

Glendale Unified School District

High School

September 1, 2020

Department: Career Technical Education

Course Title: Life Management

Course Code: 9132V

Grade Level(s): 9

School(s)

Course Offered: Hoover High School

UC/CSU Approved

(Y/N, Subject): Pending; "g" College-Preparatory Elective

Course Credits: 5

Recommended

Prerequisite: None

Recommended

Textbook: Preparing for Life and Career, Louise A. Liddell (Author), Yvonne S. Gentzler (Author) ISBN 978-1-60525-625-2, Goodheart-Willcox; 7th edition

Course Overview: The goal of this semester-long freshman seminar course is to provide our ninth graders with knowledge and skills essential to academic success and making the right choices along their path as they confront varied influences and obstacles in high school and life. Students will learn and practice valuable skills to be academically driven, socially responsible, as well as college- and career- ready. Students will demonstrate their understanding of career paths and community leadership through a variety of assessments, projects, job simulations, speeches, research assignments, online portfolio, and presentations. The knowledge and skills gained from this course are applicable across college and career pathways. This course will help guide our incoming high school students in leading a happy and satisfied life in high school, college, career, and life. This course provides rigorous, standards-driven instruction and assessment, along with project-based learning, which integrates academic

and career-technical concepts through Foundation Standards, and contributes significantly to students' academic achievement. Students will complete three community service projects with an organization of their choice, such as volunteering or participating in school functions & activities.

First Semester-Course Content

Unit 1: Welcome & Introduction

(2 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 3.0, 4.0, 7.0, 9.0

Common Core ELA Standards: LS-11-12.6, RLST-11-12.3, WHSST-11-12.4

- A. The first unit of this course will be an introduction to the class & the high school campus, resources, activities, clubs, expectations and rules. Students will be introduced to staff and administrators, as well as club advisors. They will also be introduced to the pathways/programs offered at Hoover HS. A community building circle will be developed, as well as an introduction to the virtual programs we will be using throughout the course for personal/career development, such Google Classroom, Xello, Nepris and EverFi.
- B. The first activity will be to create a community building circle for students to get to know the teacher and one another. They will introduce themselves through a series of basic questions and simple activities to build a sense of community within the classroom. We will set the base by creating a safe, empathetic class environment where there is no judgement and we support each other through shared values, expectations and norms that we all can agree upon. Students will also learn about the purpose of Restorative Justice, how it works, and the expectations to participate if they ever came across disciplinary issues.

Unit 2: Who Am I? Envisioning My Future

(3 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

Common Core ELA Standards: WHST-9-10.3, W-9-10.9, 9-10.10, SL-9-10.5, RST-9-10.1, 9-10.7

- A. In this unit, students will begin to imagine the kind of future they would find most satisfying. They will create baseline information that can be used to measure growth and learning as students reflect at the end of this course. They will develop a basic understanding of their own personality traits, values, skills, and passions. Students will develop time management plans and begin the routine of setting monthly SMART goals. They will appreciate how knowledge about their identity can guide them towards a rewarding life.

- B. Students will write a narrative as they define success and what their vision is for their future. Using a digital platform of their choice, students will create an artistic poster to present their vision and success definition, along with inspirational quotations and images. They will present their poster to peers and invited adults.

Unit 3: **Definition of Health**

(4 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CA Health Education Standards: 1.5.N, 2.1.N, 7.4.N, 1.4.M, 2.1.M, 6.1.M

Common Core ELA Standards: RST-9-10.3, WHST-9-10.7

- A. Students will understand the three key components of a healthy life: physical, social, and mental/emotional health. In the area of physical health, they will learn how nutrition, exercise, and sleep contribute to one's physical health. Students will also create and reflect on a physical health plan that suits their personal goals. In the area of social health, they will learn how social media, popular culture, mass media, and peers can influence decision-making in positive and negative ways. Students will also differentiate between healthy and abusive relationships; gain problem-solving skills for situations that involve bullying and other peer conflicts. In the area of mental/emotional health, students will gain skills to identify and manage anger and stress. They will understand causes and treatments for depression and learn about local and national resources for suicide prevention.
- B. Students will record their weekly nutritional intakes, exercise logs, activities and sleep schedules. They will use this information to write a reflection that evaluates how their decisions affect their physical, mental, social and emotional health. They will also use this information to set SMART goals for the following month and continue writing monthly reflections.

Unit 4: **What Do I Want? - Creating a Balanced Lifestyle**

(4 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

Common Core ELA Standards: RST-9-10.1, 9-10.4, 9-10.7, WHST-9-10.8

- A. It is expected that students will learn Maslow's hierarchy of needs to understand its impact on their identity and self-esteem. They will create an overall goal or mission for their lives and identify the components of a balanced lifestyle. Students will develop a basic understanding of cost of living, financial planning, and budgeting, using EverFi. Students will also learn about Mindfulness and participate in mindful activities as coping mechanisms for stress, anger, frustration and overall health. These activities would include meditation, breathing techniques, reflections, observations and use of positive affirmations on a consistent basis.

- B. Students will create and present a budget plan for their ideal future family, taking into consideration the cost of living in the ideal city of residence, housing options, transportation, clothing for children and work, child care, health care, savings for college, retirement, and other lifestyle needs. They will also interview a member of their family or someone who lives their ideal lifestyle and is willing to be interviewed about their professional life and financial budgeting.

Unit 5: **Teenage Brain & Harmful Behaviors**

(4 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

CA Health Education Standards: 1.1.A, 1.2.A, 1.1.G, 1.2.G, 2.1.A, 2.2.A, 2.4.G, 2.5.G, 7.1.A

Common Core ELA Standards: RST-9-10.7, WHST-9-10.2, WHST-9-10.6

- A. Students will understand the developmental stage of their teenage brain and how their brain contributes to likelihood for addiction and other harmful behaviors. They will learn about the effects of addictive substances, including: tobacco/e-cigarettes/hookah, alcohol and other drugs (prescription, over-the-counter, illegal drugs). Students will also evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.
- B. In pairs students will design and deliver a presentation using Google Slides, Prezi, another multimedia platform or posters. The presentation will be on an assigned harmful substance or behavior, with a narrative of a real-life story involving this harmful substance or behavior. They will describe the surrounding situation, decisions made by the teen(s) involved, and short- and long-term effects of those decisions. They will also write an explanation of how the teenage brain affects decision-making and behavior in the real life story that occurred. The presentation will be relevant, engaging and appropriate visuals to enhance the presentation.

Unit 6: **Career Planning & Goal Setting/Reflection**

(3 weeks)

STANDARDS

CCTE Anchor Standards: 1.0, 2.0, 4.0, 5.0, 6.0, 9.0, 10.0, 11.0

Common Core ELA Standards: RST-9-10.1, 10.9, WHST-9-10.2a,10.4,10.5,10.8, RST-9-10.2, 10.8

- A. In the last unit, students will explore career interest areas, using Xello, and types of jobs in each area, using Nepris. They will make some tentative career choices based on their own personality traits, using the Meyers-Briggs personality test. They will learn library/research skills as they begin to gather information about potential careers. Students will decide whether the careers they are considering are good matches for their personalities and working styles. They will practice and apply effective ways to deliver a speech to engage an audience. Students will also assess personal growth and changes in the areas that this course has covered: vision for self, success definition, identity, physical, social and mental health, balanced lifestyle and budgeting, the teenage brain

and harmful behaviors, career and college planning, and community service. They will set personal and action plans for the next ten years.

- B. Each student will give a 5-minute speech that demonstrates knowledge of his/her pre-approved researched career, identifies the matching personality traits, and reflects on whether aspects of this careers will lead to a fulfilling life. Students will work collaboratively to research, outline, write, and edit their individual speeches, through a peer-editing process along each step of this project. When speaking, students will present the information in a logical progression, use and cite credible sources, and share fresh insights with their audience. They will deliver speeches with authority, energy, and enthusiasm.

Additional Recommended Materials:

Career Choices and Changes, Richard Cory (Author), Edwin Arlington Robinson

Applying Life Skills, Joan Kelly-Plate & Eddy Eubanks (Authors), The McGraw-Hill

The 7 Habits of Highly Effective Teens, Sean Covey (Author), Simon & Schuster

The Teenage Brain, Francis Jensen (Author)