

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Freshman Seminar

Curriculum writing committee: Beth Pavinich

Grade Level: 9

Date of Board Approval: _____ 2020 _____

Since this is a pass/fail course each assignment will be graded on a zero-25-50 scale. Each assignment is worth a possible 50 points. The student will either earn zero, 25 points, or 50 points, based on correctness and completion.

Curriculum Map

Overview: Course Description: This course is designed for incoming freshmen to help prepare them for their high school experience. They will engage in activities that familiarize them with the new environment and people that will be part of their daily lives for the next four years. This course will discuss choices as well as academic and personal goals. Students will also revisit *The Seven Habits of Highly Effective Teens*. This course will also focus on strengthening reading, studying, and test taking skills. Throughout this course, students will also focus on lessons in money management and budgeting, public speaking and communication as well as the proper use of social media. This course will include several guest speakers from the DV staff, including but not limited to, Administrators, guidance counselors, and the school social worker. Students will identify likes, strengths, and talents in order to make future course selections based on their career path. Using both Major Clarity and the Naviance career and college website students will investigate career and post-secondary options based on their current interest's.

Time/Credit for the Course: 45 days (1 quarter) and .25 credits

Goals:

- **Marking Period Goals: 45 days**
- **Understanding of:**
- **Building/staff familiarity**
- **Public Speaking**
- **Academic Success**
- **Social Skills**
- **Personal Identity**
- **Money management and budgeting**
- **Future career goals or post-high school goals**

Big Ideas:

In a new building such as DVHS, it is necessary for students to know where everything is located as well as who to seek out for specific needs.

Speaking in front of a group of your peers can be a nerve wracking experience. The best way to get over that fear is to practice, practice, practice!

Strengthening note taking skills and understanding the importance of study skills will improve test taking and overall student academic success.

Having appropriate social, emotional, and interpersonal skills will influence students' success in future academic, extra-curricular, and career goals.

Money management includes setting goals and developing a plan for how to spend, save, and share financial resources.

Choosing a career path will guide the students' course of study and high school course selections.

Having a plan for after high school is extremely important. Upon graduation students will either join the workforce, join the military, or enter post-secondary education. It is never too early to start working on that plan.

Textbook and Supplemental Resources:

<https://www.naviance.com/>

<http://playspent.org/html/>

Roadtosuccess.org

Everfi.com

teachingbanzai.com

Kahoot.com

Dvsd.org

Youtube.com

Goodhousekeeping.com

Smartfutures.org

<https://drive.google.com/drive/folders/1yVNDCGCLTXGsXLSkLECG99pOmZJ98XLT>

Curriculum Plan

Time/Days: 6 days

By unit list: 1 Building/Staff Familiarity

- **Standards (by number):**

11.2.9.A, 11.2.9.C, 11.2.9.E, 11.2.9.H

- **Common Core Standards:**

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G.,
CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

- **Anchors:**

R11.B3, R11.A.2, R11.B.3

- **Eligible Content:**

- Where are the important areas in the high school?
- How do students navigate the building?
- Who are the people students will need to seek out when they have specific problems, needs, or questions?
- Where are the key staff members located?

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

-Students will identify various parts of the high school. (DOK 1)

-Students will identify key staff members and be able to identify where they are located.

(DOK 2)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Students will take a guided tour around the building.
- With assigned groups, students will go on a scavenger hunt around the building. They will take pictures of the following: various areas of the building, guidance counselors, librarian, Media Center coordinator, nurses, principals, etc.
- Complete the assigned packet and check off the staff members and locations they have found.
- DVSD Website web quest dvsd.org
- Who's Who of DV Kahoot game
- DVSD Crossword Puzzle for review

Assessments:

Diagnostic: Prior knowledge of building, oral responses during class discussion, responses to teacher driven questions

Formative: Pictures from scavenger hunt
Kahoot game

Summative: Webquest
Crossword Puzzle

Extensions: Additional class discussion of where places/people are located

Correctives: Additional reinforcement activities, replay kahoot with assistance

Materials and Resources: iPads, teacher generated worksheets and Kahoot.

Time/Days: 5

By unit list: 2 Public Speaking

• **Standards (by number):**

CC.1.5.9–10.E, CC.1.5.9–10.F

• **Career Standards:**

11.3.8 C, 11.3.8 E

• **Common Core Standards:**

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

• **Anchors:**

R11.B3, R11.A.2, R11.B.3

• **Eligible Content:**

- What are some tips and tools to use to successfully deliver a speech?
- How can I make sure my visual aide adds to my presentation, and is not used as a crutch
- Identify methods to prepare and deliver a speech successfully.
- Identify key tips and tricks to ease your nerves before presenting.

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Students will organize (DOK 2) their thoughts to create an “All about me” presentation
- Students will identify (DOK 1) personal interests to share in presentation
- Students will assess (DOK 3) their presentation after they present with a rubric.

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Direct instruction with teacher created slide presentation on Public Speaking Tips and Tools
- Direct Instruction to inform students of requirements of “All About Me” speech presentation

- Complete "All About Me" visual aid
- Students will present speech to class

Assessments:

Diagnostic: Prior knowledge, oral responses, responses to teacher driven questions

Formative: Visual Aide for use in presentation

Summative: Presentation of all about me speech

Extensions: Additional Activities or an additional presentation

Correctives: Additional Direct instruction and help with presentation (asking questions)

Materials and Resources: Chromebooks, teacher created slides

Time/Days: 6 days

By unit list: 3 Academic Success

• **Standards (by number):**

11.2.9.A, 11.2.9.C, 11.2.9.E, 11.2.9.H

• **Career Standards:**

11.3.11 C, 11.3.11 E

• **Common Core Standards**

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

• **Anchors:**

R11.B3, R11.A.2, R11.B.3

• **Eligible Content:**

- Why is it important to take notes in class?
- How can a student take better notes and/or organize the notes for proper utilization?
- Why is time management so important at the high school level?
- How does time management affect students' study skills and eventually academic success?
- What courses does Delaware Valley have to offer that will be the best fit for students.

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Students will apply note taking, study, and test taking skills to the classroom as well as everyday life. (DOK 2)
- Students will identify work habits and ways to improve upon them. (DOK 3)
- Students will identify the benefits of organized study habits. (DOK 3)
- Students will define what it means to put first things first according to Sean Covey. (DOK 2)
- Students will identify time management skills. (DOK 3)
- Students will explain the benefits of life-long learning. (DOK 4)
- Students will investigate Delaware Valley's Advanced Placement and Career and Technical Education courses. (DOK 3)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related

to materials/resources, include hot links, article titles etc.)

- Engage in a creative discussion with students on how they handle the stress of daily life.
- Engage in a creative discussion with students pertaining to time management and prioritizing their responsibilities.
- Brainstorm the effectiveness of a daily agenda.
- Discuss Learning Styles (Visual, Auditory, Tactile/Kinesthetic)
- Complete Online learning styles assessment from educationplanner.org
- Put students into groups based on their learning styles and create a study techniques foldable based on their learning style.
- Students will create a chart indicating their current study, note taking, and test taking methods.

- After discussion, students will create ways that they can improve upon their past practice.

- View <https://www.youtube.com/watch?v=zc8zCSQxBhM> Time in a Bottle video
- Discuss the meaning of the video (Big Rocks: Main Priorities, Little Rocks: Secondary Priorities, Sand: Time Wasters)
- Discuss how they spend a typical day and chart a 16 hour time frame on time sheet. Decide which items are big rocks, little rocks, and sand and color code accordingly.
- Students will read article and complete time management journal <https://www.goodhousekeeping.com/health/wellness/advice/a17338/time-journal-mar03/>
- Students will view AP slide presentation and Dr. Blaum will present materials to the students.
- Students will view CTE slide presentation and Ms. Cosentino, the CTE guidance counselor will present materials and answer questions to get an overview of the programs available to them in 10th grade.

Assessments:

Diagnostic: Discussion of students' prior tactics, oral responses, responses to teacher driven questions

Formative: Time Chart Sheet

Time management Journal

Summative: Study Techniques Foldable

Extensions: Additional brainstorming activities

Correctives: Additional direct instruction, discussion, and modeling

Materials and Resources: Reflection journal, time chart sheet, teacher created slides on CTE courses, slides from administration on current AP data and information, educationplanner.org.

Time/Days 6 days

By unit list: 4 Social Skills

• **Standards (by number):**

11.2.9.A, 11.2.9.C, 11.2.9.E, 11.2.9.H,

• **Common Core Standards**

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

• **Anchors:**

R11.B3, R11.A.2, R11.B.3

• **Eligible Content:**

- What personal habits and attitudes help students succeed in academics, extra-curricular activities, and life?
- What personal habits and attitudes hinder students' success in academics, extra-curricular activities, and in life?
- What are struggles in daily student life that hinder success (both in and outside of school)?
- The decisions made now, both good and bad, can influence the future.
- Why is it important to renew mentally, physically, and spiritually?
- Recognize things that can and cannot be controlled.
- Learn to be proactive

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Students will be able to define values, habits, and views. (DOK 1)
- Students will distinguish ways to improve values, habits, and views. (DOK 4)
- Students will be able to distinguish the difference between being proactive and reactive. (DOK 4)
- Students will be able to identify listening barriers. (DOK 3)
- Students will compose a personal mission statement and formulate a plan for the future. (DOK 5)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Students will discuss feelings/views dealing with daily pressures and peer pressure.
- Students will discuss feelings/views dealing with bullying and cyberbullying.
- Direct Instruction with teacher created slides on Digital Citizenship.
- Students will discuss the effects of good personal habits/behaviors versus bad habits/behaviors and depending how these are portrayed, how a “reputation” is formed and how it “follows” you.
- Students will have a discussion/debate on the proper uses of social media/technology.
- Students will debate “Is social media destroying our social skills” “Cyberbullying: Should schools be allowed to punish students for off campus cyberbullying?” or “Should colleges be allowed to take your digital footprint into consideration when reviewing your application?”
- Students will interview a sophomore, junior, or senior student to seek advice on how to continue on the right path through their high school journey.
- Students will write a brief reflection of how to creatively “sharpen the saw” (renewing one of the dimensions of mind, body, heart and soul) and why it’s important
- Selected reflections will be chosen to be presented to the class.
- Direct instruction on types of communication (verbal vs. non-verbal) and body language
- Discussion, cooperative learning project, guest speakers (school police, asst. principals, school social worker, Drug and Alcohol counselor (if possible), probation officer (if possible)).

Assessments:

Diagnostic: Prior knowledge, feelings, and views, oral responses, responses to teacher questions

Formative: Social media debates, various debate topics

Summative: Journal reflection, selected presentations from journal reflection

Extensions: Additional debate topic activities

Correctives: Additional direct instruction and discussion of topics

Materials and Resources: Journals, social media “Dos and Don’ts” pamphlet, chrome books, teacher created slides on Digital Citizenship and communication.

Time/Days: 11

By unit list: 5 Money Management and Budgeting

• **Standards (by number):**

11.1.9.B

• **Common Core Standards:**

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

• **Anchors:**

R11.B3, R11.A.2, R11.B.3

• **Eligible Content:**

- How do financial goals vary across a person's lifetime?
- In what ways does money management impact reaching financial goals?
- What constitutes sound financial decision making?
- How does organized record keeping impact finances?
- What factors impact a person's spending plan?
- How personal choices in responsibilities and consequences are associated with managing personal finances.
- Analyze personal spending habits
- Research careers and incomes versus lifestyle goals.
- Determining how attitudes, priorities, and goals affect money use.

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Assess their ability to make a money plan/budget which allocates income into expenses and savings categories and balances income with expenditures. (DOK Level 3)
- Analyze spending and saving decisions in order to implement a budget. (DOK Level 4)
- Identify "emergencies, goals and irregular expenses" as the three categories of savings. (DOK Level 2)
- Compare the advantages and disadvantages of ATM cards, debit cards and credit cards (DOK Level 3)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Using teacher created materials the students will play the bean budgeting game
- The students will use the Money Matters budgeting activity to [plan a monthly budget and see if they can live within their means.
- The students will use the Money Matters budgeting activity to apartment hunt on various websites to search for and compare affordable living options.
- The students will use the Money Matters budgeting activity to complete the car shopping worksheet to find a car they can afford on their budget.
- The students will use the facts and figures from the apartment hunting, car shopping, and daily living expenses to complete the monthly budget worksheet to see if they can live within their means for the month using the use the Money Matters budgeting activity
- The students will research the true cost of buying a car and complete teacher created Surviving on your own:Car Buying packet.
- Direct instruction on the checking vs. savings accounts
- Direct instruction on debit cards vs. credit cards

Assessments:

Diagnostic: The Bean Game

Formative: Budgeting Scenario activity from Money Matters, Surviving on Your Own:Car Buying Activity

Summative: Playspent.org activity Take Charge budgeting activity

Extensions: Additional budgeting activities

Correctives: Additional direct instruction and discussion of topics

Materials and Resources: The bean game, Everfi, Banzai, budget activity, spent.org, roadtosuccess.org, Take Charge today from the University of Arizona, chrome books

By unit list: 6 Career Exploration

• **Standards (by number):**

11.2.9.A, 11.2.9.C, 11.2.9.E, 11.2.9.H

• **Career Standards:**

13.1.11.A., 13.1.11.B., 13.1.11.C., 13.1.11.D., 13.1.11.E., 13.1.11.F., 13.1.11.G., 13.1.11.H.,
13.2.11 A 13.2.11 B 13.2.11 C, 13.2.8.D., 13.2.8.E., 13.3.8. D

• **Common Core Standards**

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-
12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

• **Anchors:**

R11.B3, R11.A.2, R11.B.3

• **Eligible Content:**

- How do classes in high school relate to a potential future career choice?
- How can high school prepare students for college/university programs and/or a career choice?
- Which colleges/universities or trade schools offer student specific majors?
- Evaluate the path needed to achieve career goals.

Objectives: (Include DOK Levels, see Attached DOK Wheel and refer to the definition of the DOK levels)

- Students will identify personal abilities and aptitudes. (DOK 1)
- Students will identify personal interests. (DOK 1)
- Students will research careers related to personal interests/skills. (DOK 3)
- Students will research educational requirements to pursue career choice. (DOK 3)
- Students will create a career plan. (DOK 4)
- Students will list job skills and qualifications (DOK 1)

Core Activities and Corresponding Instructional Methods: (be specific, list activities related to materials/resources, include hot links, article titles etc.)

- Students will use Smart Futures to do career research.
- Students will complete the personality test and learning styles assessment in Smart Futures
- Students will pick 2 careers to focus on and fill out the teacher created career packet.
- Guide students through the high school course selection guide to “map out” a college/university/trade school or career path.
- Students will use Smart Futures to research colleges.
- Students will complete the teacher created college packet.
- Discussion, cooperative learning project, guest speakers (guidance counselors, department heads, nurse, etc.) to explain why it is recommended or necessary to take certain courses.
- Students will use the information from the college packet to create a college Pennant.
- Students will fill out sample job applications
- Students will conduct mock job interviews with a partner
- Students will read the article “The Difference Between a Career and a Job” and answer the reflection questions.

Assessments:

Diagnostic: Prior knowledge, feelings, and views, oral responses, responses to teacher driven questions

Formative: Personality test, learning styles assessment, job applications, interview questions

Summative: Career packet, college packet, college pennant, “The Difference Between a Career and a Job” article and summary questions

Extensions: Career Pop-up

Correctives: Additional direct instruction and discussion of topics

Materials and Resources: Computers, college websites, Naviance Program, Smart Futures Program, Teacher created slides, “The Difference Between a Career and a Job”

Appendix

Common Core Standards: Reading

- 1.2 A – Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- 1.2 B – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 1.2 C – Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- 1.2 D – Assess how point of view or purpose shapes the content and style of a text.
- 1.2 F – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 1.2 G – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- 1.2 H – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 1.2 I – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author’s take.
- 1.3 E – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- 1.3 K – Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Standards: Writing

- 1.4 A – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 1.4 B – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 1.4 I – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- 1.4 M – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 1.4 S – Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 1.4 T – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach.
- 1.4 U – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

1.4 V – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

1.4 W – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

1.4 X – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Standards: Speaking and Listening

1.5 A – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1.5 B – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

1.5 C – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

1.5 D – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

1.5. E & G – Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1.5 F – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Common Core Standards: Business Computer and Information Technology

Computer and Information Technologies

15.4.8.A – Analyze the influence of emerging technologies on daily life.

15.4.8.G – Create an advanced digital project using appropriate software/application for an authentic task.

15.4.8.K – Create a multimedia project using student-created digital media.

Career Awareness and Preparation

13.1. A. Abilities and Aptitudes A. Work Habits

13.1. B. Personal Interests B. Cooperation and Teamwork

13.1. C. Non-Traditional Workplace Roles C. Group Interaction

13.1. D. Local Career Preparation Opportunities D. Budgeting

13.1. E. Career Selection Influences E. Time Management

13.1. F. Preparation for Careers F. Workplace Changes

13.1. G. Career Plan Components G. Lifelong Learning

13.1. H. Relationship between Education and Career

Career Acquisition (Getting a Job)

13.2.A. Interviewing Skills A. Risks and Rewards

13.2.B. Resources B. Character Traits

13.2.C. Career Acquisition Documents C. Business Plan

13.2.D. Career Planning Portfolios

13.2.E. Career Acquisition Process G

Career Retention and Advancement

13.3.A. Work Habits

13.3.B Cooperation and Teamwork

13.3.C Group Interaction

13.3.D Budgeting

13.3.E Time Management

13.3. F Workplace Changes

13.3.G Lifelong Learning

