PARK RIDGE SCHOOL DISTRICT

Park Ridge, New Jersey

Freshman Focus Curriculum Guide

Approved by Park Ridge Board of Education – August 27, 2012

All 7-12 teachers participated in the Language Arts curriculum revision process days during the 2011 – 2012 school year, thereby affording opportunities for teachers to add their knowledge and professional experiences to the process.   Teachers on the curriculum revision committee based the curriculum on the National Common Core Standards, teacher input and recommendations collected from collaboration efforts.   The curriculum writing committee members will act as a resource for their department colleagues.   Opportunities to discuss the curriculum implementation, teaching strategies, resources, as well as reflections and concerns will be provided during the 2012-13 school year.

I am grateful to the curriculum committee members for the many hours and expertise they devoted to writing this curriculum guide.   The committee members are commended for their efforts and interest in providing the Park Ridge School District with a thorough curriculum that aligns with the National Common Core Standards for Language Arts Literacy.

According to the 2010 National Common Core Standards Initiative, "The Common Core Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With our students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy."

Cathy Timpone, Ed. D.
Director of Curriculum & Instruction

Grades 7-12 Curriculum Writing Committee:

Meredith McCamble revised:
Reading 7 Curriculum Guide

Michelle Muller revised:
English 7 Curriculum Guide

Melissa Quackenbush revised:
English 8, Reading 8, English 9, English 9 Honors Curriculum Guides

Stephanie Buckley revised:
Speech and Drama 7, Speech and Drama 8, American Literature,
American Literature Honors, Express Yourself, Acting in Performing Arts I and II,
Theatre and Dance, Public Speaking, and At The Movies Curriculum Guides

Maria Papadopoulas revised:
Children in Film, British Literature, Themes in world Literature
Creative Writing I, II, and III, Journalism I, II, III,
Pulp Fiction, and Freshman Focus

Christine Dow revised:
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Board Approval Date: August 27, 2012

PARK RIDGE SCHOOL DISTRICT
Park Ridge, NJ

ENGLISH DEPARTMENT, 2012-2013

CCOURSE TITLE/GRADE & SUBJECT: Freshmen Focus/ gr. 9 English & Career Education   **COURSE #** 1212

PREREQUISITE: None

TIME ALLOCATION: Half year - five days per week (44 minutes per day) – 2.5 credits

TEXTS: *Career Choices* - Mindy Bingham and Sandy Stryker- Academic Innovations (2008)
      Possibilities Supplement Anthology - Academic Innovations (2008)
      My Ten Year Plan Online Portfolio

COURSE PHILOSOPHY:
This course is designed to prepare students entering high school with the necessary groundwork that is essential for success. The components of this course are designed to guide students in discovering a balanced awareness of themselves on personal, social, academic and societal levels. Particular attention will be given to character development, personal management and interpersonal skills to be successful. Students are provided with the opportunity to explore career opportunities and assess individual aptitudes and interests so that they can make informed decisions regarding educational and career choices. Throughout the course students will develop a portfolio that will assist them, as well as guidance counselors, in managing their future success. (This course is a requirement for all freshmen.)

OVERARCHNG ENDURING UNDERSTANDINGS:
Reading:
- Proficient readers use different strategies before, during and after reading to construct meaning
- Effective communicators can employ sophisticated and appropriate vocabulary in written and oral expression
- Proficient readers use author perspective to comprehend character, setting, plot and theme.
- Active readers recognize recurring themes across literary texts.
- Literary criticism can enhance and extend meaning.

- Effective readers employ knowledge of literary techniques and elements to analyze text.
- Author study allows readers to deepen their understanding and appreciation of style, purpose, and perspective.
- Effective researchers access information and evaluate sources purposefully.

Writing:
- Successful writers implement the writing process to ensure organization, clarity and coherence of thoughts.
- Successful writers understand the importance of tone, authenticity, focus and supporting details to engage and influence their readers.
- Successful writers can employ the most effective writing forms depending on their purpose for writing.
- Effective writers engage readers by using a variety of techniques to enhance meaning and purpose.
- Mastery of standard English conventions facilitate clarity of writing and establish a common discourse.

Speaking:
- Oral language is a powerful tool for communicating, thinking, and learning.
- Discussions have various purposes and formats and allow individuals to develop a position and acknowledge opposing views.
- The questioning of ideas, viewpoints, and opinions allows for clarification, illustration, definition, and elaboration.
- Successful oral presentations serve various purposes, requires varied organizational and delivery strategies, and necessitate audience feedback and self-assessment.

Listening:
- Effective communicators can use listening skills to understand the ideas being communicated by others.

Viewing:
- Media literacy provides students with a framework for understanding and critically thinking about media in their world as a basis for communication.
- Different media (ie. text, film, video, television, theatrical performance) require different analytical strategies for viewers to effectively construct meaning.
- Critical thinkers must be able to evaluate the purpose and the validity of media in their lives since Media products express the values of the culture that produced them.

Technology:
- A variety of technology resources can be used to access, manipulate and present.
- Effective readers, writers, speakers and viewers can use varied technologies to enhance their learning.

21st Century Life Skills:
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Gathering and evaluating knowledge and information from a variety of sources fosters creativity and innovative thinking.
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- Ethical behaviors support human rights and dignity in all aspects of life.

Career Awareness/Preparation/Employability Skills/Character Development and Ethics/ Consumer and Personal Finance:
- It is essential to recognize one's personal and academic awareness in order to envision a successful future.
- Personal attitudes, behaviors, knowledge and skills promote self-awareness, personal responsibility and self-direction.
- The recognition of the value of education is essential for a student to become internally motivated to succeed in school.
- Students need to able to envision a future that is productive, achievable and stimulating.
- It is important to be aware of one's surroundings, as it affects one personally, academically and socially.
- Education, experience and career choice impact one's personal lifestyle.
- Life and career planning is a process that must be adjusted and revised throughout one's education and adult life.
- A personalized ten-year plan that reflects one's career aspirations will provide a motivating, stimulating and focused education.

OVERARCHING ESSENTIAL QUESTIONS:
- Why is literacy important?
- Why do we read?
- How does literature reflect the values of culture?
- How does literature transform a reader?
- Why do we write?
- How do writers improve expression?
- How does writing capture and transform culture?
- What can we learn about ourselves and the world from reading literature?
- How do effective readers respond to and analyze text?
- How do effective writers engage audiences and communicate ideas logically and ethically?
- What does effective communication look like?
- Why is effective communication important?

- How does the historical context of a text impact one's understanding of character, setting, plot, symbol, conflict, and theme?
- How do filmmakers take creative license with text?
- How are works of art and literature appreciated as expressions of truth?
- How is our understanding of culture, society, and ourselves constructed through and by language?
- How do language and media influence the way we think, act, and perceive the world?
- How can we express ourselves through writing and speaking?
- How does technology enhance communication and access to information?
- How does art reflect the values and experiences of a particular group or time period?
- How are art, history and literature interconnected?
- How do we "read" and make meaning of art?
- Why is personal reflection and awareness important?
- What influences an individual's success?
- Why is planning for one's future important?

TABLE OF CONTENTS:
UNIT 1 Personal and Academic Awareness
UNIT 2 Society and Career Awareness

UNIT ONE: PERSONAL AND ACADEMIC AWARENESS

UNIT SUMMARY:

The focus of this unit is self-analysis and self-reflection. Through the activities included in this unit, students will be provided with the opportunity to develop personal and academic awareness. This unit is an introduction to the Freshman Focus course and serves as the basis for future units in the course. As students launch out on their high school careers, the topics included in this unit will provide a solid foundation for future reflection, planning, personal development and achievement.

21ST CENTURY THEMES:

☒ Global Awareness
☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy
☒ Health Literacy
☐ Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:
- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals

STANDARDS

READING FOR LITERATURE
RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the

cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

READING FOR INFORMATIONAL TEXT

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

WRITING STANDARDS

W.9-10.2a-f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.3a-f: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.9a-b: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10: 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.

SPEAKING AND LISTENING
SL.9-10.1a-f: 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.
SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LANGUAGE
L.9-10.1b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2a-c: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.3a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EDUCATIONAL TECHNOLOGY STANDARD
8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.
8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ˢᵀ CENTURY LIFE SKILLS
9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

9.1.12.D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION STANDARD
PERSONAL GROWTH AND DEVELOPMENT STRAND
2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
DISEASES AND HEALTH CONDITIONS STRAND
2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
SAFETY STRAND
2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.

2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
SOCIAL AND EMOTIONAL HEALTH STRAND
2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts.

2.1.12.E.2 Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.

UNIT ESSENTIAL QUESTIONS:	UNIT ENDURING UNDERSTANDINGS:
PERSONAL AWARENESS:	▪ It is essential to recognize one's personal and academic awareness in order to envision a successful future.
Identity	▪ Personal attitudes, behaviors, knowledge and skills promote self-awareness, personal responsibility and self-direction.
- How do we form and shape our identities?	▪ The recognition of the value of education is essential for a student to become internally motivated to succeed in school.
- Why is it important to be self-aware?	
- What influences one's self-awareness?	
- What do my family and peers think of me?	
- What do I think of myself?	▪ Students need to able to envision a future that is productive, achievable and stimulating.
- How do our personal experiences shape our view of others?	▪ It is essential for one to have a clear definition of success.
- What does it mean to "grow up"?	▪ Effective communication skills are necessary to convey meaning and
- In a culture where we are bombarded with ideas and images of "what we should be," how does one form an identity that remains true and authentic for her/himself?	
- What is my definition of success?	

- How does my definition of success reflect society's definition?

Interpersonal Communication
- Why is the ability to communicate a necessary personal attribute?
- How does an individual effectively communicate?
- What obstacles/factors make it difficult to communicate?
- How does an individual overcome obstacles in order to communicate?

Relationships
- What are the elements that build a strong relationship?
- How do friendships change over time?
- What impact does family have during different stages of our lives?
- How is conflict an inevitable part of relationships?
- How do you know if a relationship is healthy or hurtful?
- How do I attain and maintain healthy and productive relationships?
- What personal qualities help or hinder the formation of relationships?
- How are people transformed through their relationships with others?
- If any, what are the boundaries of love/friendship and sacrifice, and where does one draw the line between them?

Character Development and Ethics
- What are my passions, needs, skills and aptitudes?
- How do I make optimal use of my passions, skills and aptitudes?
- What are my morals, values and beliefs?
- Why do we need morals, values and beliefs?
- How do individuals develop morals, values and beliefs?
- What factors shape our morals, values and beliefs?
- How do family and friends play a role in shaping our morals, values and beliefs?
- How do morals, values and beliefs shape who we are as individuals and influence our behavior?

Decision Making and Problem Solving
- What is the relationship between decisions and consequences?
- How do we know how to make good decisions?
- How can a person's decisions and actions change his/her life?
- How do the decisions and actions of characters reveal their personalities?
- How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?
- How do I make healthy and productive decisions?
- How does peer pressure affect me?
- Do you believe that things are fated no matter what, or do you believe your actions can change the course of your life?

- understanding to others.
- Envisioning one's future is the first step to attaining a successful future.
- An individual's lifestyle affects personal, academic and social growth.
- Various people and experiences influence the development of an individual's morals, beliefs and habits.
- Teachers and Administrators are not solely responsible for a student's academic performance.
- Students need to determine why they want to learn and recognize the necessity of being educated in society.
- There are a variety of learning styles in which students retain information.
- It is important for students to recognize the type of learner they are in order to utilize their strengths as a learner and build upon their weaknesses as a learner.
- There are different levels of understanding; students should strive to reach the deepest level.
- Reading, writing, research and inquiry, note-taking, problem-solving skills are essential for a successful academic career.
- There is a difference between knowing facts and understanding them.
- Individuals have different needs, skills and aptitudes.
- Reflection upon individual student performance is necessary for the utilization of student strengths and improvements of student weaknesses.
- Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
- Ethical behaviors support human rights and dignity in all aspects of life.
- Stress management skills impact an individual's ability to cope with different types of emotional situations.
- Many factors at home, school, and in the community impact social and emotional health.

- What turning points determine our individual pathways to adulthood?
- What are effective problem solving techniques?
- What does it mean to examine the "pros" and "cons"?
- What are the consequences of examining "all of the shades of gray"?

Lifestyle
- What type of lifestyle do I lead?
- What are my needs?
- How do I reach my needs?
- How will the lifestyle I am leading now affect my future?

Self-Management
- What tools are necessary for time management?
- How do individuals balance their time?
- How do individuals prioritize the various components within their lives?
- Why do I need to be accountable for my future?

ACADEMIC AWARENESS:
Aspects of Learning
- Why should an individual want to learn?
- How is what I am learning now going to affect me later in life?

Academic Skills
- What are the different forms of studying?
- What are my study habits?
- How effective are my study habits?
- What are skills that an individual can learn to help him/her take tests?
- What skills do I need to master in order to become the best student that I can be?

Strengths and Weaknesses
– As a student, what are my strengths and what are my weaknesses?
– Why is it importance for an individual to be aware of their strengths and weaknesses?
– How do I optimize my strengths?
– How do I strengthen my weaknesses?

Levels of Understanding
– What are the different levels of understanding?
– How can an individual reach the deepest level of understanding?

Learning Styles

- Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
- Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- Staying healthy is a lifelong process that includes all dimensions of wellness.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
- Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.

- What are the different learning styles of individuals?
- Why is it important for individuals to know the type of learner they are?
- What type of learner am I?
- How do I utilize my learning style?

Responsibility of a Student
– As a student, what role do I play in my education?
– How can I optimize my education?
– How can I ensure that I am being fully educated?
– What can I do at home to reinforce what I am learning in school?
– What resources are available for me?
– How do I take advantage of the resources that are available for me?
– To what extent am I accountable for my future academic career?

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT

approximately 9 weeks	▪ Concepts: Vocabulary located in Career Choices Teacher's manual p. 6/49. (Examples of terms: self-actualization, passion, aptitude, intuition, impulsive, procrastination, rational, methodical, spontaneous, submissive, versatile, charismatic, analytical, interchangeable, meticulous, self-sufficient, legacy, priority, persistence)
	▪ Differing Values- beauty and aesthetic, independence and freedom, knowledge and truth, money, security, friendship and companionship, creativity, helping others, recognition, family, power, personal
		▪ Reading Comprehension
		▪ Communication
		▪ Brainstorming
		▪ Teamwork
		▪ Self-analysis
		▪ Reflective thinking, writing and communicating
		▪ Personality, Skills and Aptitude Assessments
		▪ Identifying Personal and Academic Strengths and Weaknesses
		▪ Goal Setting
		▪ Time Management
		▪ Computer Software
		▪ Online Portfolio- create and periodically revise
			Performance Tasks:
			▪ Participation in class discussions and activities
			  o Completing workbook pages and supplement activities
			    ▪ Maslow's Hierarchy of Needs
			    ▪ Learning Style Inventory
			    ▪ Personality Trait
			    ▪ Time Management Outline
			    ▪ Lifestyle Outline
			▪ Involvement in role-playing situations
			▪ Written responses and reflections on discussions and activities
			▪ Character Development project
			▪ Assigned portion of online portfolio is to be completed
			
			Transfer Tasks:

| | integrity, moral courage
• Maslow's Hierarchy of Needs: self-actualization, esteem, sense of belonging, security and safety, survival
• Barsch Learning Style- Visual, Auditory, Kinesthetic and Tactile
• Differing Personality Traits- dominance, influencing, steadiness, compliance
• Skills Identification- Roles, Occupations and Vocations
• Components of Lifestyle- family/relationships, work, personal, physical health material items, leisure activities and recreation, spiritual life. | | • Completing assigned workbook pages
• Periodically transferring information in the workbook to the online Career Choices component: http://www.mytenyearplan.com |

TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS

• *Career Choices* text and workbook Chapters: 1-3
• *Possibilities* Supplement Anthology
• Computer: Online Portfolio: http//www.mytenyearplan.com
• Self-analysis surveys, questionnaires, activities
• Current Events
• Equipment needs: Computers with Internet access, LCD projector, dvd player, Smartboard
	The following lessons should be prioritized:
	1. Defining Success, text p. 18
	   a. Examination and analysis of successful individuals in society
	   b. Students complete a questionnaire to evaluate individual opinions of success.
	   c. Students draft their own definition of success.
	   d. Envisioning their future, text p. 14- Students close their eyes and picture themselves in their ideal career and lifestyle. Free Write: What is the setting? Tasks being performed? How do you feel? Describe your vision with as much detail as possible.
	   e. Possibilities Supplement: Students read and respond to

literature.
    i. p. 37- "Richard Cory" Edwin Arlington Robinson
    ii. P. 24- "Dreams" – Langston Hughes
  f. Activity: "Strongly Disagree, Agree, Strongly Agree" – Teacher asks a series of topical questions and students move around the room labeled room in the direction that reflects how they feel about the question. Student discussion/sharing.
  g. View film *October Sky* – Write a film review/explanation of how the characters created a vision and were successful in its completion.

2. Introduction to Online Portfolio: Students view a completed, printed sample. Then, students use computers to log onto the website to begin to create their own portfolio.
  a. Students reminded that they will be periodically updating the online portfolio and transferring data from their workbooks onto the online portfolio.
  b. Each student will be given a login name and password.

3. Personal Profile (Bull's Eye Chart), text p. 25-27 – Students complete a chart for self-realization of their passions, values, personality and strengths, skills and aptitudes, roles, occupations and vocations. (This will be revisited and revised as the course progresses)
  a. Optional activity: Students try to complete a bull's eye chart for a classmate.
  b. Eventually the bull's eye, once revised, will be a poster assignment to be completed.
  c. Create "I Am" poems; acrostic poems.
  d. Newspaper Article; "The Next Great Blunder Could be Yours" – The Record
  e. Activity: "Strongly Disagree, Agree, Strongly Agree" – Teacher asks a series of topical questions and students move around the room labeled room in the direction that

reflects how they feel about the question. Student discussion/sharing.

4. Identifying Your Passions, text p. 29 – Students complete a fill-in the blank questionnaire for self-reflection and analysis.
   a. Journal- Reflection writing/ reactions to outcome
   b. Newspaper Article: "MSU Student Runs Across America" –The Record
   c. Activity: "Strongly Disagree, Agree, Strongly Agree" – Teacher asks a series of topical questions and students move around the room labeled room in the direction that reflects how they feel about the question. Student discussion/sharing.

5. Values Survey, text p. 31-37- Students complete a survey for self-reflection and analysis. Students are to total their responses to categorize their answers that will report what they value the most.
   a. Reflection writing- Do the numerical responses in the survey surprise you? Explain.
   b. Activity: "Strongly Disagree, Agree, Strongly Agree" – Teacher asks a series of topical questions and students move around the room labeled room in the direction that reflects how they feel about the question. Student discussion/sharing.

6. Time Management Activity, outline
   a. Activity: Group Juggle- Hands-on activity where students are to 'juggle' balls that are labeled to represent fixtures in their life or a role that they play. (student, athlete, sister, friend, etc). More difficult objects to juggle will be added (i.e.: water balloon) to represent 'gossip' 'drugs' 'peer pressure' 'negative attitude'.
      i. Students discuss the difficulty of balancing and juggling.

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      ii. What makes balancing the balls successful? (commitment, concentration, attention, flexibility, etc)

     iii. How do the water balloons affect your ability to juggle? (more difficult, distracting..)

  b. Outline: Record time that is spent in daily/weekly activities.

      i. Does your time allocation reflect the priority of your goals?

     ii. Can you rearrange your times to better meet your goals?

  c. Activity: "Strongly Disagree, Agree, Strongly Agree" – Teacher asks a series of topical questions and students move around the room labeled room in the direction that reflects how they feel about the question. Student discussion/sharing.

7. Strengths and Personalities questionnaire , text p. 38-45

  a. Activity: Place positive adjectives in a hat on slips of paper. Students are to pull out a slip and complete the sentence using the selected adjective. This can also be done with negative adjectives to identify weaknesses.

       "I am _____(adjective)_____ when I _____.

  b. Group Activity- Give situations to groups and allow students to work through the problem.

      i. Example situations:

         1. Your group decides to hold a fundraiser for the new homeless shelter in town. What would your group do and what jobs would you assign to each group member?

         2. You are stranded on a deserted island. How will you survive?

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</table>

Ask: How did each group member decides their role?

    c. Journal- Reflection writing to questionnaire and activities

8. Message Center, text p. 50- Students predict what friends and family would say about them to promote self-awareness.

9. Career Interests, Skills and Aptitudes surveys, text p. 46
    a. Activities:
        i. Brainstorm as many skills a person could have in 3 minutes.
        ii. Hot Seat- Classmates are to share skills that they find other classmates to have.
        iii. List skills on the board and brainstorm careers where skills can be used.
        iv. List all careers that were used to develop the classroom students are sitting in (lighting, carpeting, computer, desks, windows…) Stress the infinite amount of careers available.

10. Maslow's Hierarchy of Needs, text p. 56
    a. Activity: Where are you Now?
    b. Activity: Career Choices Guide p. 4/41; Letter writing- Students are to write a letter to themselves from the viewpoint of someone in their future thanking them.

11. Barsch Learning Style Inventory Survey, handouts or online
    a. Journal- Reflection writing to questionnaire
    b. Activity: "Strongly Disagree, Agree, Strongly Agree" – Teacher asks a series of topical questions and students move around the room labeled room in the direction that reflects how they feel about the question. Student discussion/sharing.

12. Study Skills by Learning Style Overview, handouts or online
    a. Role-play situations to enhance understanding

13. How do you want to be Remembered?, text p. 60
    a. Assignment: Write your obituary.
    b. Possibilities Supplement: Students read and respond to literature.
        i. P. 69 "Growing Older"- Rollin J. Wells
        ii. P. 72 "I Shall Not Pass This Way Again"
            1. Students recreate own version of this poem using the first two lines as a framework.

14. Individual Lifestyle Examination, text p. 62
    a. Possibilities Supplement: Students read and respond to literature.
        i. P. 61 "Life" – Nan Terrell Reed
        ii. P. 64 "from Self Reliance" – Ralph Waldo Emerson
    b. Students complete a lifestyle projection – How do you want your lifestyle to be?
    c. Activity: "Strongly Disagree, Agree, Strongly Agree" – Teacher asks a series of topical questions and students move around the room labeled room in the direction that reflects how they feel about the question. Student discussion/sharing.

*The online portfolios of each student will be periodically updated as activities are completed.

UNIT TWO: SOCIETY AND CAREER AWARENESS

UNIT SUMMARY:

The focus of this unit is societal and career awareness. Through the activities included in this unit, students will have the opportunity to establish the groundwork necessary for career and college readiness and future success. This unit is the concluding component of the Freshman Focus course and serves as the basis for the future academic/career/ college choices that students will have to make.

21ST CENTURY THEMES:

☒ Global Awareness
☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy
☒ Health Literacy
☐ Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society

STANDARDS

READING FOR LITERATURE
RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each

treatment

RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

READING FOR INFORMATIONAL TEXT

RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

WRITING STANDARDS

W.9-10.2a-f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.3a-f: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.9a-b: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10: 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.

SPEAKING AND LISTENING

SL.9-10.1a-f: 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.

SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LANGUAGE

L.9-10.1b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2a-c: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EDUCATIONAL TECHNOLOGY STANDARD

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

8.1.12.D.2 Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

9.1.12.D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

PERSONAL FIANCIAL LITERACY STANDARD
9.2.12.A.1 Analyze the relationship between various careers and personal earning goals.
9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
9.2.12.A.8 Analyze how personal and cultural values impact spending and other financial decisions.
9.2.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.
9.2.12.B.4 Analyze how income and spending plans are affected by age, needs, and resources.
9.2.12.D.7 Relate savings and investment results to achievement of financial goals.
9.2.12.E.1 Analyze and apply multiple sources of financial information when prioritizing financial decisions.
9.2.12.E.3 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
9.2.12.F.1 Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

CAREER AWARENESS, EXPLORATION, AND PREPARATION STANDARD
9.3.12.C.1 Assess and modify Personalized Student Learning Plans to support declared career goals.
9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.
9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills.
9.3.12.C.21 Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

UNIT ESSENTIAL QUESTIONS: **SOCIETY AWARENESS:** **Society/Current Events/Media** - Why is it important for an individual to be aware of his/her surrounding	UNIT ENDURING UNDERSTANDINGS: ▪ It is important to be aware of one's surroundings, as it affects one personally, academically and socially. ▪ Education, experience and career choice impact one's personal

environment?
- What role does the media play in the lives of individuals?
- How are the decisions/actions of individuals influenced by the media?
- How does the media shape our view of the world and ourselves?
- In a culture where we are bombarded with ideas and images of "what we should be," how does one form an identity that remains true and authentic for her/himself?
- To what extent, if any, should an individual adjust to his/her surroundings?
- How does my definition of success reflect society's definition?
- To what extent does a culture/society shape an individual's understanding or concept of happiness?

Reality
- What is reality and how it is constructed?
- How does an individual determine whether or not their goals/dreams are realistic to reach?
- What tools can an individual use to judge the difference, or draw a line between, illusion and reality?

Conflicts and Roadblocks
- What conflicts/roadblocks do individuals face?
- How do individuals overcome conflicts/roadblocks?
- How does conflict influence an individual's decisions and actions?
- How does conflict lead to change?
- What problem-solving strategies can individuals use to manage conflict and change?
- What personal qualities have helped you to deal with conflict and change?
- How might it feel to live through a conflict that disrupts your way of life?
- Why it is important for an individual to have "back up" plans?

Community Participation
- What is community and what are the individual's responsibility to the community as well as the community's responsibility to the individual?
- What are the benefits of being an active community member?
- How do I become an active community member?
- What are the responsibilities of the individual/society/superpowers in regard to the health of the environment?

Stereotypes and Prejudices
- What stereotypes and prejudices do I, as an individual, face?
- How do I overcome stereotypes and prejudices within society?
- Does labeling and stereotyping influence how we look at and understand society?
  What are the causes and consequences of prejudice and injustice, and how does an individual's response to them reveal his/her true character?

lifestyle.
- Life and career planning is a process that must be adjusted and revised throughout one's education and adult life.
- A personalized ten-year plan that reflects one's career aspirations will provide a motivating, stimulating and focused education.
- Society consists of constricting factors, stereotypes and prejudices that students must be aware of in order to able to overcome them.
- It is important to be a proactive member of society.
- Every career choice involves sacrifices and rewards.
- Ethical behaviors support human rights and dignity in all aspects of life.
- It is important to be a proactive member of society.
- Financial planning and the realities of life expenses are critical to be aware of and consider when making life decisions.
- Each job, career and profession has a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction.
- The salaries of careers differ, it is essential to recognize the differences and see what will suffice the type of lifestyle one hopes to live.
- Each career contains different advantages and disadvantages, individuals should weigh the differences and correlate them to their desired lifestyle.
- Written documentation of one's goals creates a foundation for students to expand upon and framework that students will refer back to and make alterations throughout their life changes.
- Designing one's future initiates student motivation and recognition of what needs to be accomplished.
- Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.
- Income affects spending decisions and lifestyle.
- Money management involves setting financial goals.
- Appropriate application of basic economic principles leads to wiser decisions for individual, family, and business financial planning.
- The ability to prioritize wants and needs assists in making informed

CAREER AWARENESS:

Career Opportunities
– What careers are available to an individual?
– How might an individual decide which career is right for him/her?
– How should an individual decide what he/she wants to be?
– As a student, how can I prepare for my future career now?
– What courses can I take that complement my area of interest?
– Who can I talk to about my career interest to build my knowledge and/or gain experience?
– What types of career experiences are available to me?

Career Salaries
– What is the average salary of particular careers?
– What type of salary will support the type of lifestyle I wish to live?

Career Advantages and Disadvantages
– What are advantages and disadvantages present within different careers?
– What is the job description of a particular career?
– How might a job description impact an individual's opinion of that particular career?

Finance
– How much of a determiner should money be in determining an individual's future career?
– What type of role should money play in an individual's life?
– To what extent does money bring an individual happiness?
– What is the cost of living?
– How does an individual budget their spending habits?
– How does an individual save money?

investments, purchases, and decisions.
- The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
- Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.
- There is a relationship between personal behavior and employability.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
approximately 9 weeks	▪ Concepts: Vocabulary located in Career Choices Teacher's manual p. 6/49 ▪ Career Exploration/Research	▪ Reading Comprehension ▪ Communication ▪ Self-analysis ▪ Reflective thinking, writing and	**Performance Tasks:** ▪ Participation in class discussions and activities ▪ Involvement in role-playing

	▪ Realistic Costs of Living: Budget Profile- family, housing, transportation, clothing, food, entertainment and recreation, vacations, childcare, health care, furnishings, savings, miscellaneous
	▪ Role of Money
	▪ Rewards/Sacrifices/Commitments of Different Careers
	▪ Career Interest
	▪ Career Interview
	▪ Importance of making decisions, setting goals and creating back-up plans
		communicating
		▪ Goal setting
		▪ Budgeting
		▪ Organization
		▪ Time management
		▪ Computer software
		▪ Career Research
		▪ Interviewing
		▪ Complete an Online Portfolio
			situations
			▪ Written responses and reflections on discussions and activities
			▪ A poster/PowerPoint presentation of individual projected budget profile
			▪ Career Interest Survey- written reaction/reflection
			▪ Career Interview Written Report
			▪ Decision Making/ Goal Setting Outline
			▪ Career and College Research Project
			▪ Resume and Cover Letter
			▪ Completed Workbook
			
			Transfer Tasks:
			▪ Completing assigned workbook pages
			▪ Periodically transferring information in the workbook to the online Career Choices component: http://www.mytenyearplan.com
			▪ Completed Online Portfolio
			    ▪ This portfolio will follow the students throughout their high school career.
			    ▪ Guidance Counselors will use the portfolio to help guide the students through high school and beyond

TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS

Career Choices text and workbook Chapters: 4-12 *Possibilities* Supplement Anthology *The Bucket List* (director, Rob Reiner 2007) *Click* (director, Frank Coraci 2006) - Computer: Online Portfolio: http//www.mytenyearplan.com - Self-analysis surveys, questionnaires, activities - Current Events - Equipment needs: Computers with Internet access, LCD projector, dvd player, Smartboard	**The following lessons should be prioritized:**
	 1. Realistic Costs of Living: Budget Profile; text p. 73-94
	     a. Students complete individual budgets that reflect the ideal lifestyle they wish to live.
	     b. Students use the internet, newspaper and parents as resources to find the average costs of living.
	     c. Students will complete use the computer to categorize budgets.
	     d. Assignment: A poster/PowerPoint presentation of their projected budget.
	
	 2. Is Money Everything?; text p. 104-110
	     a. Students will read stories of individuals with varying viewpoints on the importance of money.
	     b. Discussion: Importance of money in their lives
	     c. Activity: "Strongly Disagree, Agree, Strongly Agree" – Teacher asks a series of topical questions and students move around the room labeled room in the direction that reflects how they feel about the question. Student discussion/sharing.
	     d. Newspaper Article: "Generation Me" – Newsweek
	     e. Journal Writing: What is your opinion of money?
	     f. Possibilities Supplement: Students read and respond to literature.
	        i. P. "The Necklace"- Guy de Maupassant
	        ii. P. 95 "The Gift of the Magi" – O. Henry
	
	 3. Rewards/Sacrifices/Commitments of Different Careers; text p. 111
	     a. Group activity- List careers and rewards/sacrifices of each
	     b. Combine as a class to make one chart
	     c. Discuss the rewards/sacrifices and how they differ from

individual to individual depending on values

    d. Activity: "Strongly Disagree, Agree, Strongly Agree" – Teacher asks a series of topical questions and students move around the room labeled room in the direction that reflects how they feel about the question. Student discussion/sharing

4. Career Interest

    a. Activity: "Strongly Disagree, Agree, Strongly Agree" – Teacher asks a series of topical questions and students move around the room labeled room in the direction that reflects how they feel about the question. Student discussion/sharing.

    b. Pre-Survey journal- What would you like your ideal career to look like/include?

          List 5 careers that interest you and explain why.

    c. Career Interest Survey; text p. 126-131

       i. Survey includes: Physical setting, working conditions, relationships at work, psychological rewards of working, mixing career and family, financial rewards.

    d. Employee vs. Employer survey, text p. 138

    e. Online survey:
       http://www.tctc.edu/career_survey/index.html
Complete the career survey by answering the online questions.

          Paste the results of the career survey into a Word document.

          Go back to the websites and click on your highest cluster. Copy and paste this into the Word document.

          Print the Word document.

On the Word document, highlight the areas that interest you.

In one paragraph, describe if this career survey has been helpful.

Did you learn more about your interests? Do your results reflect careers that you would be interested in pursuing? Why/why not?

    f. Post Survey Journal: After completing the survey, what are factors that you are additional factors that you are now considering?

5. Career Research, text p. 139
    a. There are a variety of Career Interest Surveys on the internet for students to experience.
        i. www.careerchoices.com – Website guides students through career exploration
        ii. www.acinet.org- America's Career Infonet
        iii. "I Search" format
    b. Career Interest Survey; text p.150-157
        i. Students are to select 3 specific careers to further research
        ii. Students answer mock situations of a typical day within that career to further visualize the career. (i.e. What do you wear to work? Where do you have lunch? With whom? When do you leave to go home? How do you feel during particular parts of the day?

6. Career Interview- text p. 120
    a. Students are to contact someone in their career interest and conduct an interview.
        i. Students are to write a formal letter/email expressing why they would like to interview them.

	ii. Students will role-play interviews in class to practice.
	b. Students are to type the interview and a reflection as a formal assessment.
	7. Career Workshop – possible set-up with Guidance
	8. Decision Making, text p. 167 – How Are You Going to Get There?
	a. Identify realistic choices, gather information, evaluate choices and probability of success
	i. Research colleges that will support your goals
	ii. What are the expectations of the college?
	1. Would this be a realistic option for you?
	2. What are your back-up plans?
	3. Are your parents supportive of your plan?
	b. Possibilities Supplement: Students read and respond to literature.
	i. P. 139 "The Road Not Taken" – Robert Frost
	ii. P. 240 "Tonia the Tree" – Sandy Stryker
	9. Goal setting, text p. 182; text p. 270
	a. Students are to now set academic, social and career goals
	i. Goals will reflect a varied time frame
	ii. Students will be making final touches to their online profiles
	b. Possibilities Supplement: Students read and respond to literature
	i. P. 277 "25th High School Reunion" – Linda Pastan
	10. Avoiding Detours and Roadblocks, text p. 193
	a. Examples of detours and roadblocks in future plans and suggestions on how to avoid/overcome

| | i.   Importance of having back-up plans
ii.   Effects of making poor social and academic decisions
iii.   Role play situations

   b. Possibilities Supplement: Students read and respond to literature.
         i.   P. 164 "Uphill"- Christina Rossetti
        ii.   P. 214 "Mother to Son" – Langston Hughes
       iii. P. 273 "Ex-Basketball Player" – John Updike

11. Taking Responsibility, text p. 200
   a. Discussion of being responsible for one's actions and decisions
   b. Possibilities Supplement: Students read and respond to literature.
         i.   P. 252 "Be the Best of Whatever You Are" – Douglas Malloch
        ii.   P. 270 "If" – Rudyard Kipling

12. Complete Online Portfolio
   a. Students will individually visit with Guidance Counselor to share portfolio
         i.   This portfolio will follow the students throughout their high school career.
        ii.   Guidance Counselors will use the portfolio to help guide the students through high school and beyond

   b. Possibilities Supplement: Students read and respond to literature.
         i.   P. 283 "We Are A Success" – Robert Louis Stevenson
        ii.   "Oh The Places You'll Go" – Dr. Seuss |