

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Freshman Seminar

Department: Cross Curricular

Teacher: Ms. Ange, Mr. Bamford, Mr. Gingras,
Mr. Martin, Mrs. Paris, & Mrs.

Grade level: Schratwieser

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Description of Course:

This course is designed to help students develop skills that will enable them to organize and manage the tasks in their daily lives so that they can achieve their academic and personal goals and pursue their dreams. Students will be taught organizational and planning skills, note taking and study habits, how to self-advocate for resources needed and research and study skills for better test, project or assessment outcomes. Course implementation will consist of large group activities facilitated by administrative staff and smaller classroom learning facilitated by their teachers in a two week topic and rotation format.

School – Wide Expectations:

Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course

Civic/Social

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect
3. Contribute to the stewardship of the community

Core Competencies and alignment with State or National Standards:

The student will:

Perform: Students will be able to use appropriate terminology, technology, manage time, follow instructions, and choose a note taking format related to specific content areas and occupational skills. (Example assessments: summarizing, organizing, note taking, researching)

[CCSS.ELA-Literacy.SL.9-10.2](#)

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, and orally) evaluating the credibility and accuracy of each source.

Create: Students will create products that prove mastery of skills in multiple formats. (Example assessments: tests, exercises, projects)

[CCSS.ELA-Literacy.WHST.9-10.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.WHST.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-Literacy.WHST.9-10.9](#) Draw evidence from informational texts to support analysis, reflection, and research.

Respond: Students will demonstrate understanding through different communication avenues. (Example assessments: discussions, debates, group work, projects)

[CCSS.ELA-Literacy.SL.9-10.3](#)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Suggested Texts and Media (Software, A/V, etc.):

1. Executive Functions: A blueprint for student success (Textbook)
2. YouTube videos: <https://www.youtube.com/watch?v=2q0NIWcTq1Y> (Plagiarism)
<https://www.youtube.com/watch?v=kk6NhiD3Dbg> (Plagiarism) <https://www.youtube.com/watch?v=0Biy-okZ0I8> (Intellectual Property)
3. PowerPoints: Executive Functions (workbook resources) and Teacher Developed
4. School Wide Rubrics

Suggested Instructional Strategies:

Lecture and Demonstration

At the beginning of each unit, basic concepts are demonstrated by the instructor. For example, study skills, how long do I have, when do I need to be ready? There is no mastery expected, just a conceptual exploration.

Mastery through Practice

As students work through each unit they will be guided by their teachers toward mastery. Assessment practices are outlined in the next section.

Suggested Assessment Strategies:

Formative

Students are given multiple opportunities to meet competencies through structured classroom lessons using both a workbook and journal.

Summative

Students are given multiple opportunities to meet competencies through quizzes, online assessments and oral examination.

Final Exam

Final exam offers competency recovery of all course competencies.

Other CCSS covered through our work within the Executive Functions Work:

W.9-12.1 W.9-12.2 W.9-12.3 W.9-12.7 W.9-12.10 RST.9-12.3 WHST.9-12.2 WHST.9-12.4 WHST.9-12.7 WHST.9-12.10
SS: Time Management L4- Task Analysis, pg. 4-9

SL.9-12.1 SL.9-12.3 SS: Following Directions Student Handout – Listen up!, Student Guide, pg. 29

W.9-12.1 W.9-12.2 W.9-12.3 W.9-12.7 SL.9-12.1 SL.9-12.2 SL.9-12.3 RST.9-12.3 WHST.9-12.1 WHST.9-12.2 WHST.9-12.7 SS: Following Directions Student Handout – Breaking Down Directions, Student Guide, pg. 31

W.9-12.1 W.9-12.2 W.9-12.3 W.9-12.9 W.9-12.10 RST.9-12.2 WHST.9-12.1 WHST.9-12.2 WHST.9-12.4 WHST.9-12.5 WHST.9-12.9 SS: Following Directions L1- Essay Question Key Words, pg. 5-6

RL.9-12.1 RL.9-12.2 RL.9-12.3 RL.9-12.5 RL.9-12.6 RI.9-12.1 RI.9-12.2 RI.9-12.3 RI.9-12.5 RI.9-12.6 RI.9-12.7 RI.9-12.8 W.9-12.1 W.9-12.2 W.9-12.7 W.9-12.9 RH.9-12.8 RH.9-12.9 RST.9-12.1 RST.9-12.2 RST.9-12.3 RST.9-12.5 RST.9-12.6 RST.9-12.7 RST.9-12.8 RST.9-12.9 WHST.9-12.1 WHST.9-12.2 WHST.9-12.9 SS: Reading Preparation L1- Reading for Different Purposes, pg. 5-7