BUILDING BRIDGES YEAR TWO 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			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Individual Rights and Responsibilities	What role do I play in defining my future?	Individual Rights and responsibilities are based on the rights that are determined through IDEA as well as the rights of students and individuals as a learner. Along with these rights comes the responsibilities that each student has to their community and their school as well themselves. 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)
Study Skills	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)
Individual Strengths and Weaknesses	How do my strengths and weaknesses tell me who I am as a learner and how I can plan my future effectively based on myself as an individual	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)
Life Planning	How can I start to plan to live independently and contribute to my community as an individual.	A successful member of society contributes to their community as well their individual growth and success.	P3 (9-12); AA4 (9-12); AA2 (9-12); TI2 (9-12); CCE2 (9-12)

Unit 1 - Individual Rights and Responsibilities

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 can I take notes that I can understand and utilize later?
- 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 planning, prioritizing and executive functioning skills?

enable us to plan, focus attention, remember and juggle multiple tasks and allows us to create a successful balance academically and personally.	
Students will know... ● The difference between an IEP and 504 under IDEA ● How to read and understand their own IEP ● How to use their resources to appropriately advocate for themselves ● Different executive functioning strategies to assist them academically and personally including note-taking and planning ● How to become an active participant in their educational plan	**Students will be able to...** ● Create an effective plan in order to accomplish a set goal ● Read and understand their own individualized education plan ● Identify and explain their rights under an IEP and 504 ● Identify and apply the most effective executive functioning strategies that best meets their learning needs ● Collaborate and communicate effectively in their own planning and placement meeting
Key Vocabulary: IDEA, 504, Individualized Education Plan, Advocacy, Executive Functioning, Self Determination, planning and placement team meeting, prioritizing, accommodations, modifications, chunking, rights, ADA	
Assessment Evidence	
Performance Tasks: Summative One: Use an executive functioning questionnaire to find who they are as a student and create a fact sheet on how they learn best to give to teachers or support staff. Summative Two: Students will plan and create a powerpoint or presentation to use at their own PPT meeting describing their goals and strengths in order to be a part of the PPT	**Other Evidence:** <u>Interim</u> IEP Questionnaire Executive Functioning Questionnaire Self Assessment Rubric
Learning Plan	
TCC1 (9-12) I can ask purposeful insightful questions to find a variety of innovative solutions ★ Summative Two ★ Inventories and questionnaires TCC3 (9-12) I can integrate relevant information to produce multiple valid solutions ★ Daily/ Weekly Activities and Forms	

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 One

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 - Study Skills

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?

Students will know...	**Students will be able to...**
• The difference between a certification, associates and college degree • The difference between the traditional college route and a trade related program • The tools available to students within the school to help them research and create their own post-secondary plan • The essential elements to test taking strategies • The essential elements to an effective study plan	• Choose and create an individualized study plan prior to an assessment that aligns to their own strengths and weaknesses • Identify and explain effective test taking skills for an upcoming assessment based on their own strengths and weaknesses • Identify and evaluate the differences between a certification, associate and college degree • Identify and evaluate the differences between the traditional college route and a trade related program • Research and create a fluid individualized post secondary plan that aligns with their own interests and skills

Key Vocabulary: Certification, effective, traditional, associates, elements, individualized, undergraduate, graduate, PSAT, SAT, bachelors, masters, doctorate, post-secondary, naviance, CCRC, ASVAB, mnemonics,

Assessment Evidence

Performance Tasks:	**Other Evidence:**
Summative #1: Create study plan for a upcoming project and/or test as well as their own study guide using materials from the classroom and online Summative #2: Research 1 career choice detailing how the career aligns with their own strengths and weaknesses and a successful path to the career.	<u>Interims</u> Test taking strategies inventory Long term project inventory Onet inventory and questionnaires

Learning Plan

AA2 (9 -12) I can assess my past successes and mistakes to change my approach.
- ★ Interim #1
- ★ Personal Interviews

TCC4 (9 -12) I can integrate my learning to adapt to experiences in the classroom, career and life.
- ★ Summative #1
- ★ Inventories and Questionnaires

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

- ★ Interim #2
- ★ 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 #3
- ★ Class Discussions/Socratic Seminar

TI1 (9-12) I can implement a realistic plan and adapt when necessary to achieve my goals.

- ★ Summative #2
- ★ CCRC visit (virtual or in person)

Teacher Resources:

Teacher created resources including but not limited to:

- ★ Study Tools
- ★ Onet questionnaire and resources
- ★ Test Taking Strategies
- ★ Career fact sheets
- ★ Study Skills powerpoints and edpuzzles
- ★ Career research inventories
- ★ Study Skills tools and inventories

Unit 3 - Individual Strengths and Weaknesses

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?

Students will know…	**Students will be able to...**
• The difference between formal and informal communication • The key words and understanding of strengths and weaknesses • How to become a strong individual and use strengths in long term planning • The importance of establishing goals both short and long term	• Create list and fact sheet of strengths and weaknesses • Craft a formal communication for educators or employers • Identify and locate community resources and activities that align with their own goals • Identify and explain the difference between a short and long term goal • Identify their own strengths and weakness and how they build their learner profile

Key Vocabulary: Strength, learner, individual, learning styles, advocate, formal, informal, community, credit, strategy, learning tool

Assessment Evidence

Performance Tasks:	**Other Evidence:**
★ Summative One: Create a fact sheet detailing their individual strengths and how they align with their goals and long term plans ★ Summative Two: Create a formal letter to a future employer about intent (cover letter)	<u>Interims</u> ★ Individual inventories ★ Goal setting sheet ★ Resume editing and revising ★ Real world inventories

Learning Plan

TI4 (9 -12) I can apply my strengths and anticipate challenges to reach my current and future goals.
- ★ Summative One
- ★ Goal Setting Sheet

P3 (9 -12) Demonstrate flexibility and acceptance of setbacks to reach success.
- ★ Interim One
- ★ Performance Rubric

AA3 (9-12) I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.
- ★ Interim Three
- ★ Inventories and Questionnaires

AA4 (9-12) I can seek opportunities to learn more and continue to push my thinking.
- ★ Interim One
- ★ Interim Four

P1 (9-12) Identify and utilize personal strengths to overcome obstacles. ★ Summative Two
Teacher Resources: Teacher created but not limited to: ❖ Strength Inventories ❖ Email Presentation and examples ❖ Goal Planning presentation and template ❖ 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…

- Community resources and activities available
- How an individual contributes to a community successes and failures
- Small choices can make big changes in future planning
- Your choices can help shape your educational career and school life.

Essential Questions:

- What resources are available to me in my own community?
- How can I contribute to my community in a meaningful way?
- How can I make small choices now that can affect my own future?
- How can I be a part of my own education choices and planning?

Students will know…

Students will be able to…

• How to find community resources and community leaders • Activities and opportunities to help our community as an individual • How to choose classes and activities that align with future goals and interests • How to create a future educational plan to help reach their future goals	• Find community resources and activities in their own towns • Plan a community project or volunteer opportunity within their community • Create a future plan for classes for their next two years to help support their goals • Choose classes that align with their own interests and strengths
Key Vocabulary: Independence, transition, community partnerships, extracurricular,volunteer, MBLE	
Assessment Evidence	
Performance Tasks: Summatives ★ Create three ideas for a community improvement project ★ Plan their classes and choices for the next year through the program of studies	**Other Evidence:** Interims ★ Community research sheet ★ Program of Studies ★ Life planning sheet ★ Future classes planning
Learning Plan	
★ P3 (9-12) I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals. ○ Summative One ○ Interim Three ★ AA4 (9-12) I can create opportunities to extend my learning by remaining open-minded in any situation. ○ Interim Two ○ Interim Four ○ Inventories and Assessments ★ AA2 (9-12) I can assess my past successes and mistakes to change my approach. ○ Interim One ○ 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
  - Interim Four

Teacher Resources:

- ★ Program of Studies
- ★ Future classes planning tool
- ★ Community tools
- ★ Workplace inventories
- ★ Community resources