

# Building Bridges Year One Curriculum



**Grade Level(s): 9 & 10**

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**Course Description:** Building Bridges is a one-credit, elective course designed for Freshmen and Sophomores with individualized education plans to learn study skills, time management, test taking skills, and transition skills. The class would take the place of an academic lab and students would receive one credit for the year-long course. The course would have an opening lesson in which students would receive direct instruction on a skill to practice and then time in class to work on that skill using their own assignments from other content area classes or an assignment that has been made specifically for the course. The course is meant to bridge the gap between middle school and high school for students identified through special education, and to teach them skills to help bridge the gap between high school and post-secondary planning.

**Year At A Glance**

<b>Unit Title</b>	<b>Overarching Essential Question</b>	<b>Overarching Enduring Understanding</b>	<b><u>Vision of A Learner “I Can” Statements</u></b>
<a href="#">Self-Determination</a>	What role do I play in defining my future?	Self Determination is a combination of attitudes and abilities that lead people to set goals for themselves and to take initiative to reach those goals. It means making your own choices, learning effectively to solve problems, and taking control and responsibility for one’s life.	TCC1 (9-12); TCC3 (9-12); CCE1 (9-12); TI3 (9-12); TI4 (9-12); AA1 (9-12)
<a href="#">Executive Functioning</a>	How can I align my own strengths and weaknesses to a career or post-secondary path?	College and Career Planning is a lifelong process that is unique to each individual based on their interests, strengths and future aspirations in alignment with your own strengths and weaknesses	AA2 (9 -12); TCC4 (9 -12); TCC3 (9-12); TCC2 (9-12); TI1 (9-12)
<a href="#">Goal Setting</a>	How can I make short term success that will help me achieve my long term goals?	Success in long term goals is established through short term successes	TI4 (9 -12); P3 (9 -12); AA3 (9-12); AA4 (9-12); P1 (9-12)
<a href="#">Life Planning</a>	What is a cover letter and a resume, and how can I showcase myself in writing?	Interview skills are essential to learning about yourself and your own communication style.	P3 (9-12); AA4 (9-12); AA2 (9-12); TI2 (9-12); CCE2 (9-12)



## Unit 1 - Self-Determination

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

#### Connecticut School Counseling Framework Guide

Standard A-3 (9-10) : Demonstrate an understanding of the value of life-long learning

Standard A-1 (9-10) : Use time management skills in addressing school responsibilities

Standard A- 6 (9-10) : Use problem solving and decision making skills to assess progress toward educational goals

Standard A- 1 (9-10) : Demonstrate the ability to work cooperatively in a group

Standard C - 3 (9-10): Develop ongoing time management skills and create a school and work schedule

Standard S/E 3 (9- 10): Demonstrate effective decision making skills that lead to positive interpersonal relationships

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- TCC1 (9-12) I can ask purposeful insightful questions to find a variety of innovative solutions
- TCC3 (9-12) I can integrate relevant information to produce multiple valid solutions
- CCE1 (9-12) Engage others in meaningful conversations while respecting multiple perspectives
- TI3 (9-12) I can formulate and investigate probing questions to further my learning
- TI4 (9-12) I can apply my strengths and anticipate challenges to reach my current and future goals
- AA1 (9-12) I can evaluate different approaches and justify the best pathway to success

**Understandings:** Students will understand that...

- Self Advocacy is understanding one's own strengths and weaknesses and the skills to find the appropriate resources when necessary in order to achieve the desired outcomes
- Self Determination is a combination of attitudes and abilities that lead people to set goals for themselves and to take initiative to reach those goals. It means making your own choices, learning effectively to solve problems, and taking control and responsibility for one's life.
- Developing effective executive functioning strategies and skills

**Essential Questions:**

- How does one's choice affect their life?
- What role do I play in defining my future?
- What is personal responsibility and why is it important to practice?
- How do I best plan and prioritize tasks in order to benefit my own personality and learning style?
- What rights do I have under IDEA and how do those transfer to career and college readiness?
- How can I balance my school, work and home life through

<p>enable us to plan, focus attention, remember and juggle multiple tasks and allows us to create a successful balance academically and personally.</p>	<p>planning, prioritizing and executive functioning skills?</p>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>● The difference between an IEP and 504 under IDEA</li> <li>● How to read and understand their own IEP</li> <li>● How to use their resources to appropriately advocate for themselves</li> <li>● Different executive functioning strategies to assist them academically and personally</li> <li>● How to become an active participant in their educational plan</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● Create an effective plan in order to accomplish a set goal</li> <li>● Read and understand their own individualized education plan</li> <li>● Identify and explain their rights under an IEP and 504</li> <li>● Identify and apply the most effective executive functioning strategies that best meets their learning needs</li> <li>● Collaborate and communicate effectively in their own planning and placement meeting</li> </ul>
<p><b>Key Vocabulary:</b> IDEA, 504, Individualized Education Plan, Advocacy, Executive Functioning, Self Determination, planning and placement team meeting, prioritizing, accommodations, modifications, chunking, rights, ADA</p>	
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b>  Summative One: Students will create an effective weekly plan to accomplish school work assignments/extracurriculars as well as work or personal responsibilities.</p> <p>Summative Two: Given a scenario, students will identify the correct accommodations, modifications and advocate for them to create a successful outcome</p>	<p><b>Other Evidence:</b></p> <p><u>Interim</u>  IEP scavenger hunt  Successful plan for a long term assignment from a content area class  Self Assessment Rubric</p>
<p><b>Learning Plan</b></p>	
<p>TCC1 (9-12) I can ask purposeful insightful questions to find a variety of innovative solutions</p> <ul style="list-style-type: none"> <li>★ Summative One</li> <li>★ Inventories and questionnaires</li> </ul> <p>TCC3 (9-12) I can integrate relevant information to produce multiple valid solutions</p> <ul style="list-style-type: none"> <li>★ Daily/ Weekly Activities and Forms</li> </ul>	



CCE1 (9-12) Engage others in meaningful conversations while respecting multiple perspectives

- ★ Personal Interviews

TI3 (9-12) I can formulate and investigate probing questions to further my learning

- ★ Interim One
- ★ Checklist for assignment initiation, carry through and completion

TI4 (9-12) I can apply my strengths and anticipate challenges to reach my current and future goals

- ★ Interim Two
- ★ Interim Three

AA1 (9-12) I can evaluate different approaches and justify the best pathway to success

- ★ Summative Two

**Teacher Resources:**

Teacher created resources including but not limited to

- ❖ Self Assessment Rubric
- ❖ IEP Scavenger Hunt
- ❖ Weekly Homework/ Grade Checks
- ❖ Weekly planning template
- ❖ Executive Functioning Inventories
- ❖ Self Determination and Advocacy Inventories
- ❖ 504 vs IEP slideshow and Edpuzzles
- ❖ Assignment Checklists



## Unit 2 - Executive Functioning

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

Standard A -1 (9 - 10) Apply techniques for reducing stress and test anxiety

Standard A - 4 (9 - 10) Apply technical knowledge and skills to complete real world assignments

Standard A - 4 ( 9 - 10) Identify, evaluate and utilize technology tools for academic success

Standard C - 2 ( 9 - 10) Apply decision making skills to previous career research to set career goals

Standard C - 2 (9 - 10) Research postsecondary academic requirements in relation to future career goals for the purpose of academic planning

Standard C - 6 (9- 10) Apply knowledge of technology and social media to research and organize career goals

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- AA2 (9 -12) I can assess my past successes and mistakes to change my approach.
- TCC4 (9 -12) I can integrate my learning to adapt to experiences in the classroom, career and life.
- TCC3 (9- 12) I can integrate relevant information to produce multiple valid solutions.
- TCC2 (9-12) I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- TI1 (9-12) I can implement a realistic plan and adapt when necessary to achieve my goals.

#### Understandings:

- College and Career Planning is a lifelong process that is unique to each individual based on their interests, strengths and future aspirations in alignment with your own strengths and weaknesses
- Developing a wide array of strategies and interventions to support my academic successes based on my own strengths and weaknesses will help me achieve success.

#### Essential Questions:

- Why is it important to research and explore career and college options in high school?
- How can I align my own strengths and weaknesses to a career or post-secondary path?
- How do my actions and choices today affect my future self?
- How do I support my future goals using tools and interventions available to me?
- How do I align my strengths and weaknesses with available tools and strategies to improve my academic and personal success?

<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• The difference between a certification, associates and college degree</li> <li>• The difference between the traditional college route and a trade related program</li> <li>• The tools available to students within the school to help them research and create their own post-secondary plan</li> <li>• The essential elements to test taking strategies</li> <li>• The essential elements to an effective study plan</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Choose and create an individualized study plan prior to an assessment that aligns to their own strengths and weaknesses</li> <li>• Identify and explain effective test taking skills for an upcoming assessment based on their own strengths and weaknesses</li> <li>• Identify and evaluate the differences between a certification, associate and college degree</li> <li>• Identify and evaluate the differences between the traditional college route and a trade related program</li> <li>• Research and create a fluid individualized post secondary plan that aligns with their own interests and skills</li> </ul>
<p><b>Key Vocabulary:</b> Certification, effective, traditional, associates, elements, individualized, undergraduate, graduate, PSAT, SAT, bachelors, masters, doctorate, post-secondary, naviance, CCRC, ASVAB, mnemonics,</p>	
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <p>Summative #1: Creating a study plan based on their preferences and needs, and following through with the study plan.</p> <p>Summative #2: Research 2 career choices that align with their interests and create a career sheet or presentation of pros, cons, requirements, salaries, and opportunities.</p>	<p><b>Other Evidence:</b></p> <p><u>Interims</u>  Matching Study Skills Assessment  Practicing test taking strategy  Creating a study tool (Digital or paper--student choice)  Match Career to Requirement</p>
<p><b>Learning Plan</b></p>	
<p>AA2 (9 -12) I can assess my past successes and mistakes to change my approach.</p> <ul style="list-style-type: none"> <li>★ Interim #2</li> <li>★ Personal Interviews</li> </ul> <p>TCC4 (9 -12) I can integrate my learning to adapt to experiences in the classroom, career and life.</p> <ul style="list-style-type: none"> <li>★ Summative #2</li> <li>★ Inventories and Questionnaires</li> </ul>	



TCC3 (9- 12) I can integrate relevant information to produce multiple valid solutions.

- ★ Interim #3
- ★ Class Discussions/Socratic Seminar

TCC2 (9-12) I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

- ★ Interim #4
- ★ Class Discussions/Socratic Seminar

T11 (9-12) I can implement a realistic plan and adapt when necessary to achieve my goals.

- ★ Summative #1
- ★ CCRC visit (virtual or in person)

**Teacher Resources:**

Teacher created resources including but not limited to:

- ★ Study Tools
- ★ Matching Study Skills Assessment
- ★ Test Taking Strategies
- ★ Matching Careers to Requirements
- ★ Onet interest profiler
- ★ Career research inventories
- ★ Study Skills edpuzzles and tools



## Unit 3 - Goal Setting

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

Standard A3 (9-10): Seek and undertake experiences within the school and community that enhance coursework and support personal goals.  
Standard A2 (9-10): Connect future plans to goals and make informed program of studies choices  
Standard A1 (9-10): Review, revise and update academic, career and personal goals  
Standard A5 (9-10): Understand the correlation between school success and the positive transition to community, post-secondary and career path  
Standard C1 (9 - 10) Identify personal strengths and weaknesses in relationship to postsecondary education and training requirements  
Standard C3 (9- 10): Continue to learn how to effectively make SMART goals and make improvements or changes as necessary

#### Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TI4 (9 -12) I can apply my strengths and anticipate challenges to reach my current and future goals.
- P3 (9 -12) Demonstrate flexibility and acceptance of setbacks to reach success.
- AA3 (9-12) I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.
- AA4 (9-12) I can seek opportunities to learn more and continue to push my thinking.
- P1 (9-12) Identify and utilize personal strengths to overcome obstacles.

#### Understandings: Students will understand that...

- Effective communication both digitally and in person can help achieve a desired outcome but is a practiced skill that must be developed and maintained
- Choices made now impact future life goals
- Success in long term goals is established through short term successes
- Future planning is a process and has key elements that are scaffolded and have a natural progression throughout someone's life

#### Essential Questions:

- What are the key elements for future planning?
- How can I make short term success that will help me achieve my long term goals?
- How can I make good choices that will positively affect my future self?
- How does effective communication help achieve a desired outcome?

<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• The difference between a formal and informal email or letter</li> <li>• The key words and vocabulary for budget planning</li> <li>• How to become an effective member in a community</li> <li>• The importance of establishing goals both short and long term</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Create a budget for themselves based on their own living expenses</li> <li>• Craft a formal and informal email asking a question or clarification</li> <li>• Identify and locate community resources and activities that align with their own goals</li> <li>• Identify and explain the difference between a short and long term goal</li> <li>• Create and implement a short term goal with success</li> </ul>
<p><b>Key Vocabulary:</b> Budget, Necessities, goal, expenses, finances, expenditures, taxes, gross, net, paycheck, loan, lease, rent, mortgage, formal, informal, community, credit</p>	
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>★ Summative One: Establish and create a short term goal that is accomplished by the end of the quarter with success</li> <li>★ Summative Two: Create a realistic budget for either their future selves or current selves based on their own needs and interests</li> </ul>	<p><b>Other Evidence:</b></p> <p><u>Interims</u></p> <ul style="list-style-type: none"> <li>★ Budgeting and vocabulary assessment</li> <li>★ Goal setting sheet with one to one conferencing</li> <li>★ Email summative both formal and informal</li> <li>★ Real world budgeting inventory</li> </ul>
<p><b>Learning Plan</b></p>	
<p>TI4 (9 -12) I can apply my strengths and anticipate challenges to reach my current and future goals.</p> <ul style="list-style-type: none"> <li>★ Summative One</li> <li>★ Goal Conferences</li> </ul> <p>P3 (9 -12) Demonstrate flexibility and acceptance of setbacks to reach success.</p> <ul style="list-style-type: none"> <li>★ Interim Two</li> <li>★ Performance Rubric</li> </ul> <p>AA3 (9-12) I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.</p> <ul style="list-style-type: none"> <li>★ Interim Four</li> <li>★ Inventories and Questionnaires</li> </ul> <p>AA4 (9-12) I can seek opportunities to learn more and continue to push my thinking.</p> <ul style="list-style-type: none"> <li>★ Interim One</li> </ul>	



- ★ Interim Three
- P1 (9-12) Identify and utilize personal strengths to overcome obstacles.
- ★ Summative Two

**Teacher Resources:**

Teacher created but not limited to:

- ❖ Budgeting planning sheet
- ❖ Email Presentation and examples
- ❖ Goal Planning presentation and template
- ❖ Real world budgeting inventory
- ❖ Performance rubric



## Unit 4 - Life Planning

### Desired Results - Goals, Transfer, Meaning, Acquisition

#### Established Goals:

Connecticut Comprehensive k-12 School Counseling Framework Guide:

Standard C5: (9-10): Develop a system for collecting information that will be helpful in writing a resume(i.e., participation in extracurricular, community service activities,awards)

Standard C3 (9-10): Identify steps that need to be taken over the next few years for transition from high school to postsecondary education/training

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.

Standard C1 (9-10): Identify personal values, personality, abilities and interests in relation to career options and the world of work.

Standard A5 (9-10): Understand the correlation between school success and the positive transition to community, post-secondary and career path

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- P3 (9-12) I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
- AA4 (9-12) I can create opportunities to extend my learning by remaining open-minded in any situation.
- AA2 (9-12) I can assess my past successes and mistakes to change my approach.
- TI2 (9-12) I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- CCE2 (9-12) I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.

**Understandings:** Students will understand that...

- There are different types of skills and they are showcased differently along the job application process.
- A resume and cover letter can help showcase your achievements and talents and inform an employer about yourself.
- Applying, interviewing and accepting a job is a process with different steps and vocabulary.
- Interview skills are essential to learning about yourself and your own communication style.

**Essential Questions:**

- What is a cover letter and a resume, and how can I showcase myself in writing?
- What is the vocabulary associated with a job resume and interview skills that I need to be successful?
- How can I showcase myself in an interview?
- What is the difference between hard skills and soft skills?

<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• The three F's of writing a resume (function, form, eEffectiveness)</li> <li>• The difference between a cover letter and a resume</li> <li>• Effective communication styles and interview techniques</li> <li>• The part of the job application and interview process and how to take ownership of the process.</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Write their own resume and cover letter</li> <li>• Explain and role play effective interviewing skills</li> <li>• Fill out a job application correctly and accurately both by hand and digitally</li> <li>• Take ownership of the job application process</li> </ul>
<p><b>Key Vocabulary:</b> Independence, transition, community partnerships, resume, workplace, interviewing, responsible, extracurricular,</p>	
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <p>Summatives</p> <ul style="list-style-type: none"> <li>★ Complete a resume and cover letter for a job they want or will seek in the future</li> <li>★ Complete a job interview role play with a peer or educator</li> </ul>	<p><b>Other Evidence:</b></p> <p>Interims</p> <ul style="list-style-type: none"> <li>★ Complete a job application</li> <li>★ A real world job search using digital tools</li> <li>★ Workplace inventory</li> <li>★ Transition inventories</li> </ul>
<p><b>Learning Plan</b></p>	
<ul style="list-style-type: none"> <li>★ P3 (9-12) I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals. <ul style="list-style-type: none"> <li>○ Summative Two</li> <li>○ Interim Three</li> <li>○ Interview practices</li> </ul> </li> <li>★ AA4 (9-12) I can create opportunities to extend my learning by remaining open-minded in any situation. <ul style="list-style-type: none"> <li>○ Interim Two</li> <li>○ Interim Four</li> <li>○ Inventories and Assessments</li> </ul> </li> <li>★ AA2 (9-12) I can assess my past successes and mistakes to change my approach. <ul style="list-style-type: none"> <li>○ Interim Three</li> </ul> </li> </ul>	



- Personal Interviews

★ TI2 (9-12) I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

- Summative One
- Interim One

★ CCE2 (9-12) I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.

- Summative Two
- Interview Practice and Feedback

**Teacher Resources:**

- ★ Three F's of Resume writing presentation
- ★ Interview Rubric and Feedback sheets
- ★ Inventories and Assessments
- ★ Job Search tools and workbooks
- ★ Workplace inventories
- ★ Job application templates on paper and digitally

