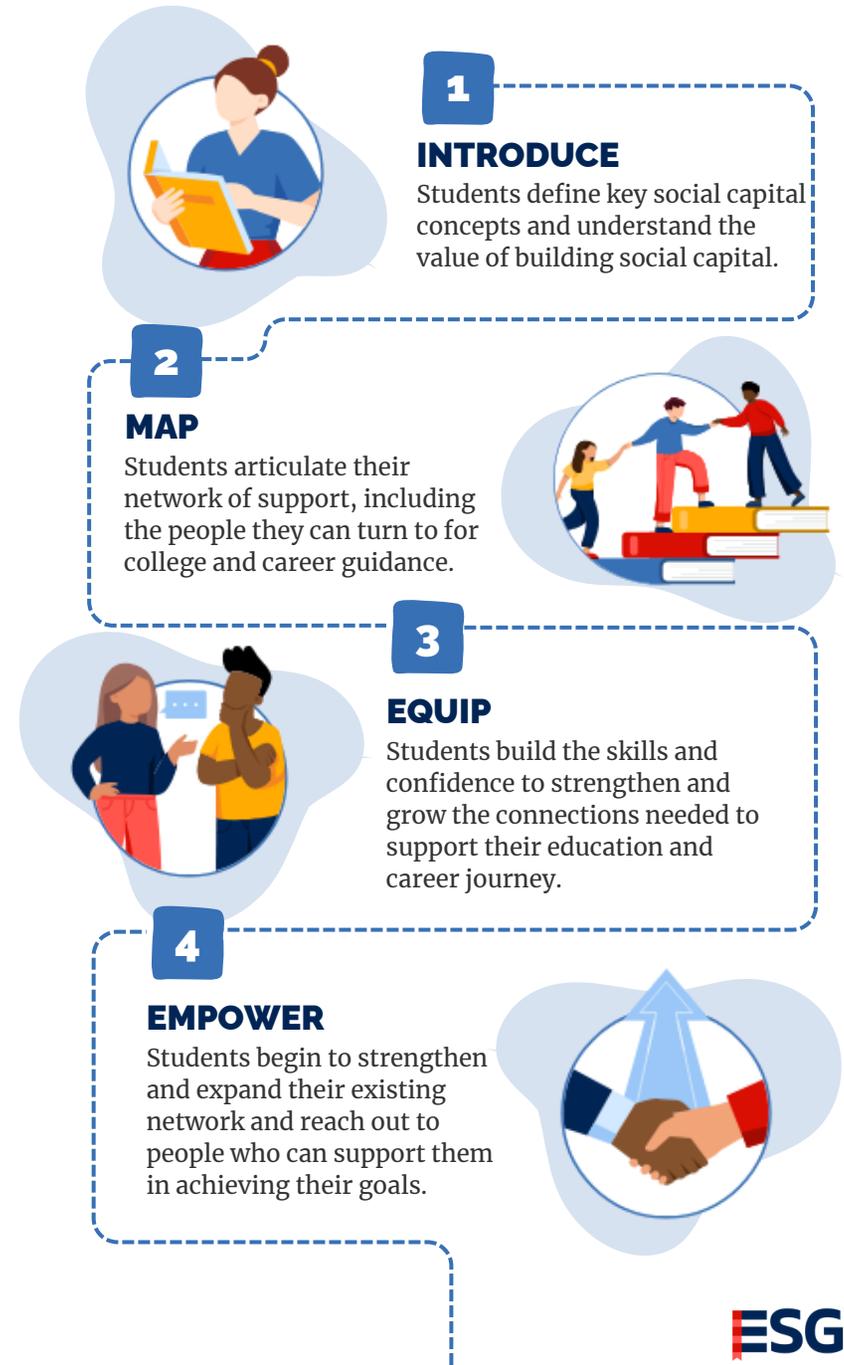
Social Capital Scope & Sequence

Overview

Social capital refers to the relationships and networks one has and the ability to leverage these connections for information, resources, and opportunities (for example, career advice, internships, job interviews). **This scope and sequence provides a progression of learning objectives aligned to typical competencies for students in high schools, alongside activities and resources that can help educators guide students as they build their social capital knowledge and skill set and activate their networks.** An overview of this four-step progression is outlined to the right, with more detailed guidelines provided in the pages that follow. While this scope and sequence provides a set of turnkey resources with suggested activities to use for instruction, educators are encouraged to adapt these to fit their and their students' needs, create additional lessons & activities, and/or seek out other resources that can help students achieve each goal in the framework.

Additional Resources

- **Pathways Integration Strategy:** A roadmap for how and where district leaders can begin to systemically integrate the ESG Scope and Sequence within their existing college and career pathways, leveraging their existing infrastructure, tools, and resources.
- **Cultivating Connections:** An implementation framework to support communities in integrating social capital within their existing college and career readiness work with action steps, tools, resources, and examples from the field.



Before You Get Started

This Scope & Sequence is intended to be used within a larger framework for implementing social capital development within college and careers pathways work. **The framework assumes preparation of staff prior to using the Scope & Sequence for instruction in the classroom.** This important step ensures that practitioners understand the importance of social capital and have the foundational knowledge needed begin helping students build their own social capital skills.

LAY THE FOUNDATION	DESIGN THE SUPPORTS	EXECUTE & EVALUATE
Create A Theory Of Action Consider what you want for all students in your community and how an intentional social capital strategy will help you accomplish it.	Frame Your Program Craft a clear framework for how and when to provide access to social capital concepts, skill building, and experiences.	Implement Your Plan: Introduce And Translate Social Capital Concepts Define social capital for students and why it is an important and renewable resource, particularly as they are planning for college and career.
Build The Case Build a foundational understanding of what social capital is and why it matters for student success with a variety of stakeholders within your community.	Scope It Out Customize a scope and sequence for social capital concepts, expectations, and measures of success by grade level.	Implement Your Plan: Map And Assess Current Relationships Help students visualize who is in their network through a relationship mapping exercise.
Identify Your Assets Inventory the programs and curricula you already have in place within your school and community that provide students with opportunities to learn about and build their social capital.	Identify Gap Areas Make a plan for addressing gap areas, including building or purchasing tools.	Implement Your Plan: Build Student Social Capital Toolkits Equip students with the tools and skill sets to increase their confidence, agency, and ability to communicate about themselves.
Map Your Network Consider the people and organizations already a part of your ecosystem and map these relationships to help you better understand the connections you might leverage and identify new relationships you might want to build.	Write Your Plan Plan for implementing, monitoring, and evaluating the strategies and activities you've identified in your scope and sequence.	Implement Your Plan: Expand And Mobilize Student Professional Networks Provide students with opportunities to practice networking and share follow-up strategies that allow them to stay connected to the new additions to their network.
	Center Equity And Asset-Based Strategies Identify additional supports needed to better ensure the participation of all students, particularly first generation college-going students, those with diverse learning needs, and English language learners.	Monitor & Adjust Review student data on a regular basis in normal planning and curriculum cycles and allow for staff and teachers to also provide their feedback.
	Train Your Team Develop a training plan that encourages buy-in, customizes for the audience, and equips plan implementers or advocates for driving the work.	Annually Reset Spend time reflecting on where you made an impact, what could be improved, and where you see opportunities for strengthening the work moving forward.
	Prepare Your Partners Consider the strengths of your partners, how they will be engaged, and what they need to be prepared to support students in this work.	

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Build The Case

Build a foundational understanding of what social capital is and why it matters for student success with a variety of stakeholders within your community.

Scope It Out

Customize a scope and sequence for social capital concepts, expectations, and measures of success by grade level.

Step 1: Build foundational understanding among your staff. Your district, school, or program can use the training modules and facilitation guide available on Cultivating Connections.

Step 2: Practitioners can use this guide to help students gain the knowledge and skills needed to build their social capital.

Important Grounding Principles

An integral part of the practitioner training should include a discussion on the mindsets needed to responsibly and effectively teach social capital concepts skills to young people. While these are included in the training modules and facilitation guide referenced above, they are worth noting here as an expectation for practitioners to adopt prior to implementing this scope & sequence with their students.



PRINCIPLE 1: Social capital should not be transactional.

Encourage participants and students to think about the importance of investing in and maintaining relationships before needing to call upon them. This principle instills the idea that networks grow and change over time and enhances a student's ability to navigate challenges and seize opportunities throughout their lives.



PRINCIPLE 2: Social capital should be asset-based.

Everyone has social capital that has value regardless of their background or circumstances and we cannot make any assumptions about individuals' social capital.



PRINCIPLE 3: Everyone has a network.

When talking with students about social capital, some may feel disconnected or find it challenging to build relationships. We want to reiterate that everyone has a network. For those who are really stuck, we can encourage them to think about the types of people they want to get to know better or meet in the future.



PRINCIPLE 4: Social capital activities should center the student.

When we engage in social capital work, we want to make sure that we're creating meaningful opportunities aligned with students' goals and interests.

[A Guide to Talking about Social Capital](#), contains a slide deck from Equitable Futures with social capital messaging recommendations with tips on how to talk about social capital with young people.

How to Use This Guide

This Scope & Sequence is designed to be adapted to your particular context; practitioners are encouraged to leverage these activities to meet goals of their course or program. Each piece of the detailed steps within the Scope & Sequence are described below to provide more guidance for how to use this resource with your students.

The **Goal** at the top of each page outlines the intention of each of the steps for all students, regardless of grade or current level of social capital knowledge.

The **Grade Level** is intended to serve as a general guide to decide which objectives & activities to use. However, practitioners have the freedom to choose activities from whichever column is best for their students.

Student Activities include a list of suggested activities to achieve the objectives under each guiding question. **These activities are not necessarily sequential, nor do teachers need to complete every activity.** Alternatively, educators are free to research or create other activities to fulfill the objectives for each step.

Grade Level	9th/10th Grade	11th/12th Grade
Guiding Questions	What is social capital and how can it help me in school and life?	What is social capital and how can it help me as I plan for college and career?
Objectives	Students will: <ul style="list-style-type: none"> Define social capital & relevant terms, such as network, strong ties and weak ties Compare and contrast weak and strong ties and the value each provides Differentiate between types of social support & categorize real examples from their lives 	Students will: <ul style="list-style-type: none"> Define social capital & relevant terms, such as network, strong ties and weak ties Discuss how connections can be helpful for college and career planning and in the job market. Reflect on their postsecondary goals and identify potential sources of support to help achieve those goals
Student Activities	<ul style="list-style-type: none"> Watch & discuss Social Capital: The Power of Relationships. Facilitate group discussions where students consider how connections translate into different supports. Have students work with peers to brainstorm examples of weak ties and strong ties. 	<ul style="list-style-type: none"> Watch & discuss Social Capital: The Power of Relationships. Provide opportunities for students to compare different postsecondary paths and research sources of support for each. Read & discuss Which Connections Really Help You Find a Job.
Assessing for Understanding	<p>Beginning understanding looks like:</p> <ul style="list-style-type: none"> Students can describe specific ways people provide support to one another (e.g., emotional or informational support) and can name everyday examples. <p>Developing understanding looks like:</p> <ul style="list-style-type: none"> Students correctly and fluently use terms such as community, social capital, weak ties, and strong ties during discussion. Students can explain how social capital will contribute to their future success. <p>Advanced understanding looks like:</p> <ul style="list-style-type: none"> Students can articulate potential support they can seek out to help them achieve their goals, such as exploring careers or gaining helpful information. 	
Practitioner tools & resources	<ul style="list-style-type: none"> Connected Futures (virtual lesson plans) Social Capital PD Modules 101 & 102 (professional development slide deck and guide) The Real Strength of Weak Ties (Stanford news article) Getting Started: How Every Student Benefits from a Strong & Diverse Network (design elements with research-informed examples) 	

The **Guiding Questions & Objectives** provide additional guidance for what students should know or be able to do at various grade levels.

Assessing for Understanding provides guidance for practitioners to check students' understanding or mastery of social capital concepts or skills. These are broken out by different levels of understanding.

The **Practitioner Tools & Resources** are included with links to additional lesson plans, background reading materials to help educators understand concepts within each step, or articles that can be used as sources of additional background knowledge or to jump start an activity with students.

Sample Pacing Guide (Semester)

There are several ways that the activities in this Scope & Sequence can be integrated into the school day or other programming (see the [Pathways Integration Strategy](#) for more). This pacing guide provides a starting point for deciding how to schedule these activities throughout a semester, which can be done in conjunction with the [Student Social Capital tool](#) referenced on page 5.

Timing considerations: Educators should feel free to adjust the use of activities to align with what works best with their existing course of study. For example, if time permits to hold activities for multiple class periods, then educators can use as many activities as desired. Alternatively, if time is limited, educators can use activities that only take one class period. Additionally, if the activities in one quarter are completed quicker than expected, educators should feel free to move on to the next step, regardless of the 9-week period. Finally, consider scheduled events, such as career fairs, when planning for these activities.

Introduce	Map	Equip	Empower
<p>Estimated time: Three weeks</p>	<p>Estimated time: Three weeks</p>	<p>Estimated time: Eight weeks</p>	<p>Estimated time: Four weeks</p>
<p>As you get to know students in the beginning weeks of the school year, incorporate discussions of community, the types of support one receives from their community and, if applicable, specific instruction on social capital definitions.</p> <p>One class period:</p> <ul style="list-style-type: none"> Facilitate discussion activities outlined on page 7 Introduce social capital terms and discuss the meaning of each using a vocabulary-building strategy of your choice <p>Multiple class periods/ongoing:</p> <ul style="list-style-type: none"> As appropriate and relevant, continue to hold space for discussions of community and support throughout the semester <p>Additional class periods/homework:</p> <ul style="list-style-type: none"> Research sources of support for various postsecondary paths 	<p>After students have met the goal of the Introduce step, you can build off that knowledge by having them map out their own networks and, if applicable, begin thinking about how to expand them.</p> <p>One class period:</p> <ul style="list-style-type: none"> Facilitate a discussion of the ways the people in students' communities support them Personal timeline activity Relationship mapping activity <p>Multiple class periods/ongoing</p> <ul style="list-style-type: none"> Continue conversations that acknowledge and celebrate students' networks Initiate conversations about who else students would like in their networks <p>Additional class periods/homework:</p> <ul style="list-style-type: none"> Expansion of relationship mapping activity (i.e., analysis of current ties and development of goals to expand network) 	<p>Once students have mapped and analyzed their networks in the Map step, students can begin practicing the skills to expand their social capital.</p> <p>One class period:</p> <ul style="list-style-type: none"> Identifying skills, achievements, and goals can start in the classroom, with support from peers and practitioners <p>Multiple class periods/ongoing:</p> <ul style="list-style-type: none"> Drafting, developing, and practicing an elevator pitch Informational interview activities <p>Additional class periods/homework:</p> <ul style="list-style-type: none"> Continued drafting/reflection on skills, achievements, and goals Drafting a resume Creating a LinkedIn profile 	<p>As students continue to develop and practice the skills outlined in the Equip step, they can begin to expand their network with people who can support them in achieving their goals.</p> <p>One class period/event/activity:</p> <ul style="list-style-type: none"> Networking Bingo activity Update relationship maps and brainstorm people who they can reach out to that would be helpful to have in their networks During career fairs, connect with people in a field of interest <p>Multiple class periods/ongoing:</p> <ul style="list-style-type: none"> Intentionally connect with professionals during work-based learning experiences <p>Additional class periods/homework:</p> <ul style="list-style-type: none"> Conduct an informational interview and reflect afterward

Note: The number of class periods for activities are estimations and may take shorter or longer, depending on the needs of your students.



1 INTRODUCE

Goal: Define key social capital concepts and understand the value of building social capital.

Grade Level	9th/10th Grade	11th/12th Grade
Guiding Questions	What is social capital and how can it help me in school and life?	What is social capital and how can it help me as I plan for college and career?
Objectives	Students will: <ul style="list-style-type: none"> • I.1.a Define social capital & relevant terms, such as network, strong ties and weak ties • I.2.a Compare and contrast weak and strong ties and the value each provides • I.3.a Differentiate between types of social support & categorize real examples from their lives 	Students will: <ul style="list-style-type: none"> • I.1.b Define social capital & relevant terms, such as network, strong ties and weak ties • I.2.b Discuss how connections can be helpful for college and career planning and in the job market. • I.3.b Reflect on their postsecondary goals and identify potential sources of support to help achieve those goals
Student Activities	<ul style="list-style-type: none"> • Watch & discuss Social Capital: The Power of Relationships. • Facilitate group discussions where students consider how connections translate into different supports. • Have students work with peers to brainstorm examples of weak ties and strong ties. 	<ul style="list-style-type: none"> • Watch & discuss Social Capital: The Power of Relationships. • Provide opportunities for students to compare different postsecondary paths and research sources of support for each. • Read & discuss Which Connections Really Help You Find a Job.
Assessing for Understanding	<p>Beginning understanding looks like:</p> <ul style="list-style-type: none"> • Students can describe specific ways people provide support to one another (e.g., emotional or informational support) and can name everyday examples. <p>Developing understanding looks like:</p> <ul style="list-style-type: none"> • Students correctly and fluently use terms such as community, social capital, weak ties, and strong ties during discussion. • Students can explain how social capital will contribute to their future success. <p>Advanced understanding looks like:</p> <ul style="list-style-type: none"> • Students can articulate potential support they can seek out to help them achieve their goals, such as exploring careers or gaining helpful information. 	
Practitioner tools & resources	<ul style="list-style-type: none"> • Connected Futures (virtual lesson plans) • Social Capital PD Modules 101 & 102 (professional development slide deck and guide) • The Real Strength of Weak Ties (Stanford news article) • Getting Started: How Every Student Benefits from a Strong & Diverse Network (design elements with research-informed examples) 	



Goal: Students articulate their network of support, including the people they can turn to for college and career guidance.

Grade Level	9th/10th Grade	11th/12th Grade
Guiding Questions	What is a network and who is in mine?	Who in my network is helping me get ready for life after high school?
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • M.1.a Map the people who make up their current network and their different contexts (school, extracurriculars, family) • M.2.a Describe the different types of social support the people in their network provide • M.3.a Distinguish between the weak and strong ties in their lives and specify the types of resources each provides to them • M.4.a Develop a goal for strengthening and/or growing their network 	<p>Students will:</p> <ul style="list-style-type: none"> • M.1.b Map the people who make up their current network and their different contexts (school, extracurriculars, family) • M.2.b Assess specific ways (including the type of social support offered) that their current networks helped them get to where they are now • M.3.b Evaluate the diversity of their current network and articulate who they would like to add • M.4.b Develop a goal for strengthening and/or growing their network
Student Activities	<ul style="list-style-type: none"> • Create a relationship map (example lessons in Web of Support Framework, pg. 3 and in Relationship Mapping Activity) to visually represent students' current network and identify types of support that people in their networks can provide. • Create a personal timeline (see example in Social Capital PD Module 103, Slides 122–127) to better understand their identities, interests, and potential careers. 	<ul style="list-style-type: none"> • Create/update personal timelines & relationship maps. • Take a survey with SCALE measures to better understand their own perceptions of their network and discuss results with peers and a teacher. • Review their relationship map to better understand the diversity (demographic, profession, geography) of their network and discuss the importance of having a diverse network and who else they might want to include in theirs (example in this exercise). • Consider the type of support they need as they prepare for college and career and develop a list of individuals that they can reach out to as they start to make plans (if applicable, document these connections as part of ICAP activities).
Assessing for Understanding	<p>Beginning understanding looks like:</p> <ul style="list-style-type: none"> • Students name specific people in their communities who make up their support system. <p>Developing understanding looks like:</p> <ul style="list-style-type: none"> • Students describe specific supports provided by those in their network. <p>Advanced understanding looks like:</p> <ul style="list-style-type: none"> • Students articulate goals related to strengthening or growing their network. • Students identify specific connections they can make to receive other types of support. 	
Practitioner tools & resources	<ul style="list-style-type: none"> • People-Powered Pathways: Lessons in how to build students' social capital through career-connected learning (background research and sample lessons) • Take Stock: Getting to know who your students know (design elements with research-informed examples) • Relationship Check Tool (assessment of educator, practitioner, peer, and family relationships) 	



Goal: Students build the skills and confidence to strengthen and grow the connections needed to support their education and career journey.

Grade Level	9th/10th Grade	11th/12th Grade
Guiding Questions	How do I build the skills and confidence to connect with my network?	How do I initiate a college and career conversations with people in my network?
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Eq.1.a Describe their achievements, skills, and career goals • Eq.2.a Identify the tools, knowledge, and skills they need to best connect with the people in their network • Eq.3.a Begin to seek help from adults in their school and community • Eq.4.a Articulate their value to relationships with people in their network 	<p>Students will:</p> <ul style="list-style-type: none"> • Eq.1.b Create a succinct description of their skills and goals and practice delivery to peers and trusted adults • Eq.2.b Understand their value and support provided to their existing network and to prospective connections • Eq.3.b Initiate discussions with trusted adults about careers
Student Activities	<ul style="list-style-type: none"> • Document extracurricular activities and academic achievements & discuss skills demonstrated through each using this Skills Translator (if applicable, incorporate these into ICAP activities). • Develop an elevator pitch to practice talking about themselves with peers and caring adults. • Draft short- and long-term goals for school and discuss who can help them achieve these goals and practice talking about them. • Provide opportunities for students to practice active listening and communication skills during one-on-one conversations with peers and caring adults • Reflect on their own cultural norms/experiences and discuss how this informs connections and communication with people in various contexts. • Identify someone in their network that has an interesting career and develop a list of questions to ask them about that career. • Discuss scenarios when social capital skills can be utilized (e.g., in the workplace, networking, during a job search). 	<ul style="list-style-type: none"> • Create a resume that highlights achievements and skills and regularly update with new experiences and learning (Skills Translator worksheet). • Have students reflect on the skills they develop in their everyday experiences (i.e., caring for a family member, balancing school and extracurricular activities, etc.) • Develop, refine, and practice an elevator pitch to help students learn to briefly describe their background, interests, and goals. • Provide opportunities for students to practice active listening and communication skills during conversations with their network. • Use resumes to create a LinkedIn profile and browse the different people featured on the site. Search for people from their own network. • Create a professional email address and discuss with a caring adult the do's and don'ts when reaching out to a professional contact. • Identify someone in their network with an interesting background or career and draft an email request for an informational interview and a list of questions to ask. (Example lesson plan on informational interviews).
Assessing for Understanding	<p>Beginning understanding looks like:</p> <ul style="list-style-type: none"> • Students can identify strategies for strengthening their current relationships and developing new connections. • Students can ask questions that deepen ties with their existing and growing network. <p>Developing understanding looks like:</p> <ul style="list-style-type: none"> • Students produce quality, tangible artifacts that display their skills and achievements, such as a resume, LinkedIn profile, or ICAP. <p>Advanced understanding looks like:</p> <ul style="list-style-type: none"> • Students clearly and confidently articulate their skills, achievements, and goals (e.g., with an elevator pitch). 	
Practitioner tools & resources	<ul style="list-style-type: none"> • Career Conversations Starters (grade level guidelines to address the American School Counselor Association Student Mindsets & Behaviors) • Tips for Helping Students Perfect their Elevator Pitches (National Association for Colleges & Employers article) • Colorful Conversations (lesson plan) • LinkedIn Profile Checklist: High School Students (checklist) • High School Grade-by-Grade Career Checklist (checklist) 	



Goal: Students begin to strengthen and expand their existing network and reach out to people who can support them in achieving their goals.

Grade Level	9th/10th Grade	11th/12th Grade
Guiding Questions	What is networking and how can it help me?	How can I expand my network to help with college & career planning?
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Em.1.a Define networking & discuss how making connections can be helpful • Em.2.a Articulate how connections to school adults support educational endeavors • Em.3.a Engage with adults who can provide insight into field of interest 	<p>Students will:</p> <ul style="list-style-type: none"> • Em.1.b Assess their own progress toward goals & identify adults who can help achieve them • Em.2.b Add new contacts to their relationship maps • Em.3.b Reach out to new contacts as they engage in postsecondary planning • Em.4.b Identify ways to stay connected to contacts to maintain those relationships • Em.5.b Engage in career-connected experiences that facilitate use of social capital skills
Student Activities	<ul style="list-style-type: none"> • Identify a time that a connection helped them. • Engage in Networking Bingo with their peers. • Identify a list of adults within their school who they can approach for help. • Revisit the list of adults created in Step 2; brainstorm other helpful adults to ask for help. • Students practice conversations with adults they know (e.g., asking questions to understand journeys, seeking advice). • Conduct an informational interview with someone in a career they are interested in. Reach out to someone in their network or request help from a teacher to find someone to talk to. • Job shadow someone in a field of interest and identify contacts that they can add to their network 	<ul style="list-style-type: none"> • Visit/Revisit the concept of networking, how to do it, and why it's important. • Update relationship maps and list ideas of people who can help achieve their goals. • Provide opportunities for students to talk to adults or near/peers about how social capital and networking has played a role in their lives. • After career exploration activities, follow up with people working in a career of interest with a thank you note to show appreciation. • Conduct an informational interview with someone in a career they are interested in. Reach out to someone in your network or request help from a teacher to find someone to talk to. Afterwards, ask to add them to your LinkedIn profile. • Research internship opportunities in their field of interest. • Practice social capital building skills by connecting with professionals during work-based learning opportunities, such as internships or job shadowing. • Organize a networking event with career professionals chosen based on students' expressed fields of interest.
Assessing for Understanding	<p>Beginning understanding looks like:</p> <ul style="list-style-type: none"> • Students can communicate how their network has grown over time and how they have achieved this growth. • Students can verbalize how their network has contributed to their success and/or how they have contributed to the success of another connection. <p>Developing understanding looks like:</p> <ul style="list-style-type: none"> • Students can identify actions that will contribute to meeting their goals. • Student documentation of new connections in their ICAPs or other resources designed to capture these connections. <p>Advanced understanding looks like:</p> <ul style="list-style-type: none"> • Students demonstrate an ability to conduct professional communication to grow and maintain their relationships or activate their network. • Older students develop specific strategies they will use post-high school to continue to build social capital. 	
Practitioner tools & resources	<ul style="list-style-type: none"> • Peer MentoringWorks (networking activity guide) • Learn to Love Networking (article) • Should I be networking? Exploring the importance of networking for students (article) • Networking 101 for Introverts (article) • Talking about Careers: Research and Recommendations (module) 	