**TOPIC OF LESSON:** *High School Planning – The 8th grade course registration process for high school*.

**FOCUS QUESTION:** What information does Hoosac Valley 8th grade students need to know in order to be prepared for high school registration and overall high school preparedness?

**MATERIALS NEEDED**: **GRADE LEVEL:** 8

* handouts
* pre and post test
* registration form **TIME NEEDED:** 1 15-minute session
* writing utensil 1 45-minute session

**CURRICULUM LINKS:**

**National: ASCA National Student Standards:**

**A:A2 Acquire Skills for Improving Learning**

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

**A:A3 Achieve School Success**

A:A3.3 Develop a broad range of interests and abilities

**A:B1 Improve Learning**

A:B1.2 Learn and apply critical-thinking skills

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.5 Organize and apply academic information from a variety of sources

**A:B2 Plan to Achieve Goals**

A:B2.1 Establish challenging academic goals in elementary, middle and high school

A:B2.6 Understand the relationship between classroom performance and success in school

**A:C1 Relate School to Life Experiences**

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

A:C1.5 Understand that school success is the preparation to make the transition from student to community member

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

**C:A1 Develop Career Awareness**

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

**C:B1 Acquire Career Information**

C:B1.1 Apply decision-making skills to career planning, course selection and career transition

**C:B2 Identify Career Goals**

C:B2.4 Select course work that is related to career interests

**PS:A1 Acquire Self-knowledge**

PS:A1.3 Learn the goal-setting process

PS:A1.10 Identify personal strengths and assets

**21st Century Skills:**

**CRITICAL THINKING AND PROBLEM SOLVING**

***Reason Effectively***

Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

***Use Systems Thinking***

Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

***Make Judgments and Decisions***

Reflect critically on learning experiences and processes

***Solve Problems***

Identify and ask significant questions that clarify various points of view and lead to better solutions

***COMMUNICATION AND COLLABORATION***

***Communicate Clearly***

Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions

**INFORMATION LITERACY**

***Access and Evaluate Information***

Access information efficiently (time) and effectively (sources)

Evaluate information critically and competently

***Use and Manage Information***

Use information accurately and creatively for the issue or problem at hand

Manage the flow of information from a wide variety of sources

**MEDIA LITERACY**

**ICT (Information, Communications and Technology) LITERACY**

***Apply Technology Effectively***

Use technology as a tool to research, organize, evaluate and communicate information

**INITIATIVE AND SELF-DIRECTION**

***Manage Goals and Time***

Set goals with tangible and intangible success criteria

Balance tactical (short-term) and strategic (long-term) goals

Utilize time and manage workload efficiently

***Be Self-directed Learners***

Demonstrate initiative to advance skill levels towards a professional level

Demonstrate commitment to learning as a lifelong process

Reflect critically on past experiences in order to inform future progress

**National Common Core competencies:**

* [**CCSS.ELA-Literacy.CCRA.R.2**](http://www.corestandards.org/ELA-Literacy/CCRA/R/2/) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
* [**CCSS.ELA-Literacy.CCRA.R.5**](http://www.corestandards.org/ELA-Literacy/CCRA/R/5/) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
* [**CCSS.ELA-Literacy.CCRA.R.10**](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and comprehend complex literary and informational texts independently and proficiently.
* [**CCSS.ELA-Literacy.CCRA.W.2**](http://www.corestandards.org/ELA-Literacy/CCRA/W/2/) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Social/Emotional competencies, Collaborative for Academic, Social and Emotional Learning (CASEL):**

* **Self-awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.
* **Self-management**: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
* **Responsible decision making**: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

**Nat’l Standards for Civics and Government (minimum 2 links):**

1. [What are the Roles of the Citizen in American Democracy?](http://new.civiced.org/standards?page=912erica#15)

V. C. What are the responsibilities of citizens?

E. How can citizens take part in civic life?

**MA Curriculum Frameworks**

* Language Standards: L.5.1d., L.6.2a. L.6.3a.
* Reading Standards for Informational Text: RI.1, RI.6, RI.7
* Writing Standards: W.8, W.9

**State: MA CDE Benchmarks**

* W1-1 Skills in the planning process
* W1-3 Skills and strategies for effective decision-making
* PS1-2 Skills in relating individual learning styles, interests, values and aptitudes to one’s concept of self
* PS1-3 Attitudes and skills, personal responsibility and self-determination
* PS2-4 Knowledge of how positive behaviors and attitudes contribute to educational achievement and workplace success
* PS4-1 Knowledge and skills that promote participation, positive behavior and regard within diverse groups

**District/School links:**

**MISSION STATEMENT:** To provide a comprehensive and developmental school counseling program of services that promote the academic, social/emotional, and career potential of all students. Through counseling, advocacy, advising, collaboration, leadership, and systemic change, counselors assist students to achieve personal excellence, to become life-long learners and to be responsible community members.

**PLANNING REFLECTION:**

* Are you teaching an Attitude, Skills or Knowledge (ASK)? **Knowledge**.
* Identify what baseline data is need prior to instruction**. Knowledge of high school terms on pre-test**.
* What measurements or evaluations will you use to collect pre and post data**? Pre and Post- test**
* How will you assess student learning or the impact of your instruction/intervention**? Based on the knowledge of post-test and also questions asked during the session, I will be able adjust my lesson next year to more pertinent and useful information.**

**TEACHER PERFORMANCE OBJECTIVES:** During the lesson the teacher will advise on:

* how many credits are needed to graduate from Hoosac Valley,
* how many years of English are required in order to graduate from Hoosac Valley,
* how many credits are earned after passing a Geometry class,
* what GPA is,
* what a prerequisite is,
* the Hoosac Valley attendance,
* what the passing grade at Hoosac,
* what classes can be taken for Physical Education credit,
* what a transcript is.

**STUDENT PERFORMANCE OBJECTIVES:**

**Cognitive:** *By the end of the lesson, the students will be able to:*

* explain how many credits are needed to graduate from Hoosac Valley,
* state how many years of English are required in order to graduate from Hoosac Valley,
* identify how many credits are earned after passing a Geometry class,
* define what GPA is,
* explain what a prerequisite is,
* summarize what the Hoosac Valley attendance is,
* identify what the passing grade at Hoosac Valley is,
* list what classes can be taken for Physical Education credit,
* explain what a transcript is.

**Affective:** *By the end of the lesson, as evidenced by scoring at least 80 on the post test, the students will have a better understanding* of:

* terms useful to know regarding high school,
* how to register for high school courses,
* what the attendance policy is,
* high school graduation requirements

**Behavioral/Performance**: *By the end of the lesson, the students will be able to:*

* Register for courses for their 9th grade year.

**PRE ASSESSMENT:** See attached.

**POST ASSESSMENT**: See attached.

**DESCRIPTION OF THE ACTIVITY/SEQUENCE OF THE LESSON**

* Distribute handouts and 9th grade registration sheets to each student.
* Discussion of handout.
* Instructions on how to fill out and return registration sheet.

**MODIFICATIONS FOR DIFFERENTLY ABLED STUDENTS:**

Students will have a visual handout as well as oral instructions. There are paraprofessional aides in classes with students with special needs to assist with reading and translation, etc. Students with FM systems are already equipped with the proper arrangements.

**REFLECTION:** The students were very engaged and interested in the topic and lesson. In the future, I will break the information into different sessions: 1. To address the importance of doing well in 8th grade and how 8th grade can affect high school success, 2. 9th grade course registration process.

**CITE RESOURCES:**

* American School Counselor Association (2004). *ASCA*

*National Standards for Students.* Alexandria, VA: Author.

Copyright 2004 by the American School Counselor Association

* Common Core State Standards Initiative

[**http://www.corestandards.org/**](http://www.corestandards.org/)

“© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.”

* http://www.21stcenturyskills.org.

Copyright © 2009, The Partnership for 21st Century Skills. All rights reserved.

* <http://www.casel.org/social-and-emotional-learning/core-competencies>

Success in School. Skills for Life.

**Collaborative for Academic, Social, and Emotional Learning**  
815 W. Van Buren St. Ste. 210  
Chicago, IL 60607-3567

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* Massachusetts Curriculum Framework for English Language Arts and Literacy

© 2011 Massachusetts Department of Elementary and Secondary Education

[www. doe mass.edu](http://www.mass.doe.edu)

* Hoosac Valley High School Student Handbook 2013-2014

**SUPPLEMENTAL MATERIAL:** see attached handouts and pre/post tests.

**DATA ANALYSIS and SUMMARY**: Pre-Test and Post-Test Data

The students were very engaged and interested in the topic and lesson. In the future, I will break the information into different sessions: 1. To address the importance of doing well in 8th grade and how 8th grade can affect high school success, 2. 9th grade course registration process. In response to the pre-test data, I have developed a lesson plans for the 6th and 7th grade to expose students early on.

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Pre-test - High School Planning**

1. How many credits do you need to graduate from Hoosac Valley?
   1. 100.0
   2. 110.0
   3. 112.5
   4. 120.0
2. How many years of English do you need to complete in order to graduate?
3. How many credits will you earn after passing your Geometry class?
   1. 4 credits
   2. 5 credits
   3. 6 credits
4. What does GPA stand for?
5. What is a prerequisite?
6. The Hoosac Valley attendance policy allows for students to have how many unexcused absences before being at risk for losing credit?
   1. 15
   2. 20
   3. 25
   4. 50
7. What is the passing grade at Hoosac?
   1. 55
   2. 60
   3. 65
   4. 70
8. What classes at Hoosac Valley can you take for Physical Education credit? (circle all that apply)
   1. Weight lifting
   2. Phys Ed
   3. Team sports
   4. Choreography
   5. Dance
9. Which answer best describes a high school transcript?
   1. A short document describing your education, work history, etc., that you give an employer when you are applying for a job.
   2. An official report supplied by a school on the record of an individual student, listing subjects studied, grades received, etc.
   3. All of the above
   4. None of the above

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Post-test - High School Planning**

1. How many credits do you need to graduate from Hoosac Valley?

* 1. 100.0
  2. 110.0
  3. 112.5
  4. 120.0

1. How many years of English do you need to complete in order to graduate?
2. How many credits will you earn after passing your Geometry class?
   1. 4 credits
   2. 5 credits
   3. 6 credits
3. What does GPA stand for?
4. What is a prerequisite?
5. The Hoosac Valley attendance policy allows for students to have how many unexcused absences before being at risk for losing credit?
   1. 15
   2. 20
   3. 25
   4. 50
6. What is the passing grade at Hoosac?
   1. 55
   2. 60
   3. 65
   4. 70
7. What classes at Hoosac Valley can you take for Physical Education classes? (circle all that apply)
   1. Weight lifting
   2. Phys Ed
   3. Team sports
   4. Choreography
   5. Dance
8. Which answer best describes a high school transcript?
   1. A short document describing your education, work history, etc., that you give an employer when you are applying for a job.
   2. An official report supplied by a school on the record of an individual student, listing subjects studied, grades received, etc.
   3. All of the above
   4. None of the above
9. Was this information helpful?
   1. Yes
   2. No

***What are the graduation requirements at Hoosac Valley High School?***

The following are the Graduation Requirements, as adopted by the Adams-Cheshire Regional School District, for all students who graduate from Hoosac Valley High School in the year 2016 and beyond.

1. One Credit will be granted for each class period per week, except in Physical Education where ONE credit is granted per year.
2. Every student is required to take **five and a half classes each year.** Along with the five and 1/2, all must participate in Physical Education unless excused in writing by a doctor.
3. **The following are required**:

English 9, 10, 11, 12 20 credits

\*Social Studies 15/20 credits

\*Science 15/20 credits

Health …… 1 - 2.5 credits

Mathematics 20 credits

Foreign Language ……………………..……………………………………..10 credits

Technology/Computers………………………………………..………………2.5 credits

(2.5 credits must be in 9th grade Your Plan For The Future Course)

Arts (Visual or Performing) ………………………………………………5 credits

Physical Education\*\* ……………………………………………………...4 credits

\* Students must take three years of Social Studies and four years of Science or the reverse or three and one half years of both to satisfy the graduation requirements for these areas.

\*\* Enrollment in Choreography for one semester may take the place of Physical Education for the year.

1. **In addition to the above requirements, electives must be chosen to fulfill the 112.5 credit requirement for graduation**.
2. Credits are awarded through a combination of grades and attendance. Please refer to student handbook for more information on attendance policy.
3. To be considered a Sophomore a student must have earned a minimum of 26 credits; a Junior must have 54.5 and a senior must have 82.5

**What is the passing grade at Hoosac Valley High School?**

* 65

**What is a credit?**

* It is the value you are awarded when you PASS a class at the high school level.

**How many credits do you need to graduate from Hoosac Valley High School?**

* You need 112.5 credits to graduate.

**What is a prerequisite?**

* Many courses must be taken in a specific order.
* A prerequisite course must be taken before another course a can be completed. For example: You must take and pass Spanish I before you take Spanish II.

**What does G.P.A stand for?**

* Grade Point Average

**The Hoosac Valley High School policy allows for students to have how many UNEXCUSED absence before being at risk for losing credit?**

* 20 absences

**What classes can a student take for Physical Education credit?**

* Phys Ed (semester 1 and 2)
* Choreography
* Dance

**What is a high school transcript?**

* An official report supplied by your high school on your individual record listing:
  + subjects studied
  + grades received
  + GPA
  + class rank