

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Freshman Seminar

May 2022

BOE Approved August 2022

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Author of Course Guide

Kristie O'Neill

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

BOE Approved August 2022

Freshman Seminar

9th Grade

Freshman Seminar is an innovative, project-based course required for all incoming 9th grade students. The goal is to promote a successful transition to high school and also the transition between high school and the workplace. The course is designed to provide students with 21st century and executive functioning skills such as technology, communication, organization, time management, and stress management. The course will include information about supports and resources available at the high school, focusing on the routines, policies, traditions, activities, and services available. The units in this course will include important career development aspects that will help students learn how to chart a path through high school that will lead to success in their post-secondary endeavors. Students will reflect on themselves as they explore their personality, interests and skill sets and identify short and long term goals, as well as possible career paths. Students will make connections between their choices now and how these affect their future success.

Pacing Guide

Unit 1 - High School Transition	5 weeks
Unit 2 - Digital Literacy	3 weeks
Unit 3 - Critical Thinking, Communication and Organizational Skills	3 weeks
Unit 4 - Who am I? Self Reflection and Discovery	3 weeks
Unit 5 - Career Readiness and Exploration	6 weeks

Subject/Course:
Grade: 9

Freshman Seminar

Unit 1: High School Transition

ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none">• Understand rules and procedures for a new environment• Conform behavior to align with expectations• Identify helpful resources and how to utilize them• Understand the importance of Social Emotional Learning• Value academic integrity• Realize how their current self will affect their future self• Construct a vision of characteristics of successful people including the graduate• Create short and long term educational goals• Explore new opportunities around them and the importance of being involved	
	<i>Meaning</i>	
<p>CCSF.A1.9-10 - Demonstrate how effort and persistence positively affect learning, Effectively and proactively utilize resources to help improve academic performance, e.g., tutors, resource centers, teacher, etc., Demonstrate an understanding of graduation requirements, Review, revise and update academic, career, and personal goals.</p> <p>CCSF.A2.9-10 - Demonstrate the skills of independent research and investigation, Make academic achievement and learning experiences high priorities while developing the ability to balance competing priorities.</p> <p>ISTE 1.1A - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>ISTE 7.B - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none">• When entering a new environment one must understand the procedures and expectations to be successful.• Our actions today will have positive or negative effects on our future.• People who are successful share similar characteristics.• Our emotional health is just as important as our physical health and intellectual successes.• Setting short and long term goals in school increases our chances of achieving them.• Getting involved in different activities is beneficial.	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none">• Why are rules and procedures created?• How can my choices today affect me both short and long term?• What do I need to do to succeed in the environment I am in?• Why do some people become more successful than others?• Am I taking the right steps to support my emotional health?• How can I make sure I am doing the best I can for myself?• Who is available to help me and how do I access assistance when needed?• Why is it important to have educational goals?• How can I become more involved in the world

		around me?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The current behavioral expectations and consequences in high school. ● Educational expectations regarding integrity and honesty. ● Grading policies and GPA ● The supportive resources available including: administration, guidance, substance abuse, social workers, etc. ● In order to be “successful” it is important that we are also happy and take steps to nurture our emotional well being. ● The purpose and importance of activity period, wingman, advisory and 3tr. ● The clubs, activities and sports available and the importance of being involved. ● A short term goal is a goal you want to accomplish in less than one year and a long term goal is something you want to accomplish more than one year from now. ● A graduate should exhibit certain characteristics in order to be successful. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying and processing rules and expectations of a new environment, including high school, college, and the workplace. ● Recognizing that the actions they make in the present time will affect their options and success in the future. ● Advocating for themselves by knowing how and when to reach out for assistance. ● Identifying what makes us happy and strategies to improve our emotional well being when necessary. ● Exploring activities available to them and participating in group activities. ● Identifying and creating short and long term educational goals. ● Determining which characteristics are required for success at various levels.

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher rubric evaluating content accuracy, originality, creativity and professionalism.</p> <p>Impact - was the task complete and did the explanation effectively support the characteristics chosen.</p> <p>Quality - the “portrait” should be neatly done with no errors, it is creative and incorporates several display techniques.</p> <p>Evidence - Students explain the reasoning and importance behind the chosen characteristics identified for their “portrait”. Facts and statistics should be present.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Create a visual representation of “the vision of a graduate”.</p> <p>Role: You have been appointed the task of identifying the key characteristics that the ideal high school graduate should have as they leave this phase of life and enter into the next chapter of their lives.</p> <p>Audience: Your classmates and teacher who will be evaluating your recommendations in an effort to combine all of your work into the best version of “the vision of a graduate”.</p> <p>Situation: Educators and school leaders agree that in order for all students to reach their potential, high schools must hold all students to high expectations. Through the development and use of a portrait of a graduate, high schools can embrace an expanded definition of student success, one that ensures that students are fully equipped with core academic knowledge and skills, as well as a range of other competencies that we all need to be successful in education, work, and life. As a major stakeholder in this process, you will be tasked with creating a lifesize “graduate”. You will identify several personal, intellectual and social characteristics that all graduates should have in order to succeed outside of the high school environment.</p> <p>Product and/or Performance: Working in small groups, students will utilize the LLC makerspace and using various arts and crafts materials they will produce a visual representation of a graduate. They will then research, determine, and justify their choices of various characteristics for the graduate. They will use a combination of text, art, photographs, etc. to represent these characteristics creatively. Students will participate in a gallery walk as well as oral presentations to ultimately create a class-wide “portrait of a graduate”.</p>

		Standard: A creative and detailed presentation with no errors and original content. Teacher will provide an exemplar and rubric to assist in expectations.
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Student completed guided notes Small and large group discussions Google forms Exit tickets Google classroom activities and assignments Summative assessments</p>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Pre-assessments will be given to determine prior experiences and knowledge from middle school, as well as preconceived notions of what to expect in high school.	
A, M A, M A, M A, M A, M, T A, M A, M, T M	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> Students will learn new expectations, rules and consequences through the review of the student handbook as well as teacher led discussions. Students will be introduced to important resources at the school through tours and in class presentations from guests who will each explain their role and importance to the students. The concepts and importance of advisory, 3tr, and wingman will be reviewed through the use of teacher led slideshow and videos. Clubs available during the activity period will be presented and explained, as well as extra curricular activities including clubs, sports, debate teams, honor society and volunteer opportunities. The importance of being well rounded and involved will be discussed. Short and long term goals will be discussed, students will create a list of both short and long term goals for themselves during high school. Students will explore what makes them happy and learn how to nurture their emotional well being. Instruction on necessary characteristics for success and the creation of the “vision of the graduate”. Unit exam	Progress Monitoring Oral responses and classroom notes, formative assessments Oral responses and exit tickets Oral responses, formative assessment (google form) Oral responses, student feedback, exit tickets Goal project, teacher evaluation, discussion, rubric Teacher led notes, oral discussion, surveys Teacher led notes, oral discussion, graduate project, rubric. Summative assessment

Subject/Course:
Grade: 9

Freshman Seminar

Unit 2: Digital Literacy

ESTABLISHED GOALS CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance	Transfer	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none">● Use technology tools to appropriately, responsibly, and creatively generate new projects.● Identify how to incorporate technology appropriately into life and career goals.● Understand the importance of utilizing technology to access personal information.● Determine short and long term effects of digital decisions and protecting privacy.● Make smart decisions regarding online activity including social media● Realize what a digital footprint is and how it can affect college and career options.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none">● Signing in to Powerschool on a regular basis is critical in taking responsibility for our grades.● Building a Naviance portfolio will help guide us into our post secondary efforts.● Google Slides and Google Docs will be used repeatedly in high school and it is important that we know how to use them correctly.● Internet safety such as creating strong passwords, understanding and using privacy settings, and knowing what to share or not on social media is crucial.● Cyberbullying occurs around us and we must seek to stop current bullies and prevent others from cyberbullying.● Everything we post online or on social media is permanent and can affect our current and future self.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> <ul style="list-style-type: none">● How can I take an active role in my grades?● Am I maintaining the grades I need to gain access to the college I want to go to?● In what way will I be using slideshow presentations and documents after high school?● What can happen if someone gains access to my personal information online?● How can I help eliminate or reduce cyber bullying now and in the next phase of my life?● What is the worst that can happen if I post something inappropriate online?

<p>understanding of findings, reasoning, and evidence and to add interest.</p>		
<p>ISTE 1.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</p> <p>ISTE 1.2a Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>ISTE 1.2b Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>ISTE 1.2d Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</p>	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Powerschool is available to me and my parents and is a tool that I can use to monitor my grades and ensure I am up to date on assignments and receive credit for work done. ● Naviance is a college and career readiness software that provides students with college planning and career assessment tools. ● There are specific guidelines to follow when creating professional slideshows and documents. ● Having secure passwords on all of our accounts is crucial in protecting our information. ● Cyberbullying is occurring and can have severe consequences, however, there are ways each of us can help reduce it. ● If we post inappropriate content online it can come back to negatively affect our lives for years to come. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Signing in to Powerschool, checking their grades for inaccuracies, and determining what is negatively affecting their grades. ● Logging in to Naviance and exploring what needs to be completed at each high school grade level in order to be best prepared when they graduate. ● Creating, collaborating and presenting professional and appealing slideshow presentations. ● Identifying strong password choices and common mistakes. ● Realizing when cyber bullying is occurring and strategies to help stop it. ● Knowing what not to ever post online in order to protect their digital footprint and image.

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
A,M,T	<p>Teacher rubric evaluating content accuracy, originality, creativity and professionalism.</p> <p>Impact - the statistics and corresponding suggestions should be persuasive and convince the audience that change would occur.</p> <p>Content - are the statistics, facts and examples provided accurate and relevant?</p> <p>Quality - the slideshow should be neatly done with no errors, it is creative and well thought out.</p> <p>Process - the students should be poised, well spoken and professional during the delivery of their presentation.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> Goal: Create a professional slideshow on Cyberbullying.</p> <p>Role: There has been an increase in negative events that can be traced back to cyberbullying among teenagers. You must research and report relevant statistics, regulations, laws currently in effect and explore ways to reduce this in your high school. You will present your findings and recommendations to your peers for feedback.</p> <p>Audience: Your classmates and teacher who will be evaluating your content, slideshow etiquette and presentation skills.</p> <p>Situation: "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications. The state of Connecticut requires schools to have policies and procedures meant to reduce these instances, are we doing enough? Your research and presentation will provide insight into if there are ways we can improve our efforts in reducing this in our school and why it is so important.</p> <p>Product and/or Performance: Working in pairs, students will utilize the internet to research information on cyberbullying, the negative externalities that go along with it, what strategies have been successful in reducing it and come up with a plan for their school. This presentation should show higher level thinking, originality and professionalism.</p> <p>Standard: An accurate and detailed presentation with no errors and original content. Teacher will provide an exemplar and rubric to assist in expectations.</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Student completed guided notes Small and large group discussions Use of Naviance and Powerschool Google classroom activities and assignments</p>
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i> Students will take a survey on cyberbullying including its prevalence, consequences, and current situation within their school.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>A, M Students will learn the purpose of Powerschool, ensure the ability to sign in and tools available to monitor and check grades.</p> <p>A, M Students will explore what Naviance is and how to use it from a member of our guidance department.</p> <p>A The concepts and importance of online security will be reviewed, how to ensure it and possible negative outcomes of not protecting our personal information.</p> <p>A Real life examples will be provided to show how actions online and on social media can affect all stages of our lives. Students will explore this more on their own.</p> <p>A, M, T Students will be provided with notes to introduce the topic and then conduct research of cyberbullying and the importance of addressing the issue within our schools.</p> <p>A Instruction on required elements and expectations for the Cyberbullying presentation.</p> <p>M Unit exam</p>	<p>Progress Monitoring</p> <p>Oral responses and classroom notes, teacher observation</p> <p>Class discussion, login to application and exploration activity, teacher observation</p> <p>Oral responses, formative assessment, guided notes</p> <p>Articles, questions, case studies</p> <p>Teacher led notes, oral discussion, surveys</p> <p>GRASP project, teacher evaluation, discussion, rubric, oral presentation</p> <p>Summative assessment</p>

<p>ESTABLISHED GOALS</p> <p>ISTE 1.1A Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>ISTE 1.1.b. Build networks and customize their learning environments in ways that support the learning process.</p> <p>ISTE 1.6A Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.2.A Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Transfer</p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Comprehend and recall information • Take an active role in listening, processing and questioning • Effectively manage time • Communicate through email in a professional manner • Understand their learning styles and develop strategies to improve learning • Recognize procrastination and how to overcome it • Take proper notes and organize material for recall in higher education or career 	
	<p>Meaning</p>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There are proven strategies that can help us take notes and study effectively to improve performance • When we manage our time effectively, we are more productive and will alleviate stress • Everyone learns in a different way and once we know how we learn best, we can focus on certain strategies • It is common to procrastinate but there are also ways to overcome it. • Active listening skills are needed for success in school and in the workplace. • Listening and active note-taking skills are critical for learning and communicating. • When emailing a boss or teacher there are certain guidelines to remember. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How will note taking strategies change in college and in my career? • Will it be harder to manage time when I'm in college and living on my own? • Can I improve on other aspects of my learning style, other than the one I am best at? • How can procrastination affect me in the workplace? • Can I improve and practice my active listening skills in my personal life? • Why will it be important to use my time efficiently when I'm older? • When is it appropriate to use a person's first name instead of Mr. and Mrs, etc.?

CCSF.A1.9-10	Acquisition	
<p>Demonstrate skills for effective learning and achieving school success, use time management skills in addressing school responsibilities, apply techniques for reducing stress and test anxiety</p> <p>CCSS.ELA-LITERACY.W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Research shows that taking notes by hand is more effective than typing on a laptop. ● There are different note-taking systems and styles. ● Effective time management means distinguishing between what is important vs. what is a non-productive distraction. ● Efficient use of time reduces stress ● According to the VARK system, there are four types of learning styles—visual, auditory, kinesthetic, and reading/writing. ● By examining their learning style, they will become aware of how their brain learns best. This will help them to communicate more effectively with instructors and future bosses. ● The 13 tips for effective professional emails. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Utilizing the Cornell note taking system ● Active listening ● Managing their time by prioritizing tasks and recognizing distractions ● Identifying their learning style ● Focusing on studying strategies that best support their learning styles. ● Identifying distractions to learning and studying ● Emailing their boss or teacher or anyone necessary in a professional manner.

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
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<p>A,M,T</p>	<p>Teacher rubric evaluating content accuracy, appropriately formatted email template</p> <p>Impact - was the email persuasive and effective? Did it accomplish the goal?</p> <p>Quality - was the email attractive in appearance (font, margins, spacing) and was it free of errors?</p> <p>Content- was the email in the correct format with the appropriate information. Was the purpose of the email clear?</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal: Students will be given various real world scenarios where they are required to send an email correspondence. They must use the tips discussed in class to construct a professional email that accomplishes their goal.</p> <p>Role: Various roles include: 1. Student emailing teacher, 2. student emailing college, 3. employee emailing co-worker, 4. employee emailing boss, 5. adult emailing prospective employer.</p> <p>Audience: Recipients of the emails (teacher)</p> <p>Situation: 1. You need to contact your teacher as soon as possible. Grades are closing and work you submitted last week still shows a 0. Contact your teacher to get this fixed. 2. You just received your financial aid package back from the school you really want to go to and they gave you much less money than other schools you applied to. Contact the office of admissions and ask them to reconsider giving you more money. 3. The report you requested from the accounting department is over a week late. You must email your contact within that department and let them know you need it as soon as possible. 4. You have been working part time at a local restaurant as a “runner” and have been waiting for the chance to be a waiter/waitress. Your boss assured you that you would be moved into that role when there was an opening. You just found out that the person who was hired after you was just offered the job. Contact your manager to discuss the situation. 5. There was recently an ad for a camp counselor job over the summer that you really want. You need to email the hiring manager to explain why you would be the perfect fit for the job.</p> <p>Product and/or Performance: Five professional emails that demonstrate the tips learned in class.</p> <p>Standard: A professionally organized email with appropriate details, without errors.</p>
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		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Student completed guided notes Small and large group discussions Google classroom activities and assignments Applying learning styles, study skills, time management and communication in class</p>
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Students will complete a survey regarding how much time they spend weekly on the following: social media, playing video games, watching tv, talking on the phone, with friends socially, physical activity, time with family, school work. They will also identify barriers to learning and studying and present these findings to the teacher in a well written email.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>A Classroom notes, videos and instruction on the importance of note taking and active listening.</p> <p>M Students will complete The Cornell Note Taking System Module</p> <p>A, M Note taking practice and assignment using new strategies</p> <p>A, M, T Students will complete the learning style survey VARK to determine their learning style and then research the best ways to utilize this information.</p> <p>A, M Students will be provided with notes to introduce the topics: listening, processing, study skills, time management, and procrastination, as well as accompanying assignments.</p> <p>A, M, T Instruction on professional email etiquette</p> <p>M Self assessment and individualized goals for improvement on time management and study habits.</p> <p>Unit exam</p>	<p>Progress Monitoring</p> <p>Oral responses and classroom notes, teacher observation</p> <p>Class discussion, completion and feedback from Cornell.</p> <p>Formative assessment</p> <p>VARK results and student interpretation</p> <p>Teacher led notes, oral discussion, google classroom assignments</p> <p>GRASP project, teacher evaluation, discussion, rubric, sample emails</p> <p>Self assessment and goals - formative assessment</p> <p>Summative assessment</p>

Subject/Course: Freshman Seminar
Grade: 9

Unit 4: Who am I? Self Reflection and Discovery

<p>ESTABLISHED GOALS</p> <p>CCSF.A2.9-10</p> <p>Demonstrate ability to plan a challenging program of studies to prepare for a variety of options after graduation. Use assessment results in educational planning</p> <p>CCSF.A2.9-10</p> <p>Standard A6: Demonstrate the ability to set goals based on reflective evaluation of current performance. Apply knowledge of aptitudes and interests to goal setting</p> <p>ISTE 1.4</p> <p>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</p> <p>ISTE 1.4.d</p> <p>Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.</p>	<p>Transfer</p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Realize that their personality traits affect how they perceive the world and make decisions. ● Make connections between their personality and the outside world. ● Identify their own personal/professional medium and long term goals ● Create a brag sheet to be maintained through various phases of life. ● Acknowledge their interests and how this affects future choices ● Identify how their interests, strengths and personality traits can lead them into different career choices ● Create and utilize a vision board 	
	<p>Meaning</p>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Setting future goals and visualizing them will make it more likely you will achieve them. ● Certain personality attributes are more correlated with certain professions. ● We all have different skill sets and we should nurture them to become successful. ● Vision boards can be a useful tool in helping us fulfill our goals 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● I have no clue what I want to do when I grow up, what can I do to figure it out? ● How will my goals change as I get older? ● How could my personality hold me back from achieving my goals? ● Are there aspects of my personality that I would change if I could? ● Which professions are the best fit for my skills? ● If I could live the exact life I want to, what does it look like?

	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • The Myers Briggs personality test identifies 16 different personality types. • Their own specific personality type and what it means. • Medium term goals are goals that are achieved only after a sequence of short term goals have been achieved and which build together to form a long term goal. • Long term goals are the things that add true meaning to our lives. • The Myers Briggs Type Indicator is based on the four dichotomies described by C. G. Jung : Favorite world, Information, Decisions, and Structure. • A vision board is a collage of images and words representing a person's wishes or goals, intended to serve as inspiration or motivation. 	<ul style="list-style-type: none"> • Understanding their personality type and how to use that information to be the best they can be. • Identifying medium term goals and how they relate to short and long term goals. • Making the connection among all goals: short, medium and long and how it all starts now. • Identifying their ideal life and representing it visually.

STAGE 2

BOE Approved August 2022

Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>Teacher provided rubric for both vision board and oral presentation.</p> <p>Impact: the vision board clearly allows the viewer to interpret the short and long term goals of the student.</p> <p>Content: the vision board contains all required elements in the rubric, which are displayed with either images, drawings, photos or text.</p> <p>Quality: the pictures are clear, text easy to read, the overall appearance of the vision board is appealing and creative.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Create a vision board.</p> <p>Role: You are a student with a lot of potential and dreams.</p> <p>Audience: Your classmates and teacher who will be interpreting your vision board.</p> <p>Situation: According to a TD Bank Survey, people who keep images, photos or vision boards of their goals are <u>almost twice as confident</u> that they will achieve them than those who don't. In addition <u>82%</u> of small business owners who used a vision board from the start reported having accomplished over half of their goals so far. Vision Boards have proved to be a successful way of organizing our goals and ultimately accomplishing them. You will create a vision board for yourself including short, medium and long term goals.</p> <p>Product and/or Performance: Working independently the student will collect pictures, images from the internet or magazines, etc, inspirational words and phrases to put on their vision board. Boards will be created in the LLC makerspace under the collage project. Categories will include but are not limited to: personal enjoyment (travel, sports, etc), education or training/military, career, family, material items (car, house, pets), etc. Collages will be presented to the class and will accompany a worksheet explanation.</p> <p>Standard: A creative collage incorporating all required elements displaying originality and thought. Teacher will provide an exemplar and rubric to assist in expectations.</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Student completed guided notes Small and large group discussions Google classroom activities and assignments Interpreting, analyzing and summarizing their personality type through questions on a formative assessment.</p>
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	<p><u>Questions to help complete this portion:</u> Students will be asked to choose what personality type they think they will be (and explain why) prior to taking the survey. They will also be asked to identify some medium and long term goals.</p>	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>A Classroom notes, videos and instruction on the Myers Briggs Personality Assessment.</p> <p>M Students will complete the Personality Test as well as follow up reflection activities.</p> <p>A, M Students will be provided with notes to introduce the topics: medium and long term goal setting and vision boards as well as accompanying assignments.</p> <p>M Students will identify medium and long term goals</p> <p>M, T Students will complete the vision board project</p> <p>M Unit exam</p>	<p>Progress Monitoring</p> <p>Oral responses and classroom notes, teacher observation</p> <p>Class discussion, completion of personality test and reflection assignment</p> <p>Formative assessment</p> <p>Goal assignment</p> <p>GRASP project, teacher evaluation, discussion, rubric, sample oral presentation</p> <p>Summative assessment</p>

Subject/Course: Freshman Seminar
Grade: 9

Unit 5: Career Readiness and Exploration

ESTABLISHED GOALS	<i>Transfer</i>	
<p>NBEA Personal Finance Standard II: Career resources and related information: Evaluate several occupational interests, based on various criteria (e.g., educational requirements, starting salaries, and career ladder opportunities). Career resources and related information: Use available resources for projecting career opportunities and trends.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Evaluate career opportunities and required skills • Consider educational clusters and courses of study associated with them • Recognize and develop transferable workplace skills • Recognize and develop soft and hard workplace skills • Identify possible careers and associated requirements • Evaluate post secondary options • Create and update a resume • Complete a job application • Identify a path and necessary steps and requirements of a career choice 	
	<i>Meaning</i>	
<p>NBEA Personal Finance Standard IV: Self-assessment and career research: Apply personal career goals, skills, interests, and values to selection and confirmation of appropriate career and job choices. Self-assessment and career research: Identify personal abilities, interests, values, and related educational/training and experience that match the employer requirements of the identified job target. Short and Long-term career goals: Apply skills developed in academic and technical programs to career goals.</p>	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS <i>Students will keep considering...</i>
	<ul style="list-style-type: none"> • Almost all careers will require some type of post secondary education or training • Their personal interests and strengths should play a role in choosing a career path • Taking the appropriate classes in high school will assist them in their post high school endeavors • Both soft and hard skills are valuable in every career • Transferable skills can be developed in a variety of ways including employment, school, volunteer, hobbies, internships, etc. • There are many options available to them after high school 	<ul style="list-style-type: none"> • What type of education or training do I need to work in the field I am interested in? • How do my interests match up to different careers? • Am I taking the best classes to fulfill my dreams for my future? • How can I continue to improve both my soft and hard skills? • Where do I want to go after high school and am I doing what I need to do to make that happen? • What kind of a school is best for me? • Do I have enough items to put in a resume? • What part time jobs can I get in high school that can help me achieve my life long goals?

<p>Short and Long-term career goals: Determine how educational achievement impacts one's choice of a college major, further training, and/or entry into the job market.</p>	<ul style="list-style-type: none"> ● Having a professional resume is crucial when looking for employment ● There is a correct way to complete a job application. 	
<p>ISTE 1.1A Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>ISTE 1.1B Build networks and customize their learning environments in ways that support the learning process.</p>	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Transferable skills are talents and abilities that can be used in many different jobs and career paths ● Soft skills are the interpersonal attributes you need to succeed in the workplace such as communication, listening, leadership and more. ● Hard skills are the skills set that are required for a job. They are acquired through formal education and training programs, including college, apprenticeships, short-term training classes, online courses, and certification programs, as well as on-the-job training. ● Options available to them after high school and associated pros and cons including: community and technical schools, the military, as well as 4 year public and private schools. ● Their results from the Career cluster survey and how that can assist them in deciding on future course selection. ● The correct format and necessary information for a professional resume. ● Filling out a job application thoroughly and correctly is your first impression at a job and can influence your success. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying ways to improve their soft and hard skills. ● Researching various post secondary opportunities ● Taking classes in high school that will benefit their future careers the most ● Knowing which career clusters best fit their personality and interests ● Identifying the pros and cons of various post secondary options ● Creating and updating resumes ● Filling out a job application

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T,M,A	<p>Further information:</p> <p><u>Sample evaluative criteria:</u></p> <p>Impact: does the final project provide a clear path and actions to accomplish the desired role?</p> <p>Content: are all of the requirements met and are they an accurate depiction of what is needed: including courses, education, skills, extracurricular, etc.</p> <p>Quality: is the project creative and display evidence of higher level thinking?</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Students will complete a project identifying specific steps needed to be completed starting now in order to be hired in their chosen career.</p> <p>Role: You are a student who wants to be a _____. You are applying for your dream job within this field.</p> <p>Audience: Your future boss who will determine if you have the skills and have met the requirements of the job.</p> <p>Situation: Considering all of the results from your interest, skills, and personality assessments, as well as the research into possible career choices, you will pick one future career to complete this project. You must chart your path beginning with next years' course selection, post secondary education or training choices, required soft and hard skills, beneficial volunteer or extracurricular activities, internships, etc. that you will need to partake in to gain employment in this field.</p> <p>Product and/or Performance: Working independently the student will review the program of studies to identify courses they should take for the next three years to best prepare them for their post secondary experience. They will then research the best post secondary option for them considering time, location, money, and the required degrees or training needed to successfully gain employment in their desired profession. They should also identify grade requirements and extracurricular/volunteer/internship opportunities needed in order to gain entrance into their desired post secondary choice. Students will be given a variety of mediums to present their projects including written, visual, slideshow, etc.</p>

		<p>Standard: A creative presentation representing a comprehensive timeline and required actions from sophomore year through their first job within their career choice. Students will reflect on their findings with students in the class. Students will discuss and learn from each other about the options of other students' post-secondary plans if it was something they did not specifically explore</p>
		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Student completed guided notes Small and large group discussions Google classroom activities and assignments Completion and evaluation of career cluster assessment Formative assessments</p>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i> <u>Questions to help complete this portion:</u> Students will be asked what career choice they would pick at this time if they had to and what requirements they believe they need in order to be successful in that field. They will also be asked questions about other necessary actions and costs associated. This will be based on prior knowledge with no research involved.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>A Classroom notes, videos and instruction</p> <p>M Students will complete the Career cluster survey as well as follow up reflection activities.</p> <p>A, M Students will be provided with notes to introduce the topics: workplace skills, post secondary options, careers and requirements, resume building and job application process.</p> <p>M Students will identify soft and hard skills they currently have and those they will need in the future.</p> <p>M, T Students will create a professional resume for themselves at this moment in time.</p> <p>M, T Students will fill in a job application</p> <p>A,M,T Students will complete the final project.</p>	<p>Progress Monitoring</p> <p>Oral responses and classroom notes, teacher observation</p> <p>Class discussion, completion of career cluster survey and reflection assignment</p> <p>Formative assessment - guided notes responses</p> <p>Google classroom assignments</p> <p>Evaluation of resume</p> <p>Accurate job application completion</p> <p>GRASP project, teacher evaluation, discussion, rubric, oral presentation - summative assessment</p>

BOE Approved August 2022