

Paso Robles High School Course Submission

Basic Course Information

1. Course Title Foundations for Success	9. Subject Area/Discipline This course is an elective support course for incoming Freshman who were non-promotes form 8th grade or teacher/administrator recommendation. T
2. Abbreviations: Transcript - Foundations for Success	
3. Abbreviations: Course Code - TBD	
4. School: Paso Robles High School	
5. District Paso Robles Joint Unified School District	
6. City Paso Robles, CA	10. Is this course being submitted for possible UC honors designation? If so, the course will be reviewed against UC honors criteria. Yes No X
7. School / District Web Site pasoschools.org	11. Grade Levels: 9th Grade
8. School Course List Contact Name: Nathan Meinert / Jennifer Clayton Title/Position: Deputy Principal / Guidance Counselor Specialist Phone: Ex. 50004 / 50023 E-mail: njmeinert@pasoschools.org / jclayton@pasoschools.org	12. Length of Course 1.0 (one year equivalent) Other: _____
13. Date of School Board Approval:	
14. Program Status: Has the course being added been previously approved for an educational provider that has "program status" with UC? Yes X No	
15. Online Publisher Course: Is the course being added been offered by a previously approved online course publisher? Yes X No If "Yes", who is the provider: Springboard	
16. Reinstate an Archived Course: Has the course being added been previously approved on the school's "a-g" course list but is not currently listed? Yes No X If so, year removed from list? Under what course title?	
17. A-G Course Modeled After an Approved Course Outside the District: Has the course being added been previously approved elsewhere outside the district? Yes If so, which school(s)? Port of Los Angeles High School	

18. Pre-requisite and/or Co-requisites: None
19. Course Overview (Brief Description of Course): Foundations for Success is a year long class designed to ease student's transition to high school and provide them with basic skills and strategies needed to be successful in high school coursework. Students will be prepared through reading and writing strategies, critical thinking, team building, public speaking, organizational techniques, tutoring through inquiry, and test preparation. Students will also learn strategies successful people use to overcome challenges , boost motivation, improve relationships, and increase resilience. Each skill will be addressed through a rigorous course of study, with the end goal of guiding the students towards, and preparing the students for, college success. College and career exploration will be covered throughout the course as well as AVID strategies.

COURSE DESCRIPTION

Course Content

For each unit of the course provide (See example below – Repeat as necessary):

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.

Unit 1	Planning for the Future: Goal: To start students thinking about their ideal future through reading, writing, and small and whole group discussion regarding the following: 1. Explain that success does not come just from daydreaming, but from beginning with a vision and by determining the appropriate and necessary actions to achieve that goal. 2. Describe the kind of future that would be most satisfying to each student. 3. Reflect and write a personal definition of success.
Unit 2	Mindset and Goal Setting: Goal: Students learn that problems are a fact of life that must be faced head-on if they are to be overcome. Since they are responsible for their own lives, it is up to them to overcome any limitations they perceive. 1. Complete a chart discerning the difference between long and short term goals. 2. Analyze given choices and record the pros, cons and probability of success for each choice. 3. Complete a decision-making rubric for a career goal they have set for themselves. 4. Analyze their decision-making style and complete a chart. 5. Identify mindset and how a person's mindset can impact their actions in facing adversity.

	<p>6. Identify statistics regarding teen pregnancy, dropping out of school, and substance abuse.</p> <p>7. Identify common problems and then project into the future to consider the possible long-term consequences of present actions.</p> <p>8. Infer the effect of dropping out of school on their eventual job satisfaction.</p> <p>9. Extrapolate the financial costs of bad habits.</p> <p>10. Recognize stresses in their daily lives, and how to positively address these stresses so that they can achieve their goals.</p>
Unit 3	<p>Who am I ?:</p> <p>Goal: To help students begin to answer the question “Who am I?”</p> <p>1. Discover the many layers of qualities and characteristics that make up a unique identity, and how knowing this identity is a necessary and ongoing part of any rewarding life.</p> <p>2. Identify and articulate those things that are extremely important on an emotional level.</p> <p>3. Clarify which work values are the most meaningful in an individual's life.</p> <p>4. Identify and understand that work behavioral style is an important trait to consider when evaluating interests and career options.</p> <p>5. Identify their personal strengths, and when combined with the strengths of other individuals they can create an effective team.</p> <p>6. Recognize messages, both verbal and nonverbal, that are received from society and from significant people in their life (parents, teachers, friends), and evaluate how these messages can affect the way that person feels about their future or their potential.</p>
Unit 4	<p>My Four-Year Plan</p> <p>Goal: Students begin to make plans for their future after high school. They research careers that interest them, and where they can get the education and training they need to help get them a job in that career field.</p> <p>1. Complete self assessments to help them articulate different possible career choices based on their interests and values.</p> <p>2. Research the educational, certification requirements for a job in that career field, and which universities, community colleges, trade schools, and / or agencies offer that particular education or training.</p> <p>3. Research the admission requirements to the universities, community colleges, trade schools or agencies that they are interested in.</p> <p>4. In conjunction with the Counselors, review the courses and programs offered at PRHS in order to complete their 4-year Education Plan in order to help them achieve their postsecondary educational and career goals.</p>

Major Assignment(s):

2. A brief summary (2-4 sentences) of 1-2 assignments that explains what a student produces, how the student completes the assignment and what the student learned.

Unit 1	Planning for the Future: Ideal Future / Introductory Speech: The students will produce a 3 minute speech that both introduces themselves to the class and details their ideal future. They will learn the basics of public speaking and focus on voice, body and listening skills. Students will begin the process by drafting speaker's notes and brainstorming personal topics to potentially describe such as, full name, place of birth, hometown, significant childhood memory, favorite spare time activity, heroes, idols or mentor, and plans for the future. Students will then organize that information onto a Google Slides presentation which they will effectively use during the speech as both a visual aid and cue for their presentation. Student will learn the importance of a cohesive introduction, conclusion and effective transitions. This speech will also serve as a team building exercise and initial experience with public speaking. They will gain confidence and build a safe environment through this first speech. The skills learned through delivering this speech will form the foundation for future speeches.
Unit 2	Mindset and Goal Setting: Overcoming obstacles: Students will learn about the statistics of poverty, drug use, and teen pregnancy in San Luis Obispo County as well as strategies for problem solving, setting goals, calculating risks, and conquering anxiety. The students will then complete a project where they role play real life scenarios in which their characters have been derailed from their goals. Students will problem solve realistic steps (within the context of our county) to get back on track. Students will demonstrate their ability to analyze situations, think quickly, and show their knowledge about various community programs.
Unit 3	Who am I ?: Media Messages: Students will analyze various print advertisements and video clips from popular television shows and movies according to a rubric, noting the characterizations, stereotypes, and underlying messages in the media. Students will perform a silent gallery walk noting their comments for several examples. They will then discuss in groups the stereotypes and messages projected and how the messages in these media affect them. Students will remake the ad or short video in a different way in a more positive way and then present their work to the class. Students will analyze the work of other groups.
Unit 4	My Four-Year Plan: Postsecondary Options: Students will gather research about potential career field and the path to that field. Students will present their research to the class utilizing Google Slides. Students will complete research from at least four sources to compile a presentation about two jobs, that require varying education / training, within one career field. Students will detail information regarding: a brief job

	description, required education level and training / certifications, which universities / colleges / programs offer that education and or training, and why they the job is appealing to them. Students will demonstrate their ability to synthesize information from multiple sources; cite research utilized in their presentation; and further their presentation skills.
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Additional Supports/Activities:

- Provide support for student in the academic areas of Algebra, English 1 and Science Academy 1.
- Monitor student grades and assignment completion, by providing accountability and support.
- Promote study techniques, academic organization and other essential skills.
- AVID style tutorials/study session.
- Collaboration with teachers, counselors, parent/guardian and student to promote student success.
- Students will examine the lives of influential and successful people and discuss application in their own lives.
- Guest speakers including alumni and upperclassman to promote student success.
- Activities will include incentivized rewards/opportunities for SMART goal achievement.
- Provide LINK Crew leaders and Peer Communication collaboration and connection.

COURSE MATERIALS

Texts & Instructional Materials:

Textbook:

- The 7 Habits of Highly Effective Teens, Sean Covey, Franklin Covey. 2012.
- Get Focus, Stay (Cuesta College)

Technology: Chromebook

- Big Future - College Board <https://bigfuture.collegeboard.org/>
- O*Net Online - O*Net, U.S. Department of Labor - <https://www.onetonline.org/>
- CCGI - California College Guidance Initiative - <https://www.californiacolleges.edu/>
- Road Map to Careers - College Board and Roadtrip Nation - <https://collegeboard.roadtripnation.com/>

FINANCIAL IMPLICATIONS

Estimated Budget Required/Start-up Costs (Be specific)

Itemized Cost of Textbooks, Supplemental Materials, Supplies & Equipment necessary to initiate the course as presented:

- Seven Habits of Highly Effective Teens - \$4.25 per book (80 students) - Funding Source PRHS Lottery

- \$1000 Budget for Activities - PRHS Lottery