



## Compass 8

Course Number: 9800

Course Level: Academic / Elective

Grade: 8

Time/Credit: 0.5 / 45 instructional days

Development Date: August 2025 - June 2026

School Board Approval: TBD

Central Bucks School District  
20 Welden Drive  
Doylestown, PA 18901

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**Central Bucks School District**  
**Teaching and Learning Principles**

**1. Student-Centered & Active Learning**

Students are active participants in their learning through reflection, discussion, and inquiry around real-life social, personal, and academic challenges. The seminar emphasizes student voice, choice, and ownership as students set goals and apply strategies to their daily lives.

**2. Holistic Development**

The seminar supports the development of the whole child by building social skills, emotional awareness, resilience, and academic habits. Students learn to understand themselves, work effectively with others, and make responsible decisions.

**3. Comprehensive Literacy & Inquiry**

Students develop literacy and inquiry skills by reading, discussing, and reflecting on topics related to learning strategies, digital citizenship, and personal growth. Instruction strengthens students' ability to ask questions, evaluate information, and communicate thoughtfully and ethically.

**4. Supportive & Safe Learning Environment**

The seminar classroom is a safe, inclusive space where students feel respected, supported, and encouraged to take personal and academic risks. Strong relationships, clear norms, and respectful dialogue promote emotional well-being and confidence.

**5. Evidence-Based Instruction & MTSS**

Seminar instruction uses evidence-based practices to support all learners and aligns with the district's MTSS framework. Lessons provide universal skill development while allowing for targeted support and enrichment based on student needs.

**6. Future-Ready Focus**

The seminar prepares students with essential life skills such as self-management, collaboration, critical thinking, and responsible digital behavior. Students engage in age-appropriate conversations about ethical technology use, building habits needed for future academic and personal success.

## Central Bucks School District

# Enduring Understandings

**Students will understand that:**

### **Social Skills**

- Students will understand that effective collaboration requires listening, sharing responsibility, and respecting diverse perspectives in order to achieve common goals.
- Students will understand that clear and respectful communication strengthens relationships and helps prevent conflict in academic and social settings.
- Students will understand that problem-solving involves identifying challenges, considering multiple solutions, and reflecting on outcomes to improve future decisions.
- Students will understand that personal accountability plays a key role in building trust and credibility with peers and adults.

### **Academic Skills**

- Students will understand that strong time-management skills help balance academic responsibilities, extracurricular activities, and personal well-being.
- Students will understand that planning ahead and setting realistic goals leads to greater academic success and reduced stress.
- Students will understand that memory and study strategies can be practiced and improved through intentional habits and reflection.
- Students will understand that organization and preparation contribute to confidence and effectiveness in school and everyday life.

### **Personal Skills**

- Students will understand that professionalism includes responsibility, respect, preparedness, and appropriate behavior in learning communities.
- Students will understand that resilience allows individuals to learn from mistakes, adapt to challenges, and persist through difficulties.
- Students will understand that a growth mindset supports learning by viewing effort, feedback, and challenges as opportunities for improvement.
- Students will understand that motivation influences both effort and achievement, and can come from internal goals or external factors.
- Students will understand that intrinsic motivation fosters deeper engagement and long-term learning compared to motivation based solely on rewards or consequences.

- Students will understand that self-awareness helps individuals recognize their strengths, areas for growth, and learning preferences.
- Students will understand that developing personal, academic, and social skills builds a foundation for success in middle school, high school, and life beyond school.

### **Smart Futures**

- Students will understand that exploring their interests, strengths, and skills helps them make informed choices about future careers and pathways.
- Students will understand that the academic, social, and personal skills they develop now are essential for success in future education, careers, and life.
- Students will understand that careers and workplaces are constantly changing, and being adaptable and open to learning prepares them for future opportunities.

### **Digital Citizenship**

- Students will understand that exploring their interests, strengths, and skills helps them make informed choices about future careers and pathways.
- Students will understand that the academic, social, and personal skills they develop now are essential for success in future education, careers, and life.
- Students will understand that careers and workplaces are constantly changing, and being adaptable and open to learning prepares them for future opportunities.

## Central Bucks School District

### Essential Questions

#### Academic Skills

- How does the way I manage my time affect my stress level, learning, and success in school?
- What strategies help me remember and understand information instead of just memorizing it?
- How can setting goals and planning ahead help me stay organized and meet deadlines?
- What habits do successful students use when they struggle with difficult work?

#### Personal Skills

- What does it mean to act professionally in school now, and how does that prepare me for the future?
- How can mistakes help me learn and grow instead of making me give up?
- How does my mindset affect my motivation, effort, and confidence?
- What strategies help me stay motivated when something feels difficult or boring?

#### Social Skills

- What makes teamwork effective, and what role do I play when working in a group?
- How do strong communication skills help solve problems and build healthy relationships?
- How can I respectfully disagree or handle conflict without damaging relationships?
- Why is listening just as important as speaking when working with others?

#### Smart Futures

- How do my interests, strengths, and skills help shape my future career possibilities?
- Why is it important to explore different careers before high school and beyond?
- How can the skills I learn now help me succeed in future jobs that may not even exist yet?

#### Digital Citizenship

- What does it mean to be a responsible and respectful digital citizen?
- How can tools like AI support learning, and when can they become a problem?
- How do I make ethical choices when using technology, social media, and artificial intelligence?

# Central Bucks School District – Course of Study Compass 8

## Course Overview

### Desired Results

Course Description: Compass is a course designed to equip middle school students with essential academic strategies that foster success both in school and beyond. Through engaging activities, students build essential competencies across three interconnected units. Academic skill building includes study strategies, strengthening executive functioning skills and emphasizing personal responsibility with a focus on Digital Citizenship. Social skill building covers collaboration, communication and problem solving. Personal skill building allows students to explore their own mindset and motivation as they prepare for future academic and career endeavors, including compiling career readiness artifacts in alignment with Pennsylvania middle school requirements.

Prerequisite: N/A

Committee Members: Christie Besack, Jesse Breeden, Adam Controy, Casey Dannin, Haley Donohoe, Michael Greenbaum, Melissa Hallman, Rachel Moyer, Hillary Norris

### Acceptable Evidence.

Teachers of this course will abide by the expectations set forth from the Teaching and Learning Team for summative and formative assessment practices as well as composition of the gradebook.

### Common Assessments:

Time Tracker Scavenger Hunt (Academic Skills Unit)  
Memory Recall Activity (Academic Skills Unit)  
Planning: Utilizing a Calendar (Academic Skills Unit)  
Professionalism in Digital Communications (Personal Skills Unit)  
Resiliency in Practice (Personal Skills Unit)  
Mindset and Motivation: Intrinsic vs. Extrinsic Motivation (Personal Skills Unit)  
The Drawing Barrier (Social Skills Unit)  
Stranded! (Social Skills Unit)  
Punny Punchlines (Social Skills Unit)  
Stack Attack (Social Skills Unit)  
Class Relay Race (Social Skills Unit)  
Kent (Social Skills Unit)  
Minecraft Edu (Social Skills Unit)  
Adapt to Workspace Changes (Smart Futures)  
Gauge Your Skills and Abilities (Smart Futures)  
Understand Work and Play (Smart Futures)  
Resolve Workplace Conflicts (Smart Futures)  
Explore Your Local CTC (Smart Futures)  
What are Online Harms (Digital Citizenship)  
De-escalating Online Harm (Digital Citizenship)  
Making Things Right Repairing Harms (Digital Citizenship)

Web of Responsibility (Digital Citizenship)  
Understanding My Digital Footprint (Digital Citizenship)  
Your Curated Self (Digital Citizenship)  
Care to Share (Digital Citizenship)  
Permission to Post (Digital Citizenship)  
The Assumptions We Make (Digital Citizenship)  
Life in Public (Digital Citizenship)  
What We See, What We Assume (Digital Citizenship)  
Viral Posts & Online Responsibilities (Digital Citizenship)  
What is AI?  
How is AI Trained?  
AI Chatbots: Who's Behind the Screen  
AI Chatbots and Friendship

**Final Exam / Project:** No

**Course Grading:**

10% formative (Compass Kickstart Activities)  
90% summative (Unit Activities)

## Pacing Guide

| COURSE CONTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Days       |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---|
| Compass Kickstarts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |   |
| Each class period includes a 5–10-minute Compass Kickstart. The kickstarts embed essential skills into each lesson such as study skills, technology, and executive functioning.<br><br>Two note taking strategies (Cornell and Outline) will be embedded into Compass Kickstarts. Teachers will introduce these strategies at the beginning and halfway mark of the course. Students will use the strategy each day to compile notes on their daily Compass Kickstart.<br><b>*Compass Kickstarts may be omitted in designated lessons due to activity time.</b> | Every Day* |   |
| Introduction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |   |
| Course Introduction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | 1 |
| Unit 1 – Academic Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |   |
| Time Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1          |   |
| Memory – Recall                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1          |   |
| Planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1          |   |
| Unit 2 – Personal Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |   |
| Professionalism Digital Communications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1          |   |
| Resiliency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1          |   |
| Mindset and Motivation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1          |   |
| Unit 3 – Social Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |   |
| Drawing Barrier (Communication)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1          |   |
| Survival Pack (Problem Solving)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1          |   |
| Punny Punchlines (Problem Solving, Communication)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1          |   |
| Stack Attack (Communication and Collaboration)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1          |   |
| Kent (Communication and Collaboration)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1          |   |
| Class Relay Race (Collaboration)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1          |   |
| Minecraft Edu                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |   |
| Home Sweet Hmmm (Digital Citizenship)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2          |   |
| Good Game (Digital Citizenship)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2          |   |
| AI: Dig Deeper (AI)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 5          |   |
| Build Challenge: Accessibility Park (Communication, Problem Solving)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1          |   |
| Unit 4 – Smart Futures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |            |   |
| Adapt to Workplace Changes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1          |   |
| Gauge Your Skills and Abilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1          |   |
| Understand Work and Pay                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 1          |   |
| Resolve Workplace Conflicts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1          |   |
| Explore Your Local CTC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1          |   |
| Unit 5 – Digital Citizenship                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |   |
| What are Online Harms?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1          |   |
| De-Escalating Online Harm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1          |   |
| Making Things Right Repairing Harms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1          |   |
| Web of Responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1          |   |
| Understanding My Digital Footprint                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1          |   |

|                                      |          |
|--------------------------------------|----------|
| Your Curated Self                    | 1        |
| Care to Share                        | 1        |
| Permission to Post                   | 1        |
| The Assumptions We Make              | 1        |
| Life in Public                       | 1        |
| What We See, What We Assume          | 1        |
| Viral Posts & Online Reputations     | 1        |
| What is AI?                          | 1        |
| How is AI Trained?                   | 1        |
| AI Chatbots: Who's Behind The Screen | 1        |
| AI Chatbots and Friendship           | 1        |
| <b>Course Wrap-up and Reflection</b> | <b>1</b> |

NOTE: Additional remediation in standards/content from the grade level (or previous grade level) where the student completes this course will be provided for students when the teacher determines a student has not yet mastered that content. Enrichment opportunities will also be provided to meet the needs of students that acquire an understanding of the content faster than their class peers.

Required Texts and Software

- Microsoft Office and Windows
- Canvas
- Edge
- Outlook
- Canva
- Adobe Express
- Microsoft Apps (Sticky Notes, Whiteboard, Clock)

## Central Bucks School District – Course of Study – Compass 8

### Unit 1 – “Academic Skills”

#### **Desired Results:**

##### Essential Questions:

- How does the way I manage my time affect my stress level, learning, and success in school?
- What strategies help me remember and understand information instead of just memorizing it?
- How can setting goals and planning ahead help me stay organized and meet deadlines?
- What habits do successful students use when they struggle with difficult work?

##### Enduring Understandings:

- Students will understand that strong time-management skills help balance academic responsibilities, extracurricular activities, and personal well-being.
- Students will understand that planning ahead and setting realistic goals leads to greater academic success and reduced stress.
- Students will understand that memory and study strategies can be practiced and improved through intentional habits and reflection.
- Students will understand that organization and preparation contribute to confidence and effectiveness in school and everyday life.

##### Knowledge:

##### Students will know...

- Vocabulary:
  - Time Management
  - Memory
  - Recall
  - Planning
  - Optimum Work Environment
  - Ambient Sound
  - Bookmarking
  - Cornell Note Taking Strategy
  - Outline Note Taking Strategy

##### Skills:

##### Students will be able to...

- Plan and execute a task list scavenger hunt to maximize efficiency and time management skills
- Memorize a specific item using 3 different strategies and reflect on the effectiveness of each
- Create a study plan given different calendar events and items typical of a middle school students
- Utilize different note taking strategies and determine the best subject areas to apply these strategies within the academic environment

#### **Standards:**

##### Supporting:

Standard - 15.3.8.I

Distinguish between relevant and non-relevant information for note taking, questioning, or decision making.

Standard - 15.3.8.J

Identify barriers to active listening (e.g., environmental, peer, time, and cultural distractions).

## **Acceptable Evidence:**

### **Acceptable evidence of learning other than Performance Tasks:**

Formative Assessment

Compass Kickstart Activities:

- Notetaking Abbreviations
- Workplace Environment (e.g. ambient sound, baroque music)
- Canvas communication (e.g. comments)

Summative Assessment

- Time Tracker Scavenger Hunt
- Memory – Recall Activity
- Study Plan Calendar Activity

## **Suggested Learning Experiences and Instruction**

Learning Experiences:

- Discussion and Critical Thinking
- Experiential and Project – Based Learning
- Life Skills and Future Readiness
- Interactive and Creative Engagement

Instructional Strategies:

- Socratic Seminar
- Think-Pair-Share
- Text Annotation
- Sentence frames and starters
- Active listening and documentation
- Structured Reflection

Differentiation/Intervention/Enrichment Options:

- Differentiation
  - Flexible Small Group Sessions (Flexible Grouping, targeted support, seminar approach)
  - Choice Boards
  - Scaffolding
  - Multiple modalities (visual, auditory and kinesthetic)
- Intervention
  - Small Group Instruction
  - Tiered Assignments and Materials
  - Executive Functioning Coaching
  - I & E
- Enrichment
  - Project-Based Learning
  - Extra-curricular clubs and activities
  - Career Exploration Options

For Language Development:

- Using Microsoft translation tools individually tailored to each student.

- Utilize visual supports (e.g. color coding, graphs, diagrams, closed captioning, graphic organizers,etc) when available and appropriate
- Foster collaborative peer support (e.g. increased student talk time, think-pair-share, strategic grouping, etc)
- Incorporate the use of structured language scaffolding (e.g. sentence starters, chunking information, pre-teaching vocabulary)
- Modify assessments to focus on content knowledge rather than English Language proficiency

## Central Bucks School District – Course of Study – Compass 8

### Unit 2 – “Personal Skills”

#### **Desired Results:**

##### Essential Questions:

- What does it mean to act professionally in school now, and how does that prepare me for the future?
- How can mistakes help me learn and grow instead of making me give up?
- How does my mindset affect my motivation, effort, and confidence?
- What strategies help me stay motivated when something feels difficult or boring?

##### Enduring Understandings:

- Students will understand that professionalism includes responsibility, respect, preparedness, and appropriate behavior in learning communities.
- Students will understand that resilience allows individuals to learn from mistakes, adapt to challenges, and persist through difficulties.
- Students will understand that a growth mindset supports learning by viewing effort, feedback, and challenges as opportunities for improvement.
- Students will understand that motivation influences both effort and achievement, and can come from internal goals or external factors.
- Students will understand that intrinsic motivation fosters deeper engagement and long-term learning compared to motivation based solely on rewards or consequences.
- Students will understand that self-awareness helps individuals recognize their strengths, areas for growth, and learning preferences.
- Students will understand that developing personal, academic, and social skills builds a foundation for success in middle school, high school, and life beyond school.

##### Knowledge:

##### Students will know...

- Vocabulary:
  - Professionalism
  - Resiliency
  - Mindset
  - Intrinsic Motivation
  - Extrinsic Motivation
  - Self Advocacy
  - Box Breathing

##### Skills:

##### Students will be able to...

- Distinguish between casual texting language and professional email communication
- Students will be able to work through the main steps of resiliency and apply them to different typical middle school scenarios
- Students will be able to create a self motivation toolkit for a task that they identify as something they do not like

##### Standards:

##### Priority:

Standard - 13.2.6-8.A

Apply critical thinking to solve real-life problems.

Standard – 13.2.6-8.B

Develop formal communication that demonstrates professional etiquette and observes social protocols when communicating verbally, nonverbally, and in writing.

### **Acceptable Evidence:**

#### **Acceptable evidence of learning other than Performance Tasks:**

Formative Assessment

Compass Kickstart Activities:

- Outlook and professional digital communication
- Etiquette and Citizenship (workspace, self advocacy)
- Mental Health (box breathing, journaling, clock app, adobe express coloring mode)

Summative Assessment

- Professional Communication (texting vs. emailing)
- Resiliency Activity
- Mindset and Motivation Activity (self motivation toolkit)

### **Suggested Learning Experiences and Instruction**

#### **Learning Experiences:**

- Discussion and Critical Thinking
- Experiential and Project – Based Learning
- Life Skills and Future Readiness
- Interactive and Creative Engagement

#### **Instructional Strategies:**

- Socratic Seminar
- Think-Pair-Share
- Text Annotation
- Sentence frames and starters
- Active listening and documentation
- Structured Reflection

#### **Differentiation/Intervention/Enrichment Options:**

- Differentiation
  - Flexible Small Group Sessions (Flexible Grouping, targeted support, seminar approach)
  - Choice Boards
  - Scaffolding
  - Multiple modalities (visual, auditory and kinesthetic)
- Intervention
  - Small Group Instruction
  - Tiered Assignments and Materials
  - Executive Functioning Coaching
  - I & E
- Enrichment
  - Project-Based Learning
  - Extra-curricular clubs and activities
  - Career Exploration Options

**For Language Development:**

- Using Microsoft translation tools individually tailored to each student.
- Utilize visual supports (e.g. color coding, graphs, diagrams, closed captioning, graphic organizers,etc) when available and appropriate
- Foster collaborative peer support (e.g. increased student talk time, think-pair-share, strategic grouping, etc)
- Incorporate the use of structured language scaffolding (e.g. sentence starters, chunking information, pre-teaching vocabulary)
- Modify assessments to focus on content knowledge rather than English Language proficiency

## Central Bucks School District – Course of Study – Compass 8

### Unit 3 – “Social Skills”

#### **Desired Results:**

##### Essential Questions:

- What makes teamwork effective, and what role do I play when working in a group?
- How do strong communication skills help solve problems and build healthy relationships?
- How can I respectfully disagree or handle conflict without damaging relationships?
- Why is listening just as important as speaking when working with others?

##### Enduring Understandings:

- Students will understand that effective collaboration requires listening, sharing responsibility, and respecting diverse perspectives in order to achieve common goals.
- Students will understand that clear and respectful communication strengthens relationships and helps prevent conflict in academic and social settings.
- Students will understand that problem-solving involves identifying challenges, considering multiple solutions, and reflecting on outcomes to improve future decisions.
- Students will understand that personal accountability plays a key role in building trust and credibility with peers and adults.

##### Knowledge:

##### Students will know...

- Vocabulary:
  - Collaboration
  - Interpersonal Relationships
  - Self-Awareness
  - Etiquette
  - Respect
  - Perspective
  - Empathy
  - Conflict Resolution
  - Boundaries
  - Cues
  - Norms
  - Self-Regulation

##### Skills:

##### Students will be able to...

- demonstrate active listening and clear communication by asking clarifying questions, paraphrasing, and expressing ideas respectfully.
- adapt verbal and non-verbal behaviors (tone, body language, facial expressions, and personal space) to fit diverse academic and social situations.
- practice positive etiquette when collaborating with peers both in person and in online environments.
- collaborate effectively in team settings by fulfilling assigned roles, sharing responsibility, and valuing diverse peer perspectives.
- resolve conflicts constructively by identifying root issues, expressing respectful disagreement, and negotiating mutually agreeable solutions.

- apply self-regulation and personal accountability by recognizing personal triggers, managing emotional responses, and reflecting on individual actions to build trust.

### **Standards:**

#### Priority:

Standard - 15.3.8.X

Demonstrate effective techniques for good communication.

#### Supporting:

Standard - 15.3.8.K

Determine the situational appropriateness of verbal and non-verbal behaviors.

Standard - 15.3.8.M

Demonstrate proper etiquette when networking either face-to-face or online.

### **Acceptable Evidence:**

Formative Assessment

Compass Kickstart Activities

- Sharing in Microsoft
- Outlook Reactions
- Maintaining Physical Workspace
- Maintaining Digital Workspace
- Self Advocacy in a Respectful Manner

Summative Assessment

- Drawing Barrier Activity
- Survival Pack Activity
- Punny Punchlines Activity
- Stack Attack Activity
- Kent Activity
- Class Relay Race Activity
- Minecraft Edu

### **Suggested Learning Experiences and Instruction**

#### **Learning Experiences:**

- Discussion and Critical Thinking
- Experiential and Project – Based Learning
- Life Skills and Future Readiness
- Interactive and Creative Engagement

#### **Instructional Strategies:**

- Socratic Seminar
- Think-Pair-Share
- Text Annotation
- Sentence frames and starters
- Active listening and documentation
- Structured Reflection

#### **Differentiation/Intervention/Enrichment Options:**

- Differentiation

- Flexible Small Group Sessions (Flexible Grouping, targeted support, seminar approach)
- Choice Boards
- Scaffolding
- Multiple modalities (visual, auditory and kinesthetic)
- Intervention
  - Small Group Instruction
  - Tiered Assignments and Materials
  - Executive Functioning Coaching
  - I & E
- Enrichment
  - Project-Based Learning
  - Extra-curricular clubs and activities
  - Career Exploration Options

**For Language Development:**

- Using Microsoft translation tools individually tailored to each student.
- Utilize visual supports (e.g. color coding, graphs, diagrams, closed captioning, graphic organizers, etc) when available and appropriate
- Foster collaborative peer support (e.g. increased student talk time, think-pair-share, strategic grouping, etc)
- Incorporate the use of structured language scaffolding (e.g. sentence starters, chunking information, pre-teaching vocabulary)
- Modify assessments to focus on content knowledge rather than English Language proficiency

## Central Bucks School District – Course of Study – Compass 8

### Unit 4 – “Smart Futures”

#### **Desired Results:**

##### Essential Questions:

- How do my knowledge, skills, and abilities influence my readiness for high school pathways and future careers?
- Why is adaptability essential when navigating a rapidly changing workplace shaped by technology and labor laws?
- How does understanding compensation, workplace conflict resolution, and Career and Technical Center (CTC) opportunities help me make informed transition decisions?

##### Enduring Understandings:

- Students will understand that assessing their knowledge, skills, and abilities connects school learning to future career requirements and high school readiness.
- Students will understand that ongoing changes including technological advancements and labor regulations continuously reshape workplace expectations, requiring personal adaptability and lifelong learning.
- Students will understand that navigating compensation structures, resolving workplace conflicts constructively, and exploring technical education options (CTC) are vital components of practical career preparation.

##### Knowledge:

##### Students will know...

- Vocabulary:
  - Knowledge, Skills, and Abilities
  - Workplace Automation & Emerging Technology
  - Labor Laws, Wages, & Compensation
  - Conflict Resolution Strategies
  - Career and Technical Center (CTC) Programs & Pathways
  - High School Transition Planning

##### Skills:

##### Students will be able to...

- Assess personal knowledge, skills, and abilities using self-reporting tools to evaluate career readiness and match them with suitable occupational fields.
- Analyze the impact of technology and labor regulations on the evolving modern workplace and identify how these factors influence career longevity and adaptability.
- Examine work compensation fundamentals, including wages, deductions, benefits, and labor law protections affecting worker safety and earnings.
- Apply constructive conflict resolution strategies to address workplace and interpersonal disagreements while maintaining professional relationships.
- Investigate local Career and Technical Center (CTC) offerings and evaluate how specialized training programs align with individual career goals.
- Formulate a high school transition and career plan integrating personal skill assessments, technical education interests, and academic pathways.

##### Standards:

##### Priority:

Standard – 13.1.6-8.A

Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.

Standard – 13.1.6-8.F

Understand what labor laws are and how they impact worker wages and safety.

Standard – 13.2.6-8.A

Apply critical thinking to solve real-life problems.

Standard – 13.4.6-8.B

Relate careers to personal interests, abilities, and aptitudes.

#### Supporting:

Standard – 13.1.6-8.E

Identify, participate in, and evaluate school and community-based opportunities for career awareness/preparation experiences.

Standard – 13.2.6-8.C

Practice effective group interactions, acknowledging people's different backgrounds, experiences, beliefs, and ideas.

Standard – 13.3.6-8.A

Identify factors that may inform decisions for career changes, such as loss of employment, lifestyle changes, workplace conflicts, work value changes, and job market changes.

Standard – 13.3.6 – 8.B

Explain how decisions regarding education, skill building, and work impact other major life decisions.

Standard – 13.4.6-8.C

Evaluate a variety of methods to research careers that align with personal interests, values, strengths, and career goals.

Standard – 13.4.6-8.D

Build a career plan to describe planned action steps (electives, coursework, career interests, training opportunities).

#### **Acceptable Evidence:**

Smart Futures Performance Tasks –

Adapt to Workplace Changes

Gauge Your Skills and Abilities

Understand Work and Pay

Resolve Workplace Conflicts

Explore Your Local CTC

#### **Suggested Learning Experiences and Instruction**

Learning Experiences:

- Discussion and Critical Thinking
- Experiential and Project – Based Learning
- Life Skills and Future Readiness
- Interactive and Creative Engagement

Instructional Strategies:

- Socratic Seminar
- Think-Pair-Share
- Text Annotation
- Sentence frames and starters
- Active listening and documentation
- Structured Reflection

Differentiation/Intervention/Enrichment Options:

- Differentiation
  - Flexible Small Group Sessions (Flexible Grouping, targeted support, seminar approach)

- Choice Boards
- Scaffolding
- Multiple modalities (visual, auditory and kinesthetic)
- Intervention
  - Small Group Instruction
  - Tiered Assignments and Materials
  - Executive Functioning Coaching
  - I & E
- Enrichment
  - Project-Based Learning
  - Extra-curricular clubs and activities
  - Career Exploration Options

For Language Development:

- Using Microsoft translation tools that are individually tailored to each student.
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# Central Bucks School District – Course of Study – Compass 8

## Unit 5 – “Digital Citizenship”

### **Desired Results:**

#### Essential Questions:

- What does it mean to be a responsible and respectful digital citizen?
- How can tools like AI support learning, and when can they become a problem?
- How do I make ethical choices when using technology, social media, and artificial intelligence?

#### Enduring Understandings:

- Students will understand that exploring their interests, strengths, and skills helps them make informed choices about future careers and pathways.
- Students will understand that the academic, social, and personal skills they develop now are essential for success in future education, careers, and life.
- Students will understand that careers and workplaces are constantly changing, and being adaptable and open to learning prepares them for future opportunities.

#### Knowledge:

##### Students will know...

- Vocabulary:
  - Netiquette
  - AI
  - Digital Footprint
  - Privacy
  - Phishing
  - Biometrics
  - Cyberbullying
  - Exclusion
  - Credible

#### Skills:

##### Students will be able to...

- Explain the basic structure of how AI works and functions
- Understand how AI is trained and use this information to prompt for more effective results
- Outline best practices for maintaining their active digital footprint in a professional manner
- List damaging online behaviors and strategies for avoiding digital drama

#### Standards:

##### Priority:

Standard - 15.4.8.A

Analyze the influence of emerging technologies on daily life.

##### Supporting:

Standard - 15.4.8.B

Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.

Standard - 15.4.8.L

Evaluate the accuracy and bias of online sources of information; appropriately cite online resources.

Standard - 15.3.8.T

Discuss the rules of digital citizenship.

Standard 13.2.6-8.D

Demonstrate proficient use of technologies by using various types of technology.

### **Acceptable Evidence:**

#### **Acceptable evidence of learning other than Performance Tasks:**

Summative Assessment

Common Sense Media Activities

- What are Online Harms?
- De-escalating Online Harm
- Making Things Right Repairing Harms
- Web of Responsibility
- Understanding My Digital Footprint
- Your Curated Self
- Care to Share
- Permission to Post
- The Assumptions We Make
- Life in Public
- What We See, What We Assume
- Viral Posts & Online Reputations
- What is AI?
- How is AI Trained?
- AI Chatbots: Who's Behind The Screen
- AI Chatbots and Friendship

### **Suggested Learning Experiences and Instruction**

Learning Experiences:

- Discussion and Critical Thinking
- Experiential and Project – Based Learning
- Life Skills and Future Readiness
- Interactive and Creative Engagement

Instructional Strategies:

- Socratic Seminar
- Think-Pair-Share
- Text Annotation
- Sentence frames and starters
- Active listening and documentation
- Structured Reflection

Differentiation/Intervention/Enrichment Options:

- Differentiation
  - Flexible Small Group Sessions (Flexible Grouping, targeted support, seminar approach)
  - Choice Boards
  - Scaffolding
  - Multiple modalities (visual, auditory and kinesthetic)
- Intervention
  - Small Group Instruction
  - Tiered Assignments and Materials

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