

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Personal Strategic Planning

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| Board Approval Date: January 18, 2024 | Course Length: 1 Semester |
| Grading: A-F | Credits: 5 Credits per Semester |
| Proposed Grade Level(s): 9, 10 | Subject Area: Elective Elective Area (if applicable): Health/Family Life |
| Prerequisite(s): None | Corequisite(s): Health |
| CTE Sector/Pathway: | |
| Intent to Pursue ‘A-G’ College Prep Status: Yes | |
| A-G Course Identifier: (g) College-preparatory elective | |
| Graduation Requirement: Yes | |
| Course Intent: District Course Program (if applicable): | |
| <p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person’s actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the Title IX Coordinator(s), Equity Compliance Officer(s) and Section 504 Coordinator(s) :</p> <p>Donald Ogden, Associate Superintendent – Human Resources, Title IX Coordinator (Employees) & Equity Compliance Officer dogden@fcusd.org 916-294-9000 Ext 104410</p> <p>Jim Huber Ed. D., Assistant Superintendent – Educational Services, Title IX Coordinator (Students), Section 504 Coordinator & Equity Compliance Officer jhuber@fcusd.org 916-294-9000 Ext 104625</p> | |

COURSE DESCRIPTION:

Students will develop personal life plans based on self-reflection and analysis of their short and long-term goals. They will also gain real-world skills that they will use throughout their lives. The purpose of PSP is to empower students to make purposeful life decisions based on their values, principles, and goals while also gaining skills that are key to living independently. Units focus on self-exploration, the challenges adolescent neurology presents and how to work around them, the options they have after high school, career preparation, managing finances, the role that their digital footprint can play in their futures, how to manage their social media while building a positive digital footprint, and ways to invest in community improvement.

DETAILED UNITS OF INSTRUCTION:

| Unit Number/Title | Unit Essential Questions | Examples of Formative Assessments | Examples of Summative Assessment |
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| 1. Who am I? | <p>What are my values and principles?</p> <p>What is my learning style, and how do I use that information to be successful as a life-long learner?</p> <p>What personal skills and habits are necessary for living a purposeful life?</p> <p>How can I use the 7 Habits of Highly Effective Teens to make better decisions and take action that supports my values and goals?</p> | <p>*Learning style survey (online; record results and complete reflection)</p> <p>*Personality quiz (16 Types) (Online quiz; class reflection in groups for commonalities)</p> <p>*Love Language quiz (and reflection on their family's love languages and how problems arise from misunderstandings)</p> <p>*Vocation aptitudes survey</p> <p>*Vision Board (Create a digital board with images, phrases, and words that help people focus on their goals and values).</p> <p>*Written personal mission statements.</p> <p>*Creating SMART goals for areas of growth</p> | <p>*Students create presentations that compile all the information from their self-discovery in this unit, reflecting their growing self-awareness (These presentations cover their passions, values, personality strengths, skills and aptitudes, important relationships, vocations, and hobbies, and then conclude with their personal mission statements)</p> |
| 2. Why did I do that? | <p>What causes teenagers and young adults to struggle with issues like impulsivity and emotional confusion?</p> <p>What parts of adolescent neurology are assets for them?</p> <p>How can adolescents use this information to improve their relationships,</p> | <p>*A study guide to help students organize their information.</p> <p>*Jeopardy trivia game.</p> <p>*Journal responses so they can reflect on how this knowledge can help them</p> | <p>*In small teams of 2 or 3, they create a lesson aimed at educating 7th-grade students about what is going on in their brain development, how to help themselves, and what foods are best for eating in the morning to help their brains maintain their</p> |

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| | decisions, and outcomes? | | ability the think clearly and maintain focus *They have an option to make the presentation for parents instead, explaining what is going on and what they can do to help their teens resist impulses and think things through |
| 3. What about after high school? | <p>What are all of the options available to students after high school?</p> <p>How do I decide which option is right for me?</p> <p>What should I consider when looking at schools?</p> <p>How do I apply for financial aid, and what is available?</p> <p>Is a gap year advisable, and how should it be used?</p> <p>What is required at graduation to be competitive in my career preparation?</p> | <p>*Study guide to help them organize their information</p> <p>*An initial research form to help them capture the information they discover in this unit</p> <p>*A planning sheet to help them plot out the activities and classes they want to get involved with before they finish high school so they can accurately demonstrate their interests, involvement, passions, and aptitudes</p> | <p>*Depending on the career path they chose to research, students research two options they are considering and compare/contrast them (College pathway investigates a major course of study and two universities; the military investigates two branches for comparison; those interested in working in the trades research a specific trade and two schools to compare)</p> <p>*They present their findings to the class in a slide presentation with an ultimate recommendation of which one they find to be the better choice</p> |
| 4. How do I land a job? Does my digital footprint hurt or help me? | <p>What soft skills are necessary to be competitive in the job application process?</p> <p>What do employers look for in potential employees?</p> <p>What are the best ways to honestly answer common interview questions?</p> <p>What should a person do before, during, and after an interview?</p> <p>What makes a resume effective?</p> <p>What does a positive digital</p> | <p>*Preparation worksheet to help them develop answers to standard interview questions.</p> <p>*Four practice rounds of interviews with feedback and self-reflection.</p> <p>*Fill out a practice application.</p> <p>*An action plan for the classes and activities they need by graduation to be competitive in the employment process.</p> <p>*Response to a short doc on the digital footprint and how</p> | <p>*Build a resume</p> <p>*Create a forecast report on a specific career, compiling information on its projected industry and pay growth, what it takes to get this job, what people in the industry say the pros and cons are for this career, and what someone would do in an average workday.</p> <p>*Conduct a social media audit.</p> |

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| | <p>footprint look like? Do employers or schools look at social media? How can social media from your past hurt your future?</p> | <p>it can affect your opportunities</p> | |
| <p>5. How do I pay for everything?</p> | <p>What is a credit score, why do people need it, and how do I obtain a strong score? What is the difference between a bank and a credit union? What is a Zero Balance Budget, and how can I begin using it? What are effective ways to get out of debt? How do people get the most for their money when they are shopping?</p> | <p>*Study guide to help them organize their information *Jeopardy-style trivia game for review</p> | <p>*Students participate in a week-long project, giving them practice in creating a zero-balance budget and managing expenses for a fictional month of their adult lives (They will figure out their housing budget, shop for apartments, price utilities, get a car with payments within their budget, select insurance, figure out how much a tank of gas costs, create a menu for a week as well as a shopping list based on it, and price the items on their list. Heavy emphasis is placed on the importance of savings and living within their means.) *Students compile all of the information from the week-long project into a document with explanations for specific decisions</p> |
| <p>6. What's my spark?</p> | <p>What are the issues that I truly care about and want to impact? What are the issues in my community that need addressing? What organizations serve those issues, and how can I get involved? What kinds of volunteerism are not helpful to their communities?</p> | <p>*Internet scavenger hunt looking for agencies that serve specific populations and address critical issues on a local, statewide, and national level. *Research into the critical needs within their community and how they are being addressed</p> | <p>*Create an action plan explaining a problem or issue that they care about, as well as an action plan that outlines three ways they can impact the situation in a positive way</p> |

ESSENTIAL STANDARDS:

N/A

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

| Board Approved | Pilot Completion Date (If applicable) | Textbook Title | Author(s) | Publisher | Edition | Date |
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| | | N/A | | | | |

Other Resource Materials

N/A

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

Clips from the Dave Ramsey show during the finance unit; NerdWallet slides on credit and debit; Information and excerpts from The 7 Habits of Highly Successful Teenagers; YouTube videos on adolescent neurology that illustrate the process of pruning YouTube videos on Mini-Habits, the Pomodoro method, and the snowball/avalanche methods of getting out of debt; UC and CSU websites, as well as Niche for university research; FAFSA website and NerdWallet slides on financial aid literacy An animated YouTube video clip that

explains the pruning process going on in the brain A chapter from The Last Lecture about being an Imagineer
Indeed-produced video on interviewing dos and don'ts Various mini quizzes for learning style, character
strengths, and love language (non-scientific — students understand they are just tools to help stir some self-
awareness, but they are not scientific nor professional instruments for diagnosis)