

Student Achievement & Outcomes Committee Meeting

Wednesday, September 18, 2024 6:30 PM

BOE Auditorium and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

1. **Call to Order/ Pledge of Allegiance**

2. **Decision: Approval of Minutes**

3. **Public Comment**

4. **Information**

4.1. BAIMS Lottery Process Update

Presenter: Lea McCabe

5. **Decision**

Presenter: Lea McCabe

5.1. Freshman Academy Curriculum

Presenter: Kristy
Trelli

6. **Information**

Presenter: Kristy
Trelli

6.1. 24-25 Anticipated Curriculum Revisions

6.2. 24-25 Scheduled Data Presentations

6.3. 24-25 Attendance and Discipline Reports

Presenter: Kristy
Trelli & Erika
Treannie

6.4. 2024 SAT Report

6.5. 2024 AP Report

6.6. 2024 Summer School Report

7. **Adjournment**



Student Achievement & Outcomes Committee
August 21, 2024
MINUTES

The minutes presented within this document are a summary of the discussion that took place at the Student Achievement Committee meeting. To view the meeting in its entirety and hear full reports please go to: [August 21, 2024 SAC Meeting Recording](#)

PRESENT Committee members: Jill Fitzsimons-Bula, Kristen Giantonio, Maria Simmons (Zoom)

ALSO PRESENT: Kim Culkin, Jammy Davies (zoom), Michael Dietter, Carly Fortin, Commissioner Lorianne Osenkowski, Scott Redman (zoom), Commissioner Jennifer Van Gorder, Leszek Ward

Call to Order

Commissioner Fitzsimons-Bula called the meeting to order at 6:30 p.m.

Decision: Approval of Minutes from May 15, 2024 meeting:

On a motion made by Commissioner Simmons and seconded by Commissioner Fitzsimons-Bula, Commissioner Fitzsimons-Bula called for a Roll Call Vote:

Commissioner Fitzsimons-Bula: yes
Commissioner Giantonio: abstain
Commissioner Simmons: yes

With 2 in favor and 1 abstain, the committee

VOTED: to approve the May 15, 2024 meeting minutes.

Decision: Approval of Minutes from June 26, 2024 meeting:

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, Commissioner Fitzsimons-Bula called for a Roll Call Vote:

Commissioner Fitzsimons-Bula: abstain
Commissioner Giantonio: yes
Commissioner Simmons: yes

With 2 in favor and 1 abstain, the committee

VOTED: to approve the June 26, 2024 meeting minutes.

Information: Dual Enrollment Grant

Mrs. Carly Fortin, Chief Academic Officer, introduced a discussion on increasing dual enrollment opportunities for high school students that can lead to college credit. Bristol received a two-year grant from the State of Connecticut to expand these opportunities. The

goal is to broaden dual enrollment beyond career and technical areas to include humanities and fine arts.

Questions and comments followed.

Decision: Media: Power and Freedom Curriculum

Mr. Leszek Ward, Secondary Humanities Supervisor, presented the curriculum for Media: Freedom and Power. This will be an elective course and worth 3 Southern CT State University credits. This course will include 4 units: 1. Beginnings, 2. Government and the First Amendment, 3. Society and the Free Press, and 4. Internet and the Future.

Questions and discussion followed.

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, Followed by a Roll Call Vote, it was unanimously;

VOTED: to move the Media: Power and Freedom curriculum to the full Board of Education for approval.

Decision: Introduction to Human Rights

Mr. Ward presented the Introduction to Human Rights which is an elective course worth 3 University of Connecticut credits. This course will include 4 units: 1. History and Frameworks, 2. Examples in Practice, 3. Global Issues, and 4. Critiques and Advocacy.

On a motion made by Commissioner Fitzsimons-Bula and seconded by Commissioner Giantonio, Followed by a Roll Call Vote, it was unanimously;

VOTED: to move the Introduction to Human Rights curriculum to the full Board of Education for approval.

Decision: Holocaust and Human Behavior

Mr. Ward presented the Holocaust and Human Behavior which is an elective course. The course explores the relationship between individuals and society, focusing on historical case studies like the Holocaust. It follows a structured arc: starting with the dynamics of societal divisions, diving into case studies, and ending with discussions on justice, memory, and legacy. This course includes 5 units: 1. Identity and Belonging, 2. Fragility of Democracy, 3. Voices of Victims and Survivors, 4. Range of Human Behavior, and 5. Justice, Judgement and Legacy.

Discussion followed.

On a motion made by Commissioner Giantonio and seconded by Commissioner Simmons, Followed by a Roll Call Vote, it was unanimously;

VOTED: to move the Holocaust and Human Behavior curriculum to the full Board of Education for approval.

Decision: French ECE

Mr. Ward presented the French ECE curriculum. This is a full year elective course and worth 3 University of Connecticut credits. This course includes 5 units: 1. Personal Relationships, 2. Lifestyles, 3. Role of the Media, 4. Justice and Politics, and 5. The Generations.

Discussion followed.

On a motion made by Commissioner Fitzsimons Bula and seconded by Commissioner Giantonio,

Following a Roll Call Vote, it was unanimously;

VOTED: to move the French ECE curriculum to the full Board of Education for approval.

Information: Recharge Program Summary

Mrs. Fortin and Mrs. Jammy Davies presented a summary for the Recharge Program. This program includes alternative classes for high school students that aim at engaging students and helping them recover credits. The program, which involved a strict attendance policy and required students to sign a contract outlining expectations, aimed to increase student engagement and attendance for the thirteen students selected. The program achieved a 100% graduation rate. The students showed significant growth in both academic and personal aspects with many expressing appreciation for the program and its teachers through positive feedback. The program successfully reconnected students with their education and inspired them to pursue further learning opportunities.

Comments and questions followed.

There being no further discussion, Commissioner Simmons adjourned the meeting at 7:52p.m.

Respectfully submitted,

Katlyne Laprise

Katlyne Laprise



PROCEDURES FOR REMOTE PUBLIC COMMENT

Members of the public are invited to comment to the Board on any topic related to school business.

Items requiring consideration by the Board must be approved as an agenda item by a 2/3ds vote of the Board members present. Such items may be referred for further study and not necessarily acted upon at this meeting.

Anyone wishing to address the Board should adhere to the following procedures:

PUBLIC COMMENT

Before a Remote Meeting

1. Send your comments to: KatlyneLaprise@bristolk12.org
2. Be sure to put **PUBLIC COMMENT-SAC** in the subject line.
3. Include your name and address.
4. Direct your comments to the Board Chair.
5. Your comments will be read at the meeting by the Board Chair.
6. All comments should be written in an appropriate manner, particularly if concerning a personnel matter.
7. Any comments not adhering to the guidelines will not be read at the meeting.

During a Remote Meeting

1. Everyone is requested to address the Chair for recognition.
2. Each speaker must state his/her name and address.
3. All speakers must observe rules of common etiquette. Personalities are not to be injected. Anyone violating this rule will be denied the floor. Unless waived by the Chairperson or a majority of the Board,
4. Each speaker shall limit his/her remarks to three (3) minutes.
5. A speaker will not be recognized for a second time on the same topic.
6. Each speaker must concern himself/herself with the topic under discussion. Anyone digressing from the topic will be ruled out of order.
7. Written statements and materials may be made available, in advance of comments, for distribution to Board members.
8. Speakers shall state their positions on the subject being discussed.
9. Board members will not respond directly to comments during the Board meeting. The Superintendent will direct the question to the appropriate staff member for follow-up.

Bristol, Connecticut

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Freshman Academy	College, Career, Social Emotional	9th	.50
Course Description:			
<p>Freshman Academy is an introductory course for ninth-grade students that is designed to support students with the transition from middle school to high school. In this course, students will learn strategies and skills to help them be successful in high school.</p> <p>The Freshman Academy aims to ensure that all students feel connected to the school community, receive academic and social support through a structured approach, and are well-prepared for a successful high school experience. This comprehensive, team-based model allows staff to implement targeted intervention strategies, plan learning experiences, and effectively communicate progress and concerns with students' families.</p>			
Aligned Core Resources:		Connection to the BPS Vision of the Graduate	
<p>Google Platform Chromebooks Naviance 9th Grade Academic Content Curriculum</p>		<p>Aligned with Bristol Public Schools' Vision of the Graduate, this course empowers students to become self-directed learners, critical thinkers, and effective communicators. Freshman Academy emphasizes academic success, social integration, and personal growth.</p> <p>Students will engage in a variety of activities that foster collaboration, resilience, and a sense of belonging, ensuring they are well-prepared to navigate the challenges of high school. By providing targeted academic and social support, the Freshman Academy equips students with the skills and strategies necessary for success, while also encouraging them to take ownership of their learning journey.</p>	
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to Completed Equity Audit	
N/A		Fill out the equity audit linked above and link it here.	

Standard Matrix: Connecticut Comprehensive K-12 School Counseling Standards and Competencies			
Academic Domain			
	Foundations for Success: Building Academic, Executive & Social-Emotional Skills	Understanding Self and Others: Skills for Success	Pathways to Success: Career and Education Exploration
Standard A1: Demonstrate skills for effective learning and achieving school success			
Implement effective organizational study skills and test-taking skills	P		
Use time management skills in addressing school responsibilities	P	P	
Demonstrate how effort and persistence positively affect learning	P	P	
Apply techniques for reducing stress and test anxiety	P	P	
Demonstrate an understanding of graduation requirements	P		
Demonstrate the ability to work cooperatively in a group	P	P	

Review, revise, and update academic, career, and personal goals	P		
Demonstrate the skills of independent research and investigation	P		
Standard A2: Demonstrate ability to plan a challenging program of studies to prepare for various options after graduation.			
Make academic achievement and learning experiences high priorities while developing the ability to balance competing priorities		P	
Use assessment results in educational planning			
Connect future plans to goals and make an informed program of study choices			
Standard A3: Demonstrate an understanding of the habits of mind of an engaged student in relation to all aspects of their lives.			
Demonstrate an understanding of the value of lifelong learning	P		
Use multimodal communication to communicate a coherent message	P		
Seek and undertake experiences within the school and community that enhance coursework and support personal goals	P	P	
Standard A4: Demonstrate the ability to integrate technology to enhance learning and solve problems.			
Identify, evaluate, and utilize technology tools for academic success			
Demonstrate personal responsibility for researching postsecondary schools and careers			P
Standard A5: Demonstrate the ability to use creativity and outside experiences to enrich the learning process			
Participate in extra-curricular and community experiences			
Balance extracurricular commitments with academic responsibilities			
Understand the correlation between school success and the positive transition to community, postsecondary, and career path			P
Standard A6: Demonstrate the ability to set goals based on a reflective evaluation of current performance.			
Apply knowledge of aptitudes and interests to goal-setting		P	
Use problem-solving and decision-making skills to assess progress toward educational goals		P	
Evaluate and reflect on their actions and modify them as necessary		P	
Career Domain			
	Foundations for Success: Building Academic, Executive & Social-Emotional Skills	Understanding Self and Others: Skills for Success	Pathways to Success: Career and Education Exploration
Standard C1: Identify personal values, personality, abilities, and interests about career options and the world of work.			
Identify personal strengths and weaknesses in relationship to postsecondary education and training requirements			P
Demonstrate skills and habits of mind essential for a job interview			

Pursue hobbies, extracurricular activities of interest, and/or experiences within the school, especially those related to career choice			P
Standard C2: Demonstrate the skills and abilities to research, identify career options, and take the necessary steps to obtain a job. Develop a research strategy and the tools to search for and obtain employment.			
Apply decision-making skills to previous career research to set career goals			P
Research postsecondary academic requirements about future career goals for the purpose of academic planning			P
Attend a college and/or career fair to research postsecondary options and requirements			
Develop a 4-year academic plan about future career goals and postsecondary requirements			
Standard C3: Demonstrate effective workplace habits and the ability to transfer employability skills to future career success, and from job to job across the lifespan.			
Organize and prioritize academic courses based on a 4-year academic plan and future career choice			
Develop ongoing time management skills and create a school and work schedule			P
Continue to learn how to effectively create S.M.A.R.T. goals and make improvements or changes as necessary	P		P
Identify steps that need to be taken over the next few years for the transition from high school to postsecondary education			
Standard C4: Demonstrate an understanding of work/life balance and how it impacts quality of life, personal and financial well-being, and lifestyle choices.			
Demonstrate their own financial independence			
Manage a calendar of extracurricular activities, work, school work, etc.			
Participate in job shadows and internship opportunities to explore what fields are of interest			
Standard C5: Identify a plan to make a successful transition from school to postsecondary education and/or the world of work.			
Develop a system for collecting information that will be helpful in writing a resume (i.e., participation in extracurricular, community service activities, awards)			
Create a career plan/goals by selecting a career pathway within a career cluster			P
Attend a college and/or career fair			
Standard C6: Demonstrate an understanding of technology in the workplace.			
Apply knowledge of technology and social media to research and organize career goals			
Social Emotional Domain			
	Foundations for Success: Building Academic, Executive & Social-Emoti	Understanding Self and Others: Skills for Success	Pathways to Success: Career and Education Exploration

	onal Skills		
Standard S/E1: Demonstrate an understanding of how individual actions can impact relationships, and environments, and influence other people.			
Standard S/E6: Demonstrate an understanding of the risks and responsible use of technology.	P	P	
Recognize the impact that change and transition can have on personal development and social interactions	P	P	
Demonstrate effective leadership skills	P		
Demonstrate an understanding of group dynamics and how they influence relationships	P	P	
Standard S/E2: Demonstrate cultural awareness when collaborating with others and taking steps to be inclusive.			
Demonstrate respect for all cultural traditions and heritage			
Analyze the impact of individual similarities and differences on interpersonal relationships			
Demonstrate the ability to take the perspective of others, including those from different backgrounds			
Understand the characteristics of a free and democratic society in relation to acceptance of alternative viewpoints, lifestyles, and choices			
Standard S/E3: Demonstrate the ability to make decisions, think divergently, and take steps to achieve desired outcomes.			
Develop effective coping skills when dealing with difficult decisions	P	P	
Demonstrate effective decision-making skills that lead to positive interpersonal relationships	P	P	
Demonstrate the ability to seek, identify, and evaluate relevant information for aiding in decision-making	P	P	
Demonstrate the ability to put a plan into action when faced with a problem	P	P	
Standard S/E4: Demonstrate an understanding of the relationship between practicing self-care and personal well-being.			
Understand the negative impact unhealthy relationships can have on your well-being		P	
Learn about and apply locus of control to situations that trigger negative emotions		P	
Develop skills to balance and manage life events, personal issues, and school success		P	
Demonstrate an understanding of environmental, societal, and individual stressors		P	
Identify when self or others are struggling with suicidal ideation and who to go to for help		P	
Standard S/E5: Demonstrate understanding and practice of personal safety skills.			
Differentiate between situations requiring peer support and those requiring adult and/or professional assistance			
Apply effective problem-solving and decision-making skills to make safe and		P	

healthy choices in relationships			
Know school referral options for self and others in emotional need and school procedures for responding to harassment		P	
Develop strategies to resist peer pressure from different sources (e.g., friend, family member, classmate, significant other, stranger)		P	
Standard S/E6: Demonstrate an understanding of the risks and responsible use of technology.			
Understand the permanence of their digital identity			

Unit Title:

Foundations for Success Building Academic, Executive, and Social-Emotional Skills

Relevant Standards: Bold indicates priority

See Standards Matrix

Essential Question(s):	Enduring Understanding(s):
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<ol style="list-style-type: none"> How can a positive school climate affect students' success in high school? What should a student expect to learn over a four-year high school experience? How does technology enhance communication in the learning environment? How does technology enhance productivity in the learning environment? How can awareness of one's learning styles positively impact learning? How can knowing my intelligence modality preferences help me become a better learner? Why is metacognition important? When is a GPA significant? How can test anxiety be reduced? How do retrieval cues access long-term memory and bring them to conscious awareness? What learning strategies and tools are available to help students learn? What are good personal goals? What is a SMART goal? 	<ol style="list-style-type: none"> For students to be successful at the high school level, they should understand the rules, policies, and procedures of the school that provide standards for learning, safety, accountability, and a positive school climate. An understanding of the graduation requirements and coursework at the high school level provides students with pertinent information needed to become successful students while in school and after graduation. By using technology in the classroom, students can improve organizational skills, communication, and collaborative skills in the learning environment. By using technology in the classroom, students can improve productivity and enhance personal skills in the learning environment. Identifying and being aware of one's learning styles can help an individual work, learn, and live more efficiently in the classroom. Multiple intelligences suggest that students can improve their learning outcomes by embracing their strengths and preferences for learning. Students maximize their learning potential when they are aware of and understand their own thought processes and how they learn best. GPA is very important because it provides a comprehensive look at your academic strengths and weaknesses and ability to challenge yourself. Test anxiety can interfere with the quality of an individual's performance. Being able to identify and apply strategies to manage test anxiety before and during a stressful test, can greatly reduce symptoms and increase test performance. Retrieval is the process of assessing information stored in long-term memory. Retrieval cues act as the stimuli to assist in memory retrieval. Teaching students how to effectively utilize learning strategies enhances their own study habits. Identifying personal skills, interests, and values helps one to establish good personal goals. Writing personal goals that are specific (significant), measurable (meaningful), attainable (action-oriented), relevant (rewarding), and time-bound (trackable) is essential to achieving personal goals.
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Demonstration of Learning: Pass/Fail	Pacing for Unit
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Students will demonstrate their learning in the unit focused on	14 lessons
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<p>understanding school resources, academic success, and personal development through the following activities:</p> <ol style="list-style-type: none"> 1. School Orientation and Familiarization: <ul style="list-style-type: none"> ○ Students will participate in activities that help them become familiar with school resources, including meeting their school counselor, understanding the school's layout, and learning to use school technology. 2. Policy and Expectation Review: <ul style="list-style-type: none"> ○ Students will explore the student handbook, restate schoolwide and classroom expectations, and reflect on how a positive school climate contributes to success. 3. Academic Planning and Goal Setting: <ul style="list-style-type: none"> ○ Students will create personalized academic plans that include understanding graduation requirements, staying on track for success, setting SMART goals, and incorporating effective time management, study, and test-taking strategies. 4. Peer Learning and Reflection: <ul style="list-style-type: none"> ○ Students will gain insights from former freshmen, write a reflective letter to their future selves outlining their goals and hopes, and identify their strengths and how to apply them to their success. 5. Organization and Self-Management: <ul style="list-style-type: none"> ○ Students will organize classroom binders, identify distractions and strategies to minimize them and develop personal organizational strategies to manage their daily and weekly schedules. <p>These activities will allow students to demonstrate their understanding of the school's resources and expectations, while also setting a strong foundation for their academic and personal success in high school.</p>	
Family Overview (link below)	Integration of Technology:
<p>In this unit, your student will learn essential skills for high school success. We'll cover the school's expectations and policies to ensure they understand the standards for learning and maintaining a positive school climate.</p> <p>Students will be introduced to graduation requirements and the coursework they need to stay on track, helping them plan for both high school and future success. We'll also focus on using technology effectively to improve their organization, communication, and collaboration skills.</p> <p>Understanding their own learning styles and strengths will help students maximize their potential, while we also emphasize the importance of GPA in tracking academic progress. To support their well-being, we'll teach strategies for managing test anxiety and improving study habits through effective memory retrieval techniques. Finally, students will learn to set SMART goals—specific, measurable, attainable, relevant, and time-bound—based on their personal skills, interests, and values. We're excited to support your student's journey and help them thrive in high school.</p>	<p>Naviance and Other Web-Based Programs</p>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
School Wide Expectations	Level ALL Web-Based Program

<p>On Track SMART GOAL Self-Awareness Self-Management Grade Point Average (GPA) Social Awareness Responsible Decision Making</p>	<p>Character Strong Social Emotional Learning- A comprehensive and evidence-based solution to support life-readiness. Be Good People Program The Journey - A "Person-First, Student-Second" High School Freshman Curriculum</p>
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>Connections to all Content-Based Freshman Coursework</p>	<p>Students learn everything they need in the first year of high school. The high school experience is a four-year journey with progressively deeper learning. Students develop skills and knowledge in various areas over time, building on previous learning. Learning styles are fixed and determine how you can learn. While being aware of learning preferences can be helpful, it's more important to adapt to different learning strategies and not limit oneself to a specific style. One-size-fits-all learning strategies work for everyone. Learning strategies vary, and students should try different methods to see what works best for them. Strategies such as spaced repetition, active recall, and summarization cater to different needs.</p>
<p>Connections to Prior Units:</p>	<p>Connections to Future Units:</p>
<p>None</p>	<p>Units 2, 3, and 4 will build off of the foundations of success developed in Unit 1.</p>
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p>	<p>Teacher Actions:</p>
<p>(2.1) (6.1) (8.4) (9.2)</p>	<p>(2.1) Pre-teach essential vocabulary and key concepts related to schoolwide expectations, such as "On Track," "SMART goal," "Self-Awareness," "Self-Management," "Grade Point Average (GPA)," "Social Awareness," and "Responsible Decision-Making." Clarify any misunderstandings and help students connect these terms to their own experiences and prior knowledge.</p> <p>(6.1) Assist students in setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals related to their academic and personal growth. Provide examples to help them craft their own.</p> <p>Schedule regular check-ins to discuss students' progress toward their goals, adjusting as necessary based on their experiences and feedback.</p> <p>Encourage students to set goals that align with their personal interests and future aspirations, making the goals more relevant and motivating.</p> <p>(8.4) Design activities that require students to work together, emphasizing teamwork and mutual respect. Group students in different combinations to build connections.</p> <p>Acknowledge and celebrate the diverse backgrounds and perspectives of students, incorporating these into classroom discussions and activities.</p> <p>Collaboratively develop a set of classroom norms and expectations that promote inclusivity, respect, and a sense of belonging for all students.</p> <p>(9.2) Regularly include activities that prompt students to reflect on their own learning, behavior, and interactions with others.</p> <p>Integrate lessons on self-awareness, social awareness, and empathy into the curriculum, using role-playing or case studies to explore these concepts.</p> <p>Create a safe space for students to discuss their thoughts, feelings, and perspectives on various topics, fostering understanding and empathy</p>

		among classmates.	
Supporting Multilingual/English Learners		Related CELP standards:	
See examples listed below:		ML Learning Targets:	
Lesson 1 Classroom Introductions Expectations, School Introduction	<i>I can become familiar with my school counselor and understand how they can support me.</i>	<p>What would the learning targets for ML students look like for this unit? If a student is...</p> <p>Level 1 - I can use simple phrases to describe what the school counselor does and how they can support me with school or personal issues. Level 2 - I can describe in detail the various ways the school counselor can assist me, including academic guidance, emotional support, and future planning, and explain how to access their services. Level 3- I can explain in complete sentences how the school counselor can help with different types of problems, like academic or personal support, and how to make an appointment. Level 4- I can describe in detail the various ways the school counselor can assist me, including academic guidance, emotional support, and future planning, and explain how to access their services. Level 5- I can articulate clearly how the school counselor provides support in various areas such as academic planning, personal challenges, and career advice, and demonstrate how I can effectively utilize their services throughout the school year.</p>	
Lesson 5 Creating a classroom binder	<i>I can create an organized classroom binder that I will utilize throughout the year to effectively manage classroom materials and information.</i>	<p>Level 1 - I can follow simple instructions to set up a binder with basic sections for important classroom materials, such as papers and notes. Level 2 - I can use basic phrases and labels to create and organize sections in my binder for classroom materials, including lesson plans and student information. Level 3- I can use a variety of sentences and more specific vocabulary to explain concepts, ask and answer questions, and participate in class activities with increasing confidence. Level 4- I can use clear and detailed descriptions to create a well-organized binder with sections for lesson plans, student information, and communication logs, and explain how each section helps me manage my classroom materials. Level 5- I can design a sophisticated binder structure with clearly defined sections and labels for various classroom materials, and demonstrate how I will use it throughout the year to keep track of and manage information effectively.</p>	
Sequence	Learning Target(s)	Success Criteria/Assessment	Resources
Lesson 1 Classroom Introductions Expectations, School Introduction	<p><i>I can become familiar with my school counselor and understand how they can support me.</i></p> <p><i>I can understand how a positive school climate affects student success by exploring the school's student handbook, including those policies and regulations that are specifically related to attendance, academic standing, and conduct.</i></p> <p><i>I can accurately restate both schoolwide and classroom expectations.</i></p> <p><i>I understand the layout of the school and how to use the school's technology.</i></p>	<p><i>I can identify who the school counselor is and describe their role within the school.</i></p> <p><i>I can explain at least three different ways the school counselor can support me, such as academic advice, personal counseling, and career planning.</i></p> <p><i>I can outline how to make an appointment with the school counselor and what to expect during a meeting.</i></p> <p><i>I can describe specific ways in which a positive school climate supports student success and well-being.</i></p> <p><i>I can locate and describe the key policies in the student handbook related to attendance, academic standing, and conduct.</i></p> <p><i>I can demonstrate understanding by restating both schoolwide and classroom expectations clearly and accurately in various situations.</i></p> <p>Assessment: Exit ticket, check for understanding</p>	Student Handbook
Lesson 2 What does it	<i>I can explore the purpose of high school and understand the current graduation</i>	<i>I can list the specific graduation requirements for attendance, content credits, and state</i>	n/a

mean to be "on track"?	requirements for attendance, content credits, and State assessments I can identify on-track criteria, the reason for staying on-track, and short and long-term on-track goals	assessments. I can set realistic short-term goals to help me stay on track and outline long-term goals related to my high school completion and future plans. I can monitor my progress toward meeting graduation requirements and make adjustments to my goals as needed. Assessment: Goal sheet	
Lesson 3 Creating an Academic Success Plan	I can identify the steps I need to take to be academically successful and create a plan for myself I can utilize a variety of learning strategies in multiple content areas to maximize my learning.	I can create a detailed plan that outlines the steps I will take to achieve my academic goals, including deadlines and milestones. I can regularly review and adjust my plan as needed to stay on track with my academic progress. Assessment: Completed Academic Plan	n/a
Lesson 4 Guest speaker-Former Freshmen	I can gain usable knowledge from former freshmen on how to have a successful Freshman year.	I can explain how specific strategies or tips from former freshmen can be applied to my own experience. Assessment: Self-Reflection Exit ticket to check for understanding	Former Freshman Student
Lesson 5 Creating a classroom binder	I can create an organized classroom binder that I will utilize throughout the year to effectively manage classroom materials and information.	I can create a binder with different sections to keep important classroom materials organized, like lesson plans, student information, and communication logs. I can demonstrate how I will use the binder throughout the year to keep track of important information and stay organized.	n/a
Lesson 6 Letter to self	I can write a letter to myself, outlining my hopes and goals for my Freshman year.	I can clearly express my hopes and aspirations for my freshman year in the letter.	n/a
Lesson 7 My Strengths	I can identify at least 3 strengths that I have and apply them to success in my Freshman year.	I can provide specific examples of how I will use these strengths in different aspects of my high school experience, such as in classes, extracurricular activities, or social situations.	n/a
Lesson 8 Ignoring Distractions	I can identify what distractions I struggle with and identify strategies that help minimize distractions.	I can list specific distractions that affect my focus and productivity, both in and out of the classroom. I can explain how these distractions impact my academic performance and overall success. I can research and identify effective strategies to reduce or eliminate these distractions. I can create a personalized plan to implement these strategies in my daily routine. I can regularly assess the effectiveness of these strategies and adjust them as needed to stay focused and on track. Assessment: Check for understanding	n/a
Lesson 9 Organizational skills	I can identify organizational strategies that work for me and incorporate them into my daily/weekly schedule.	I can explore and list different organizational strategies, such as using planners, to-do lists, or digital tools. I can determine which strategies best help me manage my time, tasks, and responsibilities effectively. I can reflect on how using these strategies helps me stay organized and achieve my goals.	n/a

		Assessment: Exit ticket to check for understanding	
Lesson 10 SMART goal setting	I can create long and short-term SMART goals for academic success.	I can create at least one short-term SMART goal that I can achieve in the near future to improve my academic performance. I can review and adjust my goals regularly to ensure they remain relevant and achievable as I progress through the school year.	n/a
Lesson 11 Time Management	I can learn and apply time management strategies to support my academic success.	I can identify various time management strategies, such as prioritizing tasks, creating schedules, and breaking down assignments into manageable steps. I can monitor my use of time management strategies and adjust them as needed to stay on track with my academic goals. I can reflect on how effective time management positively impacts my academic performance and overall stress levels. Assessment: Exit ticket, check for understanding	n/a
Lesson 12 Learning styles	I can identify my specific learning style, and how it relates to my academic progress and make necessary changes to see academic success.	I can accurately identify my preferred learning style (visual, auditory, kinesthetic, etc.) through reflection and assessment tools. Assessment: Exit ticket, check for understanding	Learning Style Inventory
Lesson 13 Test-taking skills	I can identify test-taking skills to help me when taking exams.	I can identify and practice techniques to reduce test anxiety, such as deep breathing, positive visualization, and mindfulness. I can create a pre-exam routine that includes relaxation strategies to help me enter the exam with a calm and focused mindset. Assessment: Exit ticket, check for understanding	n/a
Lesson 14 Study skills	I can identify and employ study strategies to help prepare me to take exams.	I can create a study schedule that incorporates multiple study strategies, ensuring consistent and balanced preparation over time. I can use practice tests and flashcards to reinforce my understanding and retention of key concepts. Assessment: Exit ticket, check for understanding	n/a

Unit Title:	
Understanding Self and Others: Skills for Success	
Relevant Standards: Bold indicates priority	
See standards matrix	
Essential Question(s):	Enduring Understanding(s):
<ol style="list-style-type: none"> 1. <i>How can I effectively communicate with teachers and staff to support my academic success?</i> 2. <i>What constitutes a professional and appropriate email, and why is it important in academic and professional settings?</i> 3. <i>How can I distinguish between teasing and bullying, and what strategies can I use to handle these situations effectively?</i> 4. <i>What are effective strategies for regulating my emotions, and how do they impact my relationships and decision-making?</i> 5. <i>How can I identify the characteristics of healthy versus unhealthy peer relationships?</i> 6. <i>How can understanding my personality profile help me identify my unique strengths and characteristics?</i> 7. <i>What note-taking strategies can enhance my learning, and how can they be applied across different subjects?</i> 8. <i>What does self-efficacy mean, and how does it influence my approach to schoolwork and personal challenges?</i> 9. <i>What strategies can I use to effectively solve problems and resolve conflicts with peers?</i> 10. <i>How can collaborative skills contribute to successful teamwork?</i> 11. <i>What are the consequences of my digital communications, and how can I use social media responsibly?</i> 12. <i>What does it mean to take accountability and responsibility for my actions and academic progress?</i> 13. <i>How can reflecting on my performance help me identify areas for improvement and plan for continued success?</i> 14. <i>What strategies can I use to reduce stress and maintain mental health and strength?</i> 15. <i>How do societal pressures affect my academic and personal life, and how can I navigate them effectively?</i> 16. <i>How can I develop, refine, and deliver a speech that effectively communicates my ideas to an audience?</i> 17. <i>Why does appearance matter, and how can I make a positive impression?</i> 	<ol style="list-style-type: none"> 1. <i>Clear, respectful, and professional communication is essential for building positive relationships with teachers, staff, and peers, and for academic and personal success.</i> 2. <i>Understanding and managing emotions, recognizing healthy and unhealthy relationships, and handling social conflicts are key to personal growth and well-being.</i> 3. <i>Self-awareness, including understanding one's personality and strengths, is crucial for personal development, effective learning, and setting realistic goals.</i> 4. <i>Effective problem-solving and conflict-resolution skills are vital for navigating challenges and working collaboratively in various contexts.</i> 5. <i>Responsible use of digital platforms and social media is important for maintaining a positive online presence and avoiding negative consequences.</i> 6. <i>Taking accountability for one's actions and reflecting on past performance is critical for continuous improvement and achieving long-term success.</i> 7. <i>Developing strategies to manage stress and maintain mental health is essential for sustaining well-being and academic performance.</i> 8. <i>Preparing and delivering a well-organized speech and understanding the importance of appearance contribute to effective communication and making a positive impact on others.</i>
Demonstration of Learning:	Pacing for Unit
<p>Students will demonstrate their learning in the "Understanding Self and Others: Skills for Success" unit by:</p> <ol style="list-style-type: none"> 1. Creating a Portfolio: Compiling reflections, projects, and examples of their work related to communication, emotional regulation, conflict resolution, and more. 2. Delivering a Presentation: Developing and presenting a speech to showcase their public speaking and personal growth. 3. Engaging in Discussions and Role-Playing: Participating in discussions, feedback sessions, and role-playing activities to apply their learning in real-life scenarios. 4. Developing Campaigns or Projects: Creating campaigns or projects that reflect their understanding of digital responsibility, self-efficacy, and study strategies. 	23 lessons
Family Overview	Integration of Technology:

<p>In this unit, your students will explore important life skills that will help them succeed both in and out of school. They will learn how to communicate effectively with teachers and staff to support their academic success and understand what makes a professional email appropriate in school and future work environments.</p> <p>Your students will learn how to manage their emotions, build healthy peer relationships, and identify their personal strengths through understanding their unique personality traits.</p> <p>Additionally, they will practice note-taking strategies to enhance learning across subjects, explore how self-efficacy (confidence in their abilities) impacts their schoolwork and personal challenges, and develop conflict resolution and teamwork skills.</p> <p>The unit will also cover the impact of digital communications, responsible social media use, and taking accountability for academic progress. Through self-reflection, stress management techniques, and discussions on navigating societal pressures, your student will build the skills to stay mentally strong and balanced. Finally, they will practice creating and delivering speeches, helping them develop confidence in their public speaking abilities.</p>	<p>n/a</p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>Effective Communication Professionalism Teasing/Bullying Emotional Regulation Healthy Relationships Unhealthy Relationships Personality Profile Note-Taking Strategies Self-Efficacy Conflict Resolution Collaboration Digital Responsibility Accountability Self-Reflection Stress Management Societal Pressures SMART Goals</p>	<p>Level ALL Web-Based Program Character Strong - A comprehensive and evidence-based solution to support life-readiness. Be Good People Program The Journey - A "Person-First, Student-Second" High School Freshman Curriculum</p>
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>Connections to all Content-Based Freshman Coursework</p>	<p>Managing emotions is only important in personal situations, not in academics. Emotion regulation is important in all aspects of life, including academics. It affects decision-making, relationships, and overall well-being, helping students manage stress and stay focused on their goals.</p> <p>Conflicts should be avoided at all costs. Conflict is a natural part of life, and learning effective strategies for problem-solving and conflict resolution is important for personal and social growth. Avoiding conflicts can sometimes lead to bigger issues later.</p> <p>Public speaking skills are only important for speeches or presentations. Effective communication is essential in many areas of life, from job interviews to everyday conversations. Learning how to deliver a speech helps students improve overall communication skills.</p> <p>Stress is unavoidable, and there's no way to reduce it. While stress is a normal part of life, there are effective strategies to manage it, such as mindfulness, time management, and healthy lifestyle choices. Learning how to handle stress positively is key to maintaining mental health and academic performance.</p>

Connections to Prior Units:		Connections to Future Units:	
This unit will build off of the Foundations for Success and incorporate more social-emotional skills necessary for academic success.		This unit will link to the final unit by building on the foundational and social-emotional skills necessary for success, preparing students to plan for ongoing achievement in both academic and career paths.	
Differentiation through Universal Design for Learning			
UDL Indicator		Teacher Actions:	
7.1 Optimize individual choice and autonomy: 8.4 Increase mastery-oriented feedback: 8.3 Foster collaboration and community: 5.2 Use multiple tools for construction and composition: 6.3 Facilitate managing information and resources: 6.2 Support planning and strategy development:		<ul style="list-style-type: none"> Allow students to choose topics for personalized academic planning, goals, and reflective activities. (7.1) Provide feedback on emotional regulation, communication strategies, and organizational skills to help students reflect on their progress. (8.4) Encourage peer learning through group discussions, reflection, and problem-solving activities. (8.3) Encourage the use of different tools for organizing thoughts, such as digital note-taking apps or graphic organizers. (5.2) Teach students how to organize materials and information, particularly in goal-setting, scheduling, and reflection activities. (6.3) Guide students in developing problem-solving and decision-making strategies. (6.2) 	
Supporting Multilingual/English Learners See examples for lessons listed below:		Related CELP standards:	
		ML Learning Targets:	
Lesson 1 Overcoming Obstacles	I can understand the concept of a growth mindset and use it to overcome challenges by applying strategies to turn obstacles into opportunities for personal and academic growth.	Level 1 - I can understand basic phrases about growth mindset and how to handle challenges Level 2 - I can describe basic ways to use growth mindset strategies to overcome obstacles Level 3 - I can explain how a growth mindset helps with challenges and describe strategies to turn obstacles into opportunities. Level 4 - I can analyze my own challenges and use growth mindset strategies to turn obstacles into opportunities for growth. Level 5 - I can reflect on a personal challenge, reframe it as an opportunity for growth, and describe what I learned from the experience.	
Lesson 5 Healthy vs. Unhealthy Peer Relationships	I can identify the difference between healthy and unhealthy peer relationships.	Level 1 - I can identify simple words related to healthy and unhealthy relationships. Level 2 - I can describe the basic features of healthy and unhealthy relationships. Level 3 - I can explain the differences between healthy and unhealthy relationships and discuss their effects. Level 4 - I can analyze my peer relationships and use criteria to identify and build healthy ones. Level 5 - I can describe how to build and maintain healthy relationships while addressing unhealthy ones.	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1 Overcoming Obstacles	I can understand the concept of a growth mindset and use it to overcome challenges by applying strategies to turn obstacles into opportunities for personal and academic growth.	I can reflect on a personal challenge, reframe it as an opportunity for growth, and describe what I learned from the experience. I can use strategies such as positive self-talk, goal-setting, and persistence when facing future challenges.	n/a
Lesson 2 Communication	I can effectively communicate with teachers and staff.	I can draft a professional and appropriate email to a teacher.	n/a

Lesson 3 Responding to Teasing or Bullying	<i>I can identify the difference between teasing and bullying and utilize learned strategies on how to effectively handle those situations.</i>	<i>I can apply strategies learned to handle teasing or bullying situations effectively.</i> <i>I can explain how to seek help or support if needed.</i>	n/a
Lesson 4 Self-Regulation	<i>I can identify and utilize effective strategies to regulate my emotions.</i>	<i>I can identify and describe effective strategies for regulating my emotions.</i> <i>I can apply these strategies to manage my emotions in challenging situations.</i>	n/a
Lesson 5 Healthy peer relationships	<i>I can identify the difference between healthy and unhealthy peer relationships.</i>	<i>I can identify the characteristics of healthy peer relationships.</i> <i>I can recognize signs of unhealthy relationships.</i> <i>I can describe how to build and maintain healthy relationships while addressing unhealthy ones.</i>	n/a
Lesson 6 Guest Speak- Bristol Youth Services	<i>I can understand the resources and support available through Bristol Youth Services and how they can help me with personal and academic challenges.</i>	<i>I can ask relevant questions to the guest speaker to gain a deeper understanding of how their services can benefit me.</i>	n/a
Lesson 7 Personality profile	<i>I can use my personality profile results to identify my unique characteristics and strengths.</i>	<i>I can identify my strengths based on my personality profile.</i> <i>I can apply my strengths to academic and personal situations</i>	n/a
Lesson 8 Note-taking	<i>I can learn note-taking strategies and apply them to my learning in academic classes.</i>	<i>I can list and describe effective note-taking strategies.</i> <i>I can apply these strategies to take organized and useful notes in my academic classes.</i>	n/a
Lesson 9 Problem-solving	<i>I can identify strategies to effectively solve problems.</i>	<i>I can identify different problem-solving strategies.</i> <i>I can apply these strategies to solve problems effectively.</i> <i>I can evaluate the effectiveness of the strategies used in various situations.</i>	n/a
Lesson 10 Self-efficacy	<i>I understand the meaning of self-efficacy and how it applies to school work.</i>	<i>I can explain what self-efficacy means and how it influences my approach to schoolwork.</i> <i>I can use strategies to build and maintain self-efficacy in my academic and personal tasks.</i>	n/a
Lesson 11 Conflict resolution	<i>I can identify and use strategies to resolve conflict with peers.</i>	<i>I can identify effective strategies for resolving conflicts with peers.</i> <i>I can apply these strategies to address and resolve conflicts in a constructive manner.</i>	n/a
Lesson 12 Your Digital Footprint	<i>I am aware of the impact and consequences of my digital communications on social media and can identify responsible use of social media apps.</i>	<i>I can describe the potential impact and consequences of my digital communications.</i> <i>I can evaluate my digital communication habits and make improvements as needed.</i>	n/a
Lesson 13 Accountability/Responsibility	<i>I can identify what it means to take accountability and responsibility for my actions and my academic success/progress.</i>	<i>I can explain what it means to take accountability and responsibility for my actions.</i> <i>I can identify how taking responsibility affects my academic success and progress.</i>	n/a
Lesson 14 Teamwork & Collaboration	<i>I can identify and use collaborative skills to work in a team.</i>	<i>I can identify key collaborative skills needed for effective teamwork.</i> <i>I can reflect on my role in the group and the overall effectiveness of our collaboration.</i>	n/a

Lesson 15 Stress Management	<i>I can identify strategies that reduce stress</i>	<i>I can identify and describe strategies to reduce stress. I can apply these strategies to manage stress effectively.</i>	n/a
Lesson 16 Semester 1 reflection	<i>I can reflect on my performance during Semester 1, identify areas for improvement, and plan for continued success in Semester 2.</i>	<i>I can set goals and develop a plan for continued success in Semester 2. I can outline steps to address areas of improvement and track my progress.</i>	n/a
Lesson 17 Exam Prep	<i>I can utilize my study skills to prepare for exams.</i>	<i>I can identify effective study skills and techniques. I can apply these skills to prepare for exams effectively. I can evaluate my preparation process and make adjustments as needed.</i>	n/a
Lesson 18 Mental Health Wellbeing	<i>I can identify strategies to keep myself mentally healthy & strong.</i>	<i>I can reflect on how maintaining mental health contributes to my overall success.</i>	n/a
Lesson 19 Current societal pressures	<i>I am aware of current societal pressures and how they impact my academic and personal life & decisions.</i>	<i>I can identify current societal pressures and their impact on my academic and personal life. I can describe how these pressures influence my decisions and actions. I can develop strategies to navigate and manage societal pressures effectively.</i>	n/a
Lesson 20 "Coffee House" speech (potential for group work)	<i>I can develop a plan for my "Coffee House" speech.</i>	<i>I can develop a detailed plan for my "Coffee House" speech, including key points and structure. I can refine and continue to develop my speech plan based on feedback and practice. I can effectively deliver my "Coffee House" speech to my classmates.</i>	n/a
Lesson 21 "Coffee House" speech	<i>I can continue to develop a plan for my "Coffee House" speech.</i>	<i>I can refine and continue to develop my speech plan based on feedback and practice.</i>	n/a
Lesson 22 Coffee House Presentations	<i>I can deliver my "Coffee House" speech to my classmates.</i>	<i>I can effectively deliver my "Coffee House" speech to my classmates.</i>	n/a
Lesson 23 Appearance	<i>I can state why appearance matters and identify ways I can make a good impression.</i>	<i>I can explain why appearance matters in making a good impression. I can identify ways to present myself positively and professionally.</i>	n/a

Unit Title:	
Pathways to Success: Career and Education Exploration	
Relevant Standards: Bold indicates priority	
See standards matrix	
	Enduring Understanding(s):
<ol style="list-style-type: none"> What skills are required for my interests and goals? What inherent aptitudes or values might be required to meet specific options? Why is it important to be involved in volunteer, extracurricular, or athletic activities during high school? What institutions offer the training and preparation for one's post-secondary options? What academic requirements are needed to attain one's post-secondary goals? What financial costs and supports might be associated with 	<ol style="list-style-type: none"> High School exposes students to the necessary college, career, civil service, and job-ready skills needed upon graduation based on personal interests and goals. Being realistic about one's goals begins with recognizing one's possession of the general aptitudes required for such a goal. Volunteer work, participation in extracurricular activities, and/or participation in athletics can enhance the high school experience through healthy interpersonal relationships, develop a sense of belonging in the school

<p>specific options?</p> <p>7. What transferable career skills are needed to be a successful employee?</p>	<p>community, and may improve opportunities for postsecondary options.</p> <p>4. Understanding that all post-secondary options are different and that one needs to explore all options before choosing training and preparation for their goals.</p> <p>5. Awareness of requirements for postsecondary options in advance supports one's ability to make decisions to successfully meet those requirements.</p> <p>6. Understanding the financial costs and supports associated with one's goals helps one measure the realistic attainability of those goals</p>
<p>Demonstration of Learning:</p>	<p>Pacing for Unit</p>
<p>Identify and Evaluate Skills for Personal Goals: Students will research and analyze the skills required for their career or educational interests and set personal development goals based on their findings.</p> <p>Reflect on Personal Aptitudes and Values: Students will assess their inherent aptitudes, values, and strengths to determine which post-secondary or career options align with their attributes.</p> <p>Create a Plan for Extracurricular Involvement: Students will outline how they plan to engage in volunteer, extracurricular, or athletic activities and explain how these contribute to their high school experience and postsecondary opportunities.</p> <p>Research Post-Secondary Institutions: Students will investigate and compare different post-secondary institutions or training programs that align with their career aspirations, documenting the options and pathways available.</p> <p>Develop an Academic Pathway: Students will create an academic plan that identifies the coursework and academic achievements necessary to meet their post-secondary goals, including GPA targets and key milestones.</p> <p>Evaluate Financial Planning for Post-Secondary Education: Students will calculate the potential financial costs of their post-secondary options and explore financial aid, scholarships, or other supports available to them.</p> <p>Demonstrate Career Readiness: Students will identify transferable career skills such as teamwork, problem-solving, communication, and time management, and showcase how they are applying these skills in current academic or extracurricular settings.</p>	<p>8 lessons</p>
<p>Family Overview (link below)</p>	<p>Integration of Technology:</p>
<p>In this unit, students will explore their interests and goals, learning what skills and strengths they need to achieve them. They will also look into different post-secondary options, like college or career training, and learn how to plan for the academic and financial requirements. Additionally, students will understand the value of participating in extracurricular activities and develop important career skills that will help them succeed in the future.</p>	<p>N/A</p>
<p>Unit-specific Vocabulary:</p>	<p>Aligned Unit Materials, Resources, and Technology (beyond core resources):</p>
<p>Post-secondary options Aptitudes Values Extracurricular activities Career readiness. Academic requirements Transferable skills Financial aid Scholarships GPA (Grade Point Average) Volunteer work</p>	<p>Level ALL Web-Based Program Character Strong -A comprehensive and evidence-based solution to support life-readiness. Be Good People Program The Journey - A "Person-First, Student-Second" High School Freshman Curriculum</p>
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<p>Connections to all Content-Based Freshman Coursework</p>	<p>"Post-secondary options only mean college."</p>

Some may assume the focus is solely on preparing for college, when in fact the unit emphasizes a variety of post-secondary options such as vocational training, apprenticeships, military service, or entering the workforce directly.

"Everyone has the same financial support options."
Some might believe that financial aid, scholarships, and grants are universally accessible in the same way for all students, overlooking the differences in financial support based on individual circumstances and the need for careful financial planning.

"Academic success is the only important factor for the future."
A common misconception might be that only grades and test scores matter for post-secondary options. This unit focuses on a well-rounded approach that includes self-awareness, and involvement in activities outside of academics.

Connections to Prior Units:

Connections to Future Units:

This unit connects to the prior units, "Foundations for Success: Building Academic, Executive & Social-Emotional Skills" and "Understanding Self and Others: Skills for Success," in several meaningful ways:

- 1. Building on Academic Skills:** The previous unit on academic skills lays the groundwork for students to set realistic goals for their post-secondary paths. They will apply time management, organization, and study habits learned earlier to meet the academic requirements for college or career training in this unit.
- 2. Strengthening Executive Functioning:** Executive skills like goal setting, decision-making, and problem-solving developed in earlier units will help students navigate the complex process of selecting post-secondary options and understanding financial requirements. They will use these skills to create concrete plans for their future.
- 3. Enhancing Self-Awareness:** In the "Understanding Self and Others" unit, students explored their personalities, strengths, and emotional intelligence. This self-awareness is critical as they assess their aptitudes, values, and interests, connecting them to potential career paths or post-secondary opportunities.
- 4. Applying Social-Emotional Skills:** Social-emotional skills such as resilience, communication, and relationship-building, developed in earlier units, will be applied as students explore the importance of extracurricular and volunteer activities. These skills also help them prepare for teamwork and collaboration in their future careers.
- 5. Goal Setting and Self-Efficacy:** The foundation of goal setting from prior units aligns directly with this unit's focus on creating actionable plans for academic and career success. Students will build on their understanding of self-efficacy, believing in their ability to achieve post-secondary goals.

N/A

Differentiation through Universal Design for Learning

UDL Indicator

Teacher Actions:

2.5
9.1
4.2
3.3
7.1

Allow students to choose career or educational interests that align with their personal preferences and motivations. Offer real-world connections through guest speakers, job shadowing, or virtual career exploration tools. **(2.5)**
Engage students by providing opportunities for personal reflection in varied formats, such as journaling, group discussions, or creative projects that help them explore their values and aptitudes. **(9.1)**
Let students create comparison charts, video presentations, or reports to document their research, allowing for various forms of output that suit their strengths. **(4.2)**
Provide templates, guides, and tools in different formats (e.g., digital planners, written documents, flowcharts) that allow students to visualize their academic progress. **(3.3)**

		Engage students by giving them choices in how they demonstrate career readiness, whether through internships, project-based learning, or simulations of workplace scenarios. (7.1)	
Supporting Multilingual/English Learners See examples for lessons listed below:		Related CELP standards:	
		ML Learning Targets:	
Lesson 2: Post-secondary pathways-All options	I can explain at least three different post-secondary pathways and describe the key characteristics of each.	Level 1 - I can name at least one post-secondary pathway (e.g., "college") and say or write one thing about it with help from pictures or word banks. Level 2 - I can say or write two or three sentences about a post-secondary option like college or a job with help from word banks or sentence frames. Level 3 - I can explain one or two post-secondary pathways by speaking or writing several sentences, using examples and some academic vocabulary like "career" or "vocational training." Level 4 - I can participate in discussions about different post-secondary pathways, sharing my thoughts and using academic vocabulary to explain the characteristics of each. Level 5 - I can confidently participate in class discussions about post-secondary pathways, offering detailed explanations and engaging with peers using advanced academic language.	
Lesson 5 Letter to self Reveal-EOY reflections	I can reflect on my accomplishments and challenges during my Freshman year and identify points of improvement for next year.	Level 1 - I can respond to questions about my Freshman year by pointing to pictures or answering yes/no questions. Level 2 - I can answer simple questions about my Freshman year and my plans for next year by giving one or two-word answers or short sentences. Level 3 - I can participate in conversations about my Freshman year, giving more than one-sentence answers to explain my achievements and struggles. Level 4 - I can reflect on my Freshman year in a conversation or writing assignment, clearly explaining my accomplishments and challenges and linking them to future goals. Level 5 - I can conduct a thoughtful reflection on my Freshman year in a formal conversation or essay, providing thorough explanations of my achievements, challenges, and specific steps for improvement.	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Lesson 1: Post-secondary pathways-All options	I can explain at least three different post-secondary pathways and describe the key characteristics of each.	I can explain at least three different post-secondary pathways and describe the key characteristics of each.	n/a
Lesson 2: Career Exploration	I can identify and explore at least 3 careers that align with my interests, strengths, and values	I can research and describe the responsibilities and required skills for at least 3 careers that interest me. I can explain how my interests and values connect to the careers I have chosen.	n/a
Lesson 3: Financial Literacy	I can evaluate the financial costs associated with my post-secondary options and explore financial aid, scholarships, and budgeting strategies to support my future goals.	I can explain the importance of financial literacy in managing future educational and career-related expenses, including how to avoid debt and make informed financial decisions.	n/a
Lesson 4: How to be a good employee	I can identify the qualities and behaviors that make someone a good employee and explain why they are important in the workplace.	I can list at least five important qualities of a good employee, such as reliability, teamwork, communication, problem-solving, and adaptability. I can assess my strengths and areas for improvement in relation to these qualities and identify steps to develop the behaviors of a good employee.	n/a
Lesson 5: Letter to self	I can reflect on my accomplishments and challenges during my Freshman year and identify points of	I can reflect on at least two challenges I faced during my Freshman year, detailing how I	n/a

Reveal-EOY reflections	improvement for next year.	<p>handled them and what I learned from the experience.</p> <p>I can recognize and articulate at least two areas where I need improvement, explaining why they are important for my success moving forward.</p> <p>Assessment: EOY questionnaire</p>	
Lesson 6 What to expect in Sophomore year?	I can understand what to expect in my Sophomore year and prepare for the academic, social, and extracurricular opportunities ahead.	<p>I can set at least two personal goals for my Sophomore year that align with my academic, social, or extracurricular expectations, and outline steps to achieve them.</p> <p>Assessment: Exit ticket, check for understanding</p>	n/a
Lesson 7 School Counselor Meet & Greet	I can engage with my school counselor to learn about the resources, support services, and guidance available to help me succeed in my Sophomore year.	I can introduce myself to my school counselor, ask relevant questions, and build a connection for future support throughout my Sophomore year.	n/a
Lesson 8 Final exam prep	I can utilize the study and test-taking skills that I have learned and apply them effectively to my final exam prep.	I can create a detailed study plan for my final exams, incorporating a schedule that allows time for reviewing each subject, using strategies such as breaking content into manageable sections. I can apply at least two active study techniques, such as summarizing notes, using flashcards, practicing with sample questions, or teaching the material to someone else.	n/a