

9th Grade Class Meeting Curriculum

Focus for Year: The focus in 9th grade is on supporting the transition to high school and exploring postsecondary education and career opportunities.

Overview: Here is the [Curriculum Map](#) and the general overview of what you will cover each month..

	September	October	November	December	January	March	April
Topic	Academic Achievement	Academic Achievement	Academic Achievement	Postsecondary Education & Career Exploration & Awareness	Postsecondary Education & Career Exploration & Awareness	Postsecondary Education & Career Exploration & Awareness	Employability & Postsecondary Education Skills

Teacher materials needed:

- Links are included in each learning activity and you may need to print copies or share links with students ahead of the meeting.
- A projector or smart board makes these lessons easy to follow.
- Students will typically need their computers.
- Additional materials will be listed per learning activity.

Time required: Each lesson should take ~30 minutes to complete. You can combine activities if you have more time.

Feedback: Please feel free to comment on any learning activity with feedback. Also, follow up with a member of the CCCM committee about your comment. The CCCM committee will meet yearly to review comments and make changes as needed.

Lesson One: Transition to High School

Date: September

Topic:

Academic Achievement

Enduring Understanding:

Identifying and addressing any obstacles or barriers to completion of a successful transition to high school will help ease stress and make you more successful.

Skill:

Manage transition to high school through developing routines and connecting with supportive adults.

Materials Needed:

- Projector
- [Find Someone Who... BINGO](#)
- [Advice For Freshmen Video](#)
- [School Organization Tools and Tips](#)
- Pens/Pencils

Prepare for Meeting

Review the learning activity. Make copies of [Find Someone Who... BINGO](#) and [School Organization Tools and Tips](#). Set up the projector to show [this video](#).

Introduction Activity

1. Take attendance and email anything missed to students who were out.
2. Explain that there will be class meetings based on college and career planning that are meant to support all students in thinking and planning for life after high school. There will be seven class meetings that focus on this over the course of the year.
3. Inform students that today we will be exploring their transition to high school and talking about developing routines and staying organized but first we want to play a game.
4. Hand out copies of "[Find Someone Who... BINGO](#)" and inform students that to play they will need to mark off 5 across, down, or diagonally by finding someone who matches that box.

Main Activity

1. Watch [this video](#) from a former freshman with some advice and tips for incoming freshmen.
2. Engage students in a conversation after the video, some questions you could ask them:
 - What habits and routines do you currently have that will help you in high school?
 - What are some habits and routines that you think you could work on?
3. Hand out and go over [School Organization Tools and Tips](#)

Exit Activity

Ask students one thing they learned that they can do to be successful this year or something that they learned about a peer from the BINGO game.

Lesson Two: Available Pathways

Date: October

<p>Topic: Academic Achievement</p> <p>Enduring Understanding: Maintaining strong academics throughout high school, taking advanced math, foreign language, Dual Enrollment (DE), Early College (EC) and grades affect higher education options.</p> <p>Skill: Describe what DE and EC are and how to enroll in them. (Reinforce what TAs are covering)</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> • Computers • Projector • DE and EC True or False Game (Teacher Handout) • Flexible Pathways Video 	<p>Prepare for Meeting Review the learning activity. Set up the projector in order to show this video.</p> <p>Introduction Activity Ask students to imagine that they are admissions counselors for college. Ask them to think about and brainstorm what they think an admissions counselor looks for in a prospective student.</p> <p>Main Activity</p> <ol style="list-style-type: none"> 1. Take attendance and email anything missed to students who were out. 2. Play the true or false game about dual enrollment and early college. 3. Let students know that dual enrollment courses are available to them their junior year and that they will want to start preparing for them during their sophomore year so that they can meet deadlines to enroll. If students are interested in early college they will need to prepare for that during their junior year in order to meet deadlines as well. Let students know that if they are interested in either that they should be talking with their guidance counselor in order to prepare. 4. Watch this video (8:22 min.) with students that show each student following a different flexible pathway. Discuss with students: <ul style="list-style-type: none"> • What are the possible benefits of these different flexible pathways? • Do these flexible pathways sound interesting to you? Why? • After our brainstorm activity at the beginning of class, can you think of reasons why these students' flexible pathway choices may look good to an admissions counselor? <p>Exit Activity Ask students to share one that they learned today.</p>
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Lesson Three: Path to Graduation

Date: November

Topic:

Academic Achievement

Enduring Understanding:

Maintaining strong academics throughout high school, taking advanced math, foreign language, Dual Enrollment (DE), Early College (EC) and grades affect higher education options.

Skill:


Identify requirements needed to graduate from high school, and what is needed to be well prepared for life after high school.

Materials Needed:

- Computers
- Projector
- [Your Pathway to Graduation at Twinfield](#)
- [4-year plan](#)
- [Collegeboard and Road Trip Nation Log-in document](#)

Prepare for Meeting

Review the learning activity. Set up the projector to show this [slide show](#). Share the 4-year [plan](#) and the [Collegeboard and Road Trip Nation Log-in document](#) with

students by clicking on the link, clicking this icon:  and then share the links via email.

Introduction Activity

1. Take attendance and email anything missed to students who were out.
2. Acknowledge that the last year was incredibly challenging. Ask students to reflect on the last year and think about some of their successes. Ask students to share if they would like. Remind students that success can come in many different ways and can be big or small.

Main Activity

1. Explain to students that for today's activity they will be thinking about their high school pathway that will lead them to graduation and beyond.
2. Present the "[Your Pathway to Graduation at Twinfield](#)" slide show. Let students know that these slides may include information that they already know but hopefully, they will learn something new or be reminded of a good opportunity. Let students know that there are many different pathways to graduation and those pathways should match each student's individual interests and goals.
3. Ask students to create a folder in their google drive called "CCCM" and then create a folder within that called "9th Grade CCCM".
4. Ask students to go to <https://account.collegeboard.org/login/login> (this link is in the document that you shared with students) to create an account. If students have already created an account for the PSAT then they should write down their log-in and password [on this document](#) that you emailed to them. If they haven't created an account they can do so and write their information on the document. When students click on the document it will ask them to make a copy and they should save the copy in their "9th Grade CCCM" folder. They will need to refer back to this document in years to come.
5. Ask students to save their 4-year [plan](#) that you shared with them via email to their "9th Grade CCCM" folder. When students click on the link they will be prompted to make a copy. Also, ask that students link their 4-year plan to their PLP website as it may be useful to look back on in the future.
6. Ask students to fill in their 4-year plan by adding details to each year around their plans to engage in extracurriculars/clubs, honors courses, the renaissance program, dual enrollment, early college, or the tech center. Let students know that it is important to start planning these opportunities because it can help them with life after high school. Also, let students know that their 4-year plan will most likely change over the years and that's totally fine. Encourage students to think about what they wrote in their PLP as that may help them with this activity.

Exit Activity

Ask students to share challenges they have experienced in the past and what teachers can do to support them.

Lesson Four: Core Values

Date: December

Topic:

Postsecondary Education & Career Exploration & Awareness

Enduring Understanding:

Awareness of your values, interests, and abilities helps make informed career decisions.

Skill:


Make a connection between personal values, interests and abilities and potential career pathways.

Materials Needed:

- Computers
- Projector
- [Career Cluster Survey](#)
- [16 Career Clusters Packet](#)
- [Core Values Slide Deck](#)
- [Core Values handout](#)

Prepare for Meeting

Review the learning activity. Set up the projector to show [Core Values Slide Deck](#). Email students prior to the meeting with the [Career Cluster Survey](#) and [16 Career Clusters Packet](#). Also, share the [Core Values handout](#) with students by clicking on the

link and then clicking this icon:  When you share the document with students, ask them to “make a copy”, and be sure to save it in the folder named “9th Grade CCCM”.

Introduction Activities

1. Take attendance and email anything missed to students who were out.
2. Ask students to take the [Career Cluster Survey](#), this is an editable document that they can download to their computer and then once they are done they can upload it to their PLP website and save it to their “9th Grade CCCM” folder.
3. Once students have taken the career cluster survey, they can read more about their top three rated clusters in the [16 Career Clusters Packet](#).
4. Ask some students to share a career cluster and possible career(s) that they may be interested in.

Main Activities

1. Inform students that when thinking about and planning for their future it is important to start with who they are: what are their values? What interests them? What are they good at? Once they’ve identified those things they can align them with potential career pathways.
2. Project the [Core Values Slide Deck](#). Ask students each question and you can discuss them as a group.
3. Complete all the slides until you come up with a group definition for Core Values.
4. Ask students to access the [Core Values handout](#) that was emailed to them.
5. Continue to use the slideshow and the handout to help students create their own core values. Teachers can help model the answers to these questions as well especially if students are having difficulty.

Exit Activity

Towards the end of the meeting ask if any students would be willing to share some of their core values.

Lesson Five: VT Career Exploration

Date: January

Topic:

Postsecondary
Education & Career
Exploration

Enduring

Understanding:

Many different jobs can
make up a single career
path.

Skill:

Research careers in
chosen career
cluster/pathway.

Materials Needed:


- Computers
- [McClure's brochure](#)
- [16 Career Clusters Packet](#)
- "VT Career Research" document

You May Need:

- [Career Cluster Survey](#)

Prepare for Meeting

Review the learning activity. Share the [VT Career Research](#) document and the link to the [McClure's brochure](#) with students prior to the meeting via email by clicking on the link

and then clicking this icon:  When you share the document with students, ask them to "make a copy", and be sure to save it in the folder called "9th Grade CCCM".

Introduction Activity

1. Take attendance and email anything missed to students who were out.
2. Have students look at their PLP website to revisit their Career Cluster survey results. They can keep these documents open as you will come back to them later. Ask students to look at the cluster that they scored highest on and share on a scale from 1-5 how interested they are in the careers listed (1 being the least interested and 5 being the most interested). What career sounds the most interesting? Careers are listed in the [16 Career Clusters Packet](#).
3. Let students know that there are a lot of careers out there and that today we will focus on promising careers in Vermont. This activity may focus on Vermont but students will still be learning about possible careers for their future whether they decide to stay in Vermont or not.

Main Activity

1. Inform students that the McClure's foundation has found that there are 60 promising careers for the state and that there will be 220 job openings within the next 10 years. These jobs pay a median wage of \$22/hr.
2. Ask students to take a look at the [McClure's brochure](#) on pages 4 and 5. They can zoom in to see the tables better. Ask students the following questions to help them get a better sense of this document:
 - a. *If you like to fix or build things what would be one job that you could pick from the tables?* Answer: Any jobs from the third table
 - b. *If you are a creative person what would be one job that you could pick from the tables?* Answer: Any jobs from the second table
 - c. *What is the highest-paid job and what type of education do you need to complete?* Answer: Pharmacist, doctoral degree
 - d. *What job can you make the most money with the least amount of education?* Answer: CNC Machine Operators
3. Ask students to look back at their Career Cluster results and think about how their top-rated career clusters relate to the McClure's tables.
4. Ask students to pick three careers of interest from the McClure's brochure that relate to career clusters that they scored highest on in the Career Cluster survey.
5. Ask students to begin their research on these careers and document their work with the "VT Career Research" document. Remind students to save this document to their "9th Grade CCCM" folder. Let students know that they will have time to work on this next month as well.

Exit Activity

Ask students to share one thing the activities today helped them with.

Lesson Six: Career Exploration Continued

Date: March

Topic:

Postsecondary
Education & Career
Exploration

Enduring

Understanding:

Many different jobs can
make up a single career
path.

Skill:

Research careers in
chosen career
cluster/pathway.

Materials Needed:

- Projector
- Computers
- [We Want to Be Happy](#) video

You May Need:

- [VT Career Research](#) document

Prepare for Meeting

Review the learning activity. Set up the projector to show "[We Want to Be Happy](#)".

Introduction Activity

1. Take attendance and email anything missed to students who were out.
2. Watch "[We Want to Be Happy](#)" and ask students to share what they think is most important in choosing their future career.

Main Activity

1. Ask students to navigate to their "VT Career Research" document that should be saved in their 9th Grade CCCM folder.
2. Ask students to continue working on this document.
3. When students are done with this they can continue to do research on careers they are interested in and that can be outside of Vermont on [mynextmove.org](#).

Exit Activity

Ask students to share one thing they learned about a career that they researched.

Lesson Seven: 9th Grade Resume Builder

Date: April

Topic: Employability & Postsecondary Education Skills

Enduring Understanding: Professional communication, collaboration, and a positive work ethic are important for success in employment and education.


Skill: Recognize and communicate personal qualities necessary for success in various careers and postsecondary education.

Materials Needed:

- Projector
- Computers
- [Hard Skills vs. Soft Skills video](#)
- [Intro to Resume video](#)
- [Resume Builder](#)

Prepare for Meeting

Review the learning activity. Set up the projector to show the videos. Prior to the meeting, share the [resume builder](#) with students by clicking on the link and then clicking

this icon:  And then share the link via email. Students will be asked to make a copy of the document and should save it in their "9th Grade CCCM" folder and on their PLP website.

Introduction Activity

1. Take attendance and email anything missed to students who were out.
2. Ask students what kinds of skills employers look for in potential employees and write students' answers on the board.
3. Watch this brief [Hard Skills vs. Soft Skills video](#)
4. Ask students of the skills they wrote on the board which are hard and which are soft skills.

Main Activity

1. Let students know that it will be important for them to start working towards creating a resume. The first step in that process that they will be working on today will be to start identifying their skills, abilities, and special talents. Let students know that this is something that they will work on and keep track of over the years in high school so that when it comes time to use their resume they will have a completed one.
2. Watch [Intro to Resume Writing: What is a resume and why do you need one?](#) (3:50 Min)
3. Ask students to start working on the 9th grade section of their [resume builder](#). Students should have the link to this document in the email that you sent and will need to save the copy to their "9th grade CCCM" folder and their PLP website.

Exit Activity

Ask students to share one skill that they have already gained that will help them in a future job.