



## **Navigate**

**Course Number:** 9000 or 9000S

**Course Level:** Academic

**Grade:** 9

**Time/Credit:** 9000: Meets daily for one marking period / 0.5 Credit  
9000S: Meets every other day for one marking period for one semester/0.5 Credit

**Development Date:** 2025-26

**School Board Approval:**

Central Bucks School District  
20 Welden Drive  
Doylestown, PA 18901

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## Teaching and Learning Principles - Central Bucks School District

### Navigate

The following principles guide our teaching.

- Learning is most effective when students connect new information to prior knowledge, lived experiences, interests, strengths, and goals.
- Students benefit from active, problem-based learning.
- Technology should be an integral part of the student experience.
- Effective communication is essential for success in school, work, and community life.
- Information literacy and responsible scholarship are foundational academic skills.
- Collaboration and teambuilding support deeper learning.
- Career readiness requires students to connect self-knowledge with reliable information.
- Executive functioning, self-management, and reflection support student agency.
- Learning is most effective when instruction accommodates differences in students' prior knowledge, language development, interests, strengths, and needs.
- Assessment is an ongoing process that guides instruction and monitors growth.

These principles draw from Business Education, English Language Arts, and Social Studies courses of study.

## Enduring Understandings - Central Bucks School District

### Navigate

Students will understand that:

#### Inquiry, Evidence, and Civic Learning

1. Students use inquiry to investigate questions, solve problems, and make sense of academic, civic, career, and real-world issues.
2. Informed decisions depend on credible evidence, sound reasoning, and responsible use of sources.
3. Knowledge, communication, and responsible action help individuals and groups influence communities, institutions, and opportunities.

#### Reading, Writing, and Communication

4. Skilled readers identify central ideas, analyze structure and point of view, interpret vocabulary, and connect information across formats.
5. Effective writers develop clear claims and explanations by selecting evidence, organizing ideas for an audience, revising work, and using an appropriate tone.
6. Responsible learners use technology and AI-supported tools ethically to gather information, communicate ideas, and strengthen thinking.

#### Employability Skills and Career Readiness

7. Students build future readiness by practicing employability skills such as collaboration, communication, problem solving, technology use, and time management.
8. Career planning connects personal interests, strengths, values, and goals to realistic academic, career, and postsecondary pathways.
9. Education, training, labor markets, entrepreneurship, credentials, and community opportunities shape career and life choices.
10. Feedback, reflection, work ethic, adaptability, lifelong learning, and transferable skills help people revise plans and navigate transitions.

#### Community, Citizenship, and Interdependence

11. People participate in schools, workplaces, civic institutions, and digital spaces where rights, responsibilities, norms, and relationships shape decisions.
12. Institutions reflect their purposes, structures, functions, and participants.
13. Local, national, and global systems connect people and communities, creating both opportunities and challenges.
14. Individuals contribute to the public good by communicating respectfully, considering perspectives, collaborating, and taking informed action.

#### Growth, Identity, and Future Planning

15. Students develop agency when they understand themselves as learners, set goals, manage responsibilities, and use support systems.
16. Strong future plans are realistic, flexible, and responsive to new information, feedback, and changing circumstances.
17. Understanding the past, present conditions, and future possibilities helps people make informed choices about school, work, citizenship, and life.
18. Success beyond high school depends on continued learning, clear communication, responsible use of evidence, and transferable skills.

## Essential Questions - Central Bucks School District

### Navigate

#### Inquiry, Evidence, and Civic Learning

1. How do we ask meaningful questions and use evidence to make informed decisions?
2. How can knowledge, communication, and responsible action help people influence their communities and future opportunities?

#### Reading, Writing, and Communication

3. How do skilled readers make sense of complex information across texts, media, and formats?
4. How do writers use evidence, organization, revision, and tone to communicate clearly for a purpose and audience?
5. How can technology and AI-supported tools strengthen learning while preserving original thinking and academic integrity?

#### Employability Skills and Career Readiness

6. Which employability skills help people succeed in school, work, and community settings?
7. How do interests, strengths, values, goals, and reliable information shape career and postsecondary planning?
8. How do education, training, labor markets, entrepreneurship, and community opportunities affect career and life choices?

#### Community, Citizenship, and Interdependence

9. How do rights, responsibilities, norms, and relationships shape participation in schools, workplaces, civic institutions, and digital spaces?
10. How do institutions and systems create opportunities, challenges, and responsibilities for individuals and communities?
11. How can people contribute to the public good while considering multiple perspectives?

#### Growth, Identity, and Future Planning

12. How can students develop agency by understanding themselves as learners, setting goals, managing responsibilities, and using supports?
13. What makes a future plan realistic, flexible, and responsive to new information, feedback, and changing circumstances?
14. How do continued learning, clear communication, responsible evidence use, and transferable skills support success beyond high school?

## Course of Study Overview – Navigate

Central Bucks School District

### Desired Results

Course Description: Navigate 9 is a required course for all 9th grade students designed to empower students as they transition into high school by fostering civic engagement and responsible citizenship. This problem-based course emphasizes the skills and knowledge needed to be productive, ethical, and informed members of the school community. Students will develop teamwork, leadership, and executive functioning skills such as organization and planning. The course equips you with a strong academic foundation by emphasizing critical thinking, respectful communication, and digital citizenship, with a focus on the ethical use of technology. Students will set personal and academic goals, reflect on their strengths, and cultivate a growth mindset and resilience.

As students transition into high school, Navigate 9 serves as a Tier 1 universal course that supports all learners through a shared learning experience. The course establishes common academic systems, habits, expectations, and language across buildings and content areas. Instruction emphasizes practical, real-world tools and repeatable systems such as planning routines, notetaking structures, professional communication, and research practices. By creating transferable academic artifacts (including notes, planners, emails, and research products) students build skills and resources for use in Navigate and other high school courses.

**Prerequisite:** none

**Committee Members:** A team of Social Studies teachers drafted and reviewed this course of study. Asterisks denote teachers who participated in dedicated curriculum writing at the Educational Services Center.

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Victoria Ehlinger (Professional Development) and Chris Johnson (Social Studies) facilitated and supported the team's work. The team used Copilot to assist with editing, formatting, and standards alignment.

## Acceptable Evidence

### Course Grading:

Because Navigate 9 supports all Grade 9 learners through a shared learning experience, grading should emphasize individual growth toward mastery of skills essential for high school success. As much as possible, teachers should assess process rather than product while following Teaching and Learning Team expectations for formative and summative assessment and gradebook composition.

### Differentiating Writing Assessments:

Promoting students' growth as academic writers is an important part of Navigate. Teachers may adjust the length and complexity of writing tasks to meet individual needs. The following table identifies common high school writing formats and can help teachers calibrate tasks for students on their roster.

Differentiation Grid for General Education Classroom (based on Webb's Depth of Knowledge)

|                                                                                             | Depth of Knowledge<br>Level 1 <i>low complexity skill</i>                            | Depth of Knowledge<br>Level 2                                                             | Depth of Knowledge<br>Level 3                                                                                             | Depth of Knowledge<br>Level 4<br><i>high complexity skill</i>                                                                                  |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                             | <b>Recall</b><br>The student recalls facts, information, procedures, or definitions. | <b>Application</b><br>The student uses information, conceptual knowledge, and procedures. | <b>Strategic Thinking</b><br>Students use reasoning and develop a plan or sequence of steps; process has some complexity. | <b>Extended Thinking</b><br>The student conducts an investigation; needs time to think and process multiple conditions of the problem or task. |
| <b>Writing Tasks</b>                                                                        |                                                                                      |                                                                                           |                                                                                                                           |                                                                                                                                                |
| Constructed Response of one or more sentences.                                              | ✓                                                                                    | ✓                                                                                         |                                                                                                                           |                                                                                                                                                |
| Constructed Response of one or more sentences featuring some advanced sentences structures. | ✓                                                                                    | ✓                                                                                         | ✓                                                                                                                         |                                                                                                                                                |
| Constructed Response of several connected sentences.                                        | ✓                                                                                    | ✓                                                                                         | ✓                                                                                                                         |                                                                                                                                                |
| Constructed Response of one or more paragraphs.                                             |                                                                                      | ✓                                                                                         | ✓                                                                                                                         | ✓                                                                                                                                              |
| Essay (four paragraphs or more in length).                                                  |                                                                                      |                                                                                           | ✓                                                                                                                         | ✓                                                                                                                                              |
| Extended essay incorporating evidence from multiple sources.                                |                                                                                      |                                                                                           | ✓                                                                                                                         | ✓                                                                                                                                              |

**Success Plan Completion**

Central Bucks School District prepares students for life after graduation through instruction and experiences aligned to PDE's Career Education and Work standards. Success Plan is the process through which students earn graduation credit while demonstrating progress toward these standards. Navigate provides opportunities to complete as many Success Plan tasks as possible, including all Grade 9 and 10 tasks. Students are expected to complete these tasks during Navigate and upload required artifacts to Naviance.

**Commented [CJ1]:** Recommendation: Set these as tasks with point values.

| Unit and Task                                            | Relevant CEW Standards                               | Required Naviance Artifacts                                                                                                                                                                                 |
|----------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Communication & Tech Skills Choice Board (Unit 1) | 13.2.9-12.A-E<br>13.3.9-12.C-D                       | Complete: AchieveWorks Intelligences<br>Upload: Choice Board Final Product                                                                                                                                  |
| Time Management System & Reflection (Unit 1)             | 13.2.9-12.A-E<br>13.3.9-12.C-D                       | Complete: Strengths Explorer<br>Upload: Time Management System Final Product                                                                                                                                |
| Unit 2 – Academic Research Artifact (Unit 2)             | 13.2.9-12.A-E                                        | Complete: AchieveWorks Personality<br>Upload: Artifact from Academic Research (Source Evaluation Check or Using Evidence Responsibly; teachers may also use Summary Paragraph, an optional assessment task) |
| Academic Resume & Personal Brand Reflection (Unit 3)     | 13.1.9-12.A-E<br>13.3.9-12.A-D<br>13.4.9-12.A        | Complete: Achieveworks Skills<br>Upload or Build: Resume                                                                                                                                                    |
| Career Pathway Investigation (Unit 3)                    | 13.1.9-12.A-E<br>13.3.9-12.B<br>13.4.9-12.B-D        | Complete: Career Interest Finder<br>Complete: Career Cluster Finder<br>Upload: Career Pathway Final Product                                                                                                 |
| Four-Year Academic Plan (Unit 3)                         | 13.1.9-12.A, E<br>13.3.9-12.A-B, D<br>13.4.9-12.A, D | Upload: Four-Year Academic Plan Final Product                                                                                                                                                               |



## Pacing Guide – Navigate

| Content                                                                                                                                                                                                                                                          | Time / Pacing     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Unit 1 – Connecting</b>                                                                                                                                                                                                                                       | 3 wks (approx.)   |
| Norms for the High School Community                                                                                                                                                                                                                              |                   |
| 1.1 School Systems and Institutions                                                                                                                                                                                                                              | 2 days            |
| <b>*1.2 Communication Practices &amp; Tools</b>                                                                                                                                                                                                                  | 2 days            |
| <b>*1.3 Executive Functioning</b>                                                                                                                                                                                                                                | 3 days            |
| 1.4 Brain-Based Learning                                                                                                                                                                                                                                         | 3 days            |
| 1.5 Digital Citizenship                                                                                                                                                                                                                                          | 3 days            |
| Unit 1 intervention, enrichment, and review.                                                                                                                                                                                                                     | 1-2 days          |
| <b>*Success Plan Items uploaded into Naviance:</b> Artifact(s) from the following topics: <ul style="list-style-type: none"> <li>Communication Practices &amp; Tools</li> <li>Executive Functioning</li> </ul>                                                   |                   |
| <b>Unit 2 – Mapping</b>                                                                                                                                                                                                                                          | 4 wks (approx.)   |
| Academic Skills for High School                                                                                                                                                                                                                                  |                   |
| 2.1 Academic Reading                                                                                                                                                                                                                                             | 2 days            |
| 2.2 Ethics of Scholarship                                                                                                                                                                                                                                        | 3 days            |
| 2.3 Notetaking                                                                                                                                                                                                                                                   | 3 days            |
| 2.4 Academic Writing                                                                                                                                                                                                                                             | 3 days            |
| <b>*2.5 Research Norms</b>                                                                                                                                                                                                                                       | 3 days            |
| Unit 2 intervention, enrichment, and review.                                                                                                                                                                                                                     | 1-2 days          |
| <b>*Success Plan Items uploaded into Naviance:</b> One artifact from Research Norms                                                                                                                                                                              |                   |
| <b>Unit 3 – Pathfinding</b>                                                                                                                                                                                                                                      | 2 wks (approx.)   |
| Planning for Success After Graduation                                                                                                                                                                                                                            |                   |
| <b>*3.1 Resume &amp; Job Qualifications</b>                                                                                                                                                                                                                      | 2-3 days          |
| <b>*3.2 Occupational Outlook &amp; Career Pathways</b>                                                                                                                                                                                                           | 3 days            |
| <b>*3.3 Academic Planning</b>                                                                                                                                                                                                                                    | 2-3 days          |
| The following are optional topics. Teachers will select topics based on schedule constraints as well as students' needs and interests.                                                                                                                           |                   |
| 3.4 Guest Speakers (Career, Community and Public Service, Student Services)                                                                                                                                                                                      | 1-3 days          |
| 3.5 Odyssey Planning (Long-Term Career and Personal Life Planning)                                                                                                                                                                                               | 1-3 days          |
| 3.6 Service Learning                                                                                                                                                                                                                                             | 1-3 days          |
| 3.7 Internship/Job Search and Interview Skills                                                                                                                                                                                                                   | 1-3 days          |
| Unit 3 intervention, enrichment, and review.                                                                                                                                                                                                                     | 1-2 days          |
| <b>*Success Plan Items uploaded into Naviance:</b> Artifacts from the following topics: <ul style="list-style-type: none"> <li>Academic Resume &amp; Personal Brand Reflection</li> <li>Career Pathway Investigation</li> <li>Four-Year Academic Plan</li> </ul> |                   |
| <b>Instructional Time for the Course</b>                                                                                                                                                                                                                         | <b>39-45 days</b> |

**Commented [CJ2]:** Watch out for redundancy with 2.2 Ethics of Scholarship.

**Commented [JN3]:** Would these two topics make more sense in the Norms for the High School Community since they relate to more to etiquette and norms?

**Commented [CJ4]:** A robust facilitator guide is likely not needed for 3.1-3.3, task-oriented learning.

### NOTES:

- Modules marked with asterisks include a common summative assessment. The final product, or a checkpoint completed during the assessment, serves as a Success Plan artifact.
- Teachers will provide additional remediation in grade-level or prerequisite standards/content when students have not yet demonstrated mastery. Enrichment opportunities will be provided for students who demonstrate understanding more quickly.

## Required Texts and Software

### Student Resources

Canvas

Microsoft Office Suite of products (Word, PowerPoint, Excel, Outlook, and OneNote)

Canva

Subscription Databases through Gale and Discovery Education

Naviance

### Teacher Resources

The following resources informed this curriculum. Teachers may refer to them for content and best practices; some may also be appropriate for students.

#### College Readiness Program from Bucks County Community College

- COLL-101: [Workshops and Digital Badges | Bucks County Community College](#)
  - [Nearpod - SP Real World Communication](#)
  - [Nearpod - SP Time Management](#)
- Online Textbook: [Orientation to College for Your Success – Simple Book Publishing](#)
  - Ch. 2 Knowing Yourself as a Learner
  - Ch. 3 Managing Your Time and Priorities
  - Ch. 5 Reading and Notetaking
  - Ch. 8 Communicating
- COLL-105: Strategic Learning Seminar: [Master Course Outlines | Bucks County Community College](#)

#### Professional Development Platforms

- CASEL SEL Competencies (<https://casel.org/fundamentals-of-sel/>)
- Civic Online Reasoning (from Digital Inquiry Group): [Home | Civic Online Reasoning](#)
- Common Sense Media
  - [Lesson Browse | Common Sense Education](#)
  - [AI Literacy Lessons for Grades 6–12 | Common Sense Education](#)
- CTRL-F: [Home - CTRL-F: Digital Media Literacy](#)
- Purdue OWL Email Etiquette ([https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/email\\_etiquette.html](https://owl.purdue.edu/owl/general_writing/academic_writing/email_etiquette.html))

#### Research Best Practices and Professional Development

- Purdue OWL MLA Guide ([https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/](https://owl.purdue.edu/owl/research_and_citation/mla_style/))
- CRAAP Test overview ([https://libguides.cmich.edu/web\\_research/craap](https://libguides.cmich.edu/web_research/craap))
- Harvard Guide to Using Sources (<https://usingsources.fas.harvard.edu/>)
- OSLIS Secondary Research at [I Need to... Learn How to Do Research — Secondary](#)

**Commented [CJ5]:** Vic-Chris: consider SRSD lite materials.

## Unit 1 – Connecting

Norms for the High School Community  
Central Bucks School District – Course of Study – Navigate

Unit 1 helps students and families understand the expectations, systems, and habits that support a successful transition into high school. Students learn to use school resources—including Canvas, Outlook, OneDrive, OneNote, planners, calendars, and flexible learning time—to manage responsibilities and advocate for themselves. The unit emphasizes practical routines for organization, time management, communication, digital citizenship, active listening, respectful disagreement, and self-management. Through realistic high school scenarios, students practice communicating clearly, making responsible decisions, reflecting on work ethic, and responding productively to challenges and feedback. Common performance tasks ask students to create transferable artifacts for use in Navigate, other high school courses, and future school or workplace settings.

### Desired Results

#### Essential Questions:

1. How can students use high school systems and supports to manage responsibilities and advocate for themselves?
2. How do organization, planning, and time management routines help students meet academic and personal responsibilities?
3. How can students communicate professionally and respectfully with adults and peers in a high school community?
4. How can students use digital tools, learning strategies, and self-management practices to grow as learners?

#### Enduring Understandings:

1. Students participate more successfully in high school when they use school systems, supports, and flexible learning time appropriately.
2. Organization, planning, prioritization, and time-management routines help students manage academic, personal, and extracurricular responsibilities.
3. Professional communication requires attention to audience, purpose, tone, etiquette, and context.
4. Responsible use of digital tools supports productivity, organization, communication, and learning.
5. Effective learners use strategies such as note-taking, retrieval practice, reflection, and self-management to improve understanding and performance.
6. Growth, resilience, and responsible decision-making help students respond productively to challenges, feedback, stress, and competing demands.

#### Students will understand that...

Successful participation in high school requires students to apply academic, organizational, and communication skills in real situations.

#### Knowledge: Students will know...

##### 1) School Systems and Institutions

- Using flexible learning time, such as Lunch and Learn or I&E, to sign up for support, prioritize tasks, and work productively.
- Canvas navigation, including locating feedback and submitting work.
- School resources, including Student Services, the library, main office, house offices, and tech help desk.
- Work and postsecondary services, including working papers, transcripts, and college application procedures.
- Basic labor laws, including workers' rights and restrictions for minors.

##### 2) \*Communication Practices and Tools

- Communicating with adults in school, including when, why, and how to ask questions, seek help, and follow up.

**Commented [CJ6]:** Don't overlook the tech. help.

**Commented [CJ7]:** Address 13.2.9-12.B "Use professional etiquette and observe social protocols when communicating verbally, nonverbally, and in writing" and 13.2.9-12.D "Use job-specific technologies to accomplish work responsibilities in a productive manner."

- Professional email writing, including audience, purpose, grammar, tone, etiquette, and context.
- Public speaking, active listening, and group discussion skills.
- Disagreeing without being disagreeable.

### 3) \*Executive Functioning

- Organization & Systems
  - Organizing binders and folders.
  - Locker logistics and general preparedness.
  - Class notebook hygiene and closing old notebooks.
  - Consistent physical and digital organization routines, including binders, folders, lockers, OneDrive, and OneNote.
- Time Management & Planning
  - Using planners, calendars, and schedules to plan across class periods, block schedules, and longer-term assignments.
  - Prioritizing tasks and allocating time across classes, activities, and flexible learning periods.

### 4) Brain-Based Learning

### 5) Digital Citizenship

- Digital organization in OneDrive and OneNote, including file hygiene and consistent systems.
- Internet etiquette and safe online behavior.
- Scenario-based discussions of academic integrity, paraphrasing, citation, and responsible use of digital and AI-supported tools.
- AI literacy, based on Common Sense Media's AI Literacy Lessons for Grades 6–12.
  - AI bias: what it is, how it happens, how it affects people, and how it can be reduced.
  - Recommendation algorithms: how they are trained, how they make decisions, and how they shape online experiences.
  - Facial recognition: what it is and the benefits and risks associated with its use.
  - Responsible decision-making when using AI-supported tools.

#### Vocabulary:

- Active Listening - Listening to understand by paying attention, avoiding interruption, asking clarifying questions, and responding thoughtfully.
- Academic Support - A school resource, person, or structure that helps students meet learning goals, complete work, or solve problems.
- Appropriate Communication - Communication that fits the audience, purpose, setting, and situation.
- Canvas - The online learning platform students use to access assignments, submit work, view feedback, and manage course expectations.
- Digital Citizenship - Responsible, respectful, safe, and ethical behavior when using digital tools, platforms, and online spaces.
- Digital Organization - Keeping digital files, folders, notes, and materials arranged so they can be found, used, revised, and submitted efficiently.
- Executive Functioning - The mental skills that help students plan, organize, start tasks, manage time, stay focused, and follow through on responsibilities.
- Feedback - Information from a teacher, peer, or self-assessment that helps a student recognize strengths, revise work, and improve.
- Flexible Learning Time - School time, such as Lunch and Learn or I & E, that students use for help, independent work, enrichment, make-up tasks, or planning.
- High School Community - The people, places, expectations, routines, and relationships that shape how students learn, communicate, and participate in school.

- Learning Strategy - A method for improving understanding, memory, focus, or performance, such as retrieval practice, annotation, or spaced review.
- OneDrive - A digital storage space where students save, organize, and access school files online.
- OneNote - A digital notebook used for taking notes, organizing class materials, and maintaining academic records.
- Planning System - A tool or method, such as a calendar, planner, checklist, task board, or reminder system, used to manage responsibilities over time.
- Professional Communication - Clear, respectful, audience-appropriate communication in school, community, or workplace settings.
- Professional Tone - Polite, clear, respectful language appropriate to the audience and purpose.
- Resilience - The ability to respond productively to challenges, stress, mistakes, feedback, or setbacks.
- Respectful Disagreement - Expressing a different opinion while listening carefully, using evidence or reasoning, and maintaining respect for others.
- Routine - A habit or repeated system students use to stay organized, prepared, and consistent.
- Self-Advocacy - Speaking up appropriately for your needs by asking questions, seeking help, communicating concerns, or using available supports.
- Self-Management - Using strategies to manage emotions, focus, behavior, time, and responsibilities in order to meet goals.
- Time Management - Planning and using time effectively by estimating how long tasks will take, setting priorities, and meeting deadlines.
- Work Ethic - The habits, effort, reliability, responsibility, and persistence a student demonstrates when completing work and pursuing goals.

*Skills: Students will be able to...*

- **Apply organizational systems** to manage materials, deadlines, and responsibilities across physical and digital environments, including binders, planners, OneDrive, and OneNote.
- **Plan and prioritize academic tasks** by using calendars and planners across classes, activities, and flexible instructional periods (e.g., Lunch and Learn or I&E).
- **Use structured notetaking strategies** (including Cornell Notes and annotation) to record, organize, review, and study information.
- **Communicate professionally with adults and peers** by composing clear, respectful emails and messages that demonstrate appropriate grammar, tone, and purpose.
- **Demonstrate active listening and speaking skills** during discussions, presentations, and collaborative work by engaging respectfully, responding thoughtfully, and contributing productively.
- **Navigate key high school systems and expectations** by locating feedback, submitting work through Canvas, and using school structures and support time effectively.
- **Use self-management and wellness strategies** (including mindfulness, stress reduction routines, and reflection) to strengthen focus, resilience, and academic engagement.

**Standards:**

*Reading and Writing in History and Social Studies*

- CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.9-10.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- CC.8.6.9-10.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### *Career Education and Work*

- 13.1.9-12.E: Utilize school- and community-based opportunities for career awareness/preparation.
- 13.1.9-12.F Examine basic labor laws to determine the rights and responsibilities of both employers and employees.
- 13.2.9-12.A: Identify solutions to existing conditions or problems using critical thinking skills.
- 13.2.9-12.B: Use professional etiquette and observe social protocols when communicating verbally, nonverbally, and in writing.
- 13.2.9-12.D: Use job-specific technologies to accomplish work responsibilities in a productive manner.
- 13.2.9-12.E: Evaluate time and project management strategies and their application to both personal and work situations.
- 13.3.9-12.D: Analyze and reflect upon the efficacy of your work ethic.

### Acceptable Evidence

#### Performance Tasks –

Two common summative assessments serve as performance tasks for unit 1. These assessments will also provide artifacts that students can upload to Naviance and submit for satisfaction of Success Plan requirements.

|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Communication & Tech Skills Choice Board<br>(Module 1.2) | Students complete a choice-board project that applies school-appropriate communication and digital tools to a realistic high school scenario. Students select one role—Peer-to-Peer Mentor, Self-Advocate, or Team Leader—and create a product, such as an infographic, formal email, or structured document, that demonstrates professional etiquette in verbal, nonverbal, and written communication. The final product uses an appropriate tool, such as Canva, Outlook, or Word, and shows clear organization, respectful tone, effective design, and productive use of student-specific technologies.                   |
| Time Management System & Reflection<br>(Module 1.3)             | Students implement and document a personalized time-management system for current responsibilities across school, extracurriculars, home, work, and other commitments. Their submission includes visual evidence, such as a screenshot or photo of a digital calendar, planner, task board, whiteboard, or checklist, showing real dates, tasks, and commitments beyond class periods. Students also explain what prompted them to adopt or refine the system, how mapping commitments changed their understanding of available time, and how the system reduces mental clutter while improving work quality and efficiency. |

#### Acceptable evidence of learning other than Performance Tasks:

Formative Assessment: Modules typically include checks for understanding that may count as formative assessments.

Summative Assessment: Two common summative assessments are listed as performance tasks. Teachers may select additional summative tasks for other Unit 1 modules based on student need, interest, and schedule constraints.

### Suggested Learning Experiences and Instruction

#### Learning Experiences:

- Students complete Naviance activities that help them identify learning preferences, strengths, and intelligences, including AchieveWorks Learning and Productivity, AchieveWorks Intelligences, and Strengths Explorer.
- Students explore high school systems and supports by locating key resources, practicing Canvas and Microsoft tool navigation, identifying appropriate uses of flexible learning time, and determining when and how to seek support.
- Students analyze realistic high school scenarios involving missed assignments, teacher feedback, scheduling conflicts, technology issues, collaboration, or requests for help, then select appropriate next steps and communication strategies.
- Students practice professional communication by drafting, revising, and role-playing school-appropriate emails, messages, conversations, discussion responses, and respectful disagreement for different audiences and purposes.
- Students create, test, and reflect on organization and planning routines using planners, calendars, task lists, OneDrive folders, OneNote sections, binders, or other systems to manage current academic, personal, and extracurricular responsibilities.
- Students apply brain-based learning and self-management strategies by practicing retrieval, spaced review, Cornell Notes, mindfulness, stress-reduction routines, and reflection, then identifying which strategies support their own focus, resilience, and academic growth.
- Students examine digital citizenship and AI literacy through scenarios involving academic integrity, paraphrasing, citation, safe online behavior, digital organization, AI bias, recommendation algorithms, and responsible use of digital and AI-supported tools.

**Instructional Strategies:**

- Teachers provide brief direct instruction and modeling to introduce key tools, routines, vocabulary, and expectations before students apply them in realistic tasks.
- Teachers use think-alouds and demonstrations to model processes such as planning, prioritizing, reading directions, composing a professional message, evaluating a source, or revising a product.
- Teachers use scenario-based instruction and guided inquiry to help students analyze authentic school, academic, digital, and career-planning situations before selecting appropriate next steps.
- Teachers facilitate structured discussion protocols, partner routines, and cooperative learning tasks that support active listening, respectful disagreement, shared responsibility, and evidence-based explanation.
- Teachers provide exemplars, rubrics, checklists, and success criteria so students can understand expectations, evaluate their work, and revise academic or performance-based products.
- Teachers build in formative checks, reflection routines, and feedback cycles that help students monitor progress, identify strengths and needs, revise work, and transfer strategies to other courses or contexts.

**Differentiation/Intervention/Enrichment Options:**

- Teachers provide scaffolded task directions, checklists, exemplars, and graphic organizers to help students understand expectations, plan their work, and complete multi-step products.
- Teachers offer small-group instruction, guided practice, and targeted reteaching for students who need additional support with key skills, tools, routines, or concepts.
- Teachers adjust pacing, task length, source sets, or product requirements while maintaining the core learning goal and success criteria.
- Teachers use sentence frames, word banks, discussion stems, visual models, and vocabulary supports to help students communicate ideas clearly in writing, discussion, reflection, or presentation.
- Teachers provide structured choice through choice boards, role options, product formats, or topic selections so students can demonstrate learning in ways that reflect their strengths, interests, and needs.
- Teachers offer enrichment through extension research, advanced sources, independent inquiry, leadership roles, peer mentoring, or more complex applications of unit skills to authentic school, academic, digital, or career-planning situations.

**For Language Development:**

- Teachers reinforce language development through recurring vocabulary and academic language supports, such as word banks, student-friendly definitions, glossaries, bilingual supports, translation tools, sentence frames, discussion stems, and visual vocabulary.
- Teachers may explicitly teach unit-specific academic and disciplinary terms such as the following.
  - access
  - advocate
  - allocate
  - appropriate
  - clarify
  - consistent
  - demonstrate
  - effective
  - engage
  - evaluate
  - implement
  - prioritize
  - productive
  - reflect
  - responsible



## Unit 2 – Mapping

Academic Skills for High School  
Central Bucks School District – Course of Study – Navigate

Unit 2 helps students build the academic habits and information-literacy skills needed for high school success. Students read academic texts with purpose, monitor understanding, identify main ideas, claims, and evidence, and use strategies such as annotation, summarizing, and Cornell Notes to organize information for review, discussion, and writing. The unit emphasizes responsible scholarship as students ask focused research questions, locate reputable sources, evaluate credibility and relevance, and integrate evidence to support clear thinking and academic discourse. Students also practice academic integrity, citation, paraphrasing, summarizing, quoting, and analyze the ethical use of digital and AI-supported tools so technology supports original thinking rather than replacing it. Through common performance tasks connected to the Curricular Inquiry Framework, students create transferable artifacts for reading, research, writing, and responsible participation across Navigate, other high school courses, and future academic settings.

### Desired Results:

#### Essential Questions:

1. How can students read academic texts with purpose, monitor understanding, and use evidence to support thinking?
2. How can students take and organize notes so information can be reviewed, remembered, and used effectively?
3. How can students evaluate sources for credibility, bias, timeliness, and usefulness when conducting research?
4. How can students use information, digital tools, and AI-supported tools ethically while producing clear academic writing?

#### Enduring Understandings:

1. Academic reading requires students to set a purpose, monitor understanding, identify claims and evidence, and use strategies when meaning breaks down.
2. Effective note-taking helps students organize information, practice retrieval, and use notes for studying, writing, and discussion.
3. Responsible researchers ask focused questions, locate reputable sources, and evaluate information for credibility, bias, timeliness, usefulness, and relevance.
4. Academic integrity requires students to quote, paraphrase, summarize, cite, and analyzing the use of digital and AI-supported tools that can be used ethically as supports for thinking.
5. Strong academic writing develops through planning, organizing, using evidence, revising, editing, and communicating ideas in a clear academic tone.
6. Learning improves when students synthesize information from multiple sources, consider different perspectives, and explain their thinking with evidence.

#### Students will understand that...

Successful academic work in high school requires students to think critically about information, use evidence responsibly, and engage ethically with digital tools and sources.

*Knowledge: Students will know...*

#### 1) Academic Reading

- Purposes and expectations for academic reading in high school, including reading to learn, build background knowledge, use evidence, develop vocabulary, and consider perspective.
- Previewing texts and setting a purpose by using text features such as titles, headings, captions, graphs, and bolded terms.
- Active reading strategies, including annotation, chunking, pausing to summarize, and using context clues.
- Comprehension monitoring, including recognizing when meaning breaks down and using fix-up strategies such as rereading, slowing down, paraphrasing, asking for help, or using a glossary.

- Finding and recording key information, including main ideas, supporting details, claims, evidence, and notes from reading.
- Reading across high school formats, including textbook sections, articles, primary and secondary sources, directions, rubrics, charts, tables, and infographics.
- Responding to reading through evidence-based speaking, writing, and questioning.

## 2) Ethics of Scholarship

- Plagiarism and academic integrity.
- Attribution for quoting, paraphrasing, and summarizing.
- Artificial intelligence and generative AI.
- Potential impacts of generative AI.
- Responsible use of AI as a support for thinking, not a replacement.
- Integrity expectations when using AI-supported tools.
- Ethical decision-making through scenarios, guided practice with paraphrasing and citation, and responsible use of emerging technologies.

## 3) Notetaking

- Cornell Notes as a shared Navigate framework.
  - Setting up the page with a cue column, notes section, and summary.
  - Writing cue questions that support retrieval practice.
  - Writing a synthesis summary.
- Active listening and capturing key ideas during instruction.
  - Main ideas, supporting details, signal words, examples, and teacher emphasis.
  - Abbreviations, symbols, and formatting for speed and clarity.
- Notetaking from texts and media.
  - Annotation habits, including questions, connections, and key terms.
  - Paraphrasing into one's own words.
  - Recording quotes and page or paragraph numbers when needed.
- Organizing notes for retrieval.
  - Consistent titles, dates, topic labels, sections, pages, and naming conventions.
  - Connecting notes to assignments, study guides, and assessments.
- Review routines that make notes useful.
  - Quick daily or weekly review, including rereading, highlighting, and adding cues.
  - Self-quizzing from cue questions.
  - Using notes to build a study guide or practice response.

## 4) High School Academic Writing

- Clarity and academic tone.
- Organizational frameworks such as TIDE and TREE.
- Revision, editing, and polished academic writing.

## 5) \*Research Norms

- Finding sources, including topics, research questions, databases, library tools, search engines, and appropriate uses of AI in research.
- Evaluating sources, including bias, objectivity, lateral reading, and second-sourcing.
- Reading, quoting, paraphrasing, and summarizing informational nonfiction.
- Selecting and using evidence appropriately.
- Citation and Works Cited, including crediting sources, using databases or citation tools, and avoiding plagiarism.
- Academic presentation skills as an optional topic, including presentation tools, visual support, articulation, pacing, and volume.

**Commented [CJ8]:** Address 13.2.9-12.A: "Identify solutions to existing conditions or problems using critical thinking skills."

Vocabulary:

- Academic Integrity - Following expectations for honest scholarship by doing your own work, crediting sources, and using tools responsibly.
- Academic Reading - Reading with a purpose in order to build knowledge, identify key ideas, understand vocabulary, and use evidence.
- Academic Tone - Clear, respectful, and appropriately formal language used for school writing, discussion, and presentation.
- AI-Supported Tool - Technology that can help with brainstorming, organizing, revising, studying, or checking understanding without replacing original thinking.
- Annotation - Notes, marks, or comments added to a text to show questions, key ideas, connections, vocabulary, or evidence.
- Bias - A preference, perspective, or point of view that influences how information is selected, presented, or interpreted.
- Citation - Information that identifies where facts, ideas, words, images, or evidence came from so the source receives credit.
- Claim - A statement, answer, or position that can be supported with reasons and evidence.
- Context - The background information, situation, time, place, audience, or circumstances needed to understand a source, idea, event, or issue.
- Corroboration - Checking information against other sources to confirm, challenge, or deepen understanding.
- Credibility - The trustworthiness of a source based on factors such as author expertise, accuracy, purpose, evidence, and reputation.
- Discourse - A respectful exchange of ideas through discussion, writing, questioning, or debate.
- Ethical Use - Using information, technology, and AI-supported tools in honest, responsible ways that support learning.
- Evidence - Facts, data, examples, quotations, or details used to support a claim, explanation, or point of view.
- Lateral Reading - Leaving a source to check reliable sources for information about the author, organization, claim, or context.
- Main Idea - The central message or most important point of a text, section, paragraph, or source.
- Paraphrase - To restate information in your own words while keeping the original meaning and giving credit when needed.
- Plagiarism - Using someone else's words, ideas, images, or work without proper credit, whether intentionally or unintentionally.
- Research Question - A focused question that guides investigation and helps determine what information is needed.
- Source Evaluation - The process of judging whether a source is credible, useful, current, relevant, and appropriate for a task.
- Supporting Detail - A fact, example, reason, quotation, or explanation that helps develop or prove a main idea or claim.
- Summarize - To briefly explain the main ideas of a text or source in your own words.
- Synthesize - To combine information from multiple sources to form a clearer understanding, explanation, or conclusion.
- Timeliness - How current information is and whether its age affects its usefulness for a specific purpose.
- Works Cited - A formatted list of sources used in a project that helps others locate the original information.

*Skills: Students will be able to...*

- **Evaluate source credibility** by examining author expertise, bias, purpose, timeliness, relevance, and usefulness.
- **Locate and use reputable print and digital sources**, including school databases, to gather relevant information for research tasks.
- **Apply structured research processes** to develop focused questions, collect evidence, and synthesize information from multiple sources.

- **Practice academic integrity** by paraphrasing, quoting, citing, and using digital and AI-supported tools ethically as supports for thinking.
- **Integrate evidence into writing and discussion** by selecting relevant information and explaining how it supports a claim or point of view.
- **Engage in respectful academic discourse** by listening to differing perspectives, expressing disagreement thoughtfully, and responding with evidence and reasoning.
- **Apply the CRAAP Test or a similar tool** to evaluate credibility and relevance before using a source.
- **Create and format citations and a works cited page** to credit sources accurately.
- **Use Cornell Notes** to support retrieval practice, write cue questions, and compose synthesis summaries.
- **Use ethical decision-making** in scenarios involving AI-supported tools, plagiarism, and overreliance.

#### Standards:

##### *Reading and Writing in History and Social Studies*

- CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CC.8.5.9-10.G: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- CC.8.6.9-10.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- CC.8.6.9-10.F: 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.
- CC.8.6.9-10.G: 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.
- CC.8.6.9-10.H: Draw evidence from informational texts to support analysis, reflection, and research.

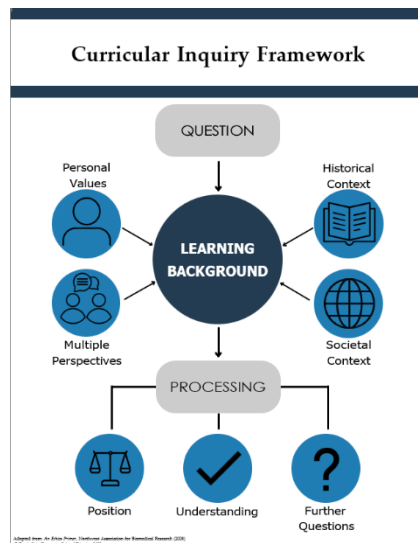
##### *Career Education and Work*

- 13.2.9-12.A: Identify solutions to existing conditions or problems using critical thinking skills.
- 13.2.9-12.C: Demonstrate shared responsibility for collaborative work and the value of contributions made by team members with various perspectives.
- 13.2.9-12.E: Evaluate time and project management strategies and their application to both personal and work situations.

#### Acceptable Evidence:

##### Performance Tasks –

Unit 2 uses the Curricular Inquiry Framework to help students practice academic reading, research, notetaking, ethical scholarship, and writing. Across the unit, students complete five module-level performance tasks connected to academic reading, ethics of scholarship, notetaking, research norms, and academic writing. These tasks ask students to build background around a teacher-provided or student-generated question, consider personal values, examine historical and societal context, account for multiple perspectives, and process learning through evidence-based writing and reflection. Students apply reading and notetaking strategies, evaluate sources, paraphrase and quote responsibly, cite information ethically, and synthesize learning by explaining their current position, developing understanding, and identifying further questions. One artifact from the Research Norms task will be uploaded to Naviance to satisfy Success Plan requirements.



#### Acceptable evidence of learning other than Performance Tasks:

Formative Assessment: Modules typically include checks for understanding that may count as formative assessments.

Summative Assessment: Modules in this unit conclude with small summative assessments. At least one will serve as a Naviance artifact for Success Plan requirements.

#### Suggested Learning Experiences and Instruction

##### Learning Experiences:

- Students complete the AchieveWorks Personality task in Naviance and reflect on how their learning preferences, habits, and strengths may influence their approach to reading, research, writing, and academic collaboration.
- Students practice academic reading strategies by previewing texts, setting a purpose for reading, annotating key ideas, identifying claims and evidence, using context clues, and applying fix-up strategies when comprehension breaks down.
- Students use Cornell Notes as a shared notetaking framework by recording main ideas and supporting details, writing cue questions, summarizing key takeaways, and using notes for retrieval practice, study guides, discussion, or written responses.
- Students examine ethical scholarship through scenarios involving plagiarism, paraphrasing, summarizing, quoting, citation, AI-supported tools, and responsible academic decision-making.

- Students conduct short research tasks using school databases, library tools, search strategies, and selected digital resources to develop focused questions, locate reputable sources, and gather relevant information.
- Students evaluate sources for credibility, bias, purpose, timeliness, usefulness, and relevance by applying tools such as the CRAAP Test, lateral reading, corroboration, and second-sourcing before using evidence in academic work.
- Students create academic writing or research artifacts that integrate evidence responsibly, explain claims clearly, use an appropriate academic tone, and include accurate attribution through citations or a Works Cited entry.

#### **Instructional Strategies:**

- Teachers provide brief direct instruction and modeling to introduce key tools, routines, vocabulary, and expectations before students apply them in realistic tasks.
- Teachers use think-alouds and demonstrations to model processes such as planning, prioritizing, reading directions, composing a professional message, evaluating a source, or revising a product.
- Teachers use scenario-based instruction and guided inquiry to help students analyze authentic school, academic, digital, and career-planning situations before selecting appropriate next steps.
- Teachers facilitate structured discussion protocols, partner routines, and cooperative learning tasks that support active listening, respectful disagreement, shared responsibility, and evidence-based explanation.
- Teachers provide exemplars, rubrics, checklists, and success criteria so students can understand expectations, evaluate their work, and revise academic or performance-based products.
- Teachers build in formative checks, reflection routines, and feedback cycles that help students monitor progress, identify strengths and needs, revise work, and transfer strategies to other courses or contexts.

#### **Differentiation/Intervention/Enrichment Options:**

- Teachers provide scaffolded task directions, checklists, exemplars, and graphic organizers to help students understand expectations, plan their work, and complete multi-step products.
- Teachers offer small-group instruction, guided practice, and targeted reteaching for students who need additional support with key skills, tools, routines, or concepts.
- Teachers adjust pacing, task length, source sets, or product requirements while maintaining the core learning goal and success criteria.
- Teachers use sentence frames, word banks, discussion stems, visual models, and vocabulary supports to help students communicate ideas clearly in writing, discussion, reflection, or presentation.
- Teachers provide structured choice through choice boards, role options, product formats, or topic selections so students can demonstrate learning in ways that reflect their strengths, interests, and needs.
- Teachers offer enrichment through extension research, advanced sources, independent inquiry, leadership roles, peer mentoring, or more complex applications of unit skills to authentic school, academic, digital, or career-planning situations.

#### **For Language Development:**

- Teachers reinforce language development through recurring vocabulary and academic language supports, such as word banks, student-friendly definitions, glossaries, bilingual supports, translation tools, sentence frames, discussion stems, and visual vocabulary.
- Teachers may explicitly teach unit-specific academic and disciplinary terms such as the following.
  - accurate
  - analyze
  - appropriate
  - clarify
  - compare
  - develop
  - determine
  - evaluate

- identify
- integrate
- relevant
- responsible
- revise
- support
- useful

## Unit 3 – Pathfinding

Planning for Success After Graduation  
Central Bucks School District – Course of Study – Navigate

Unit 3 helps students connect self-knowledge, career exploration, and academic planning to support success after graduation. Students identify interests, strengths, abilities, aptitudes, achievements, values, and goals, then use that information to develop a personal brand, create and revise an academic resume, and communicate their education, experiences, skills, and strengths for a specific audience or opportunity. Students research career pathways using reputable sources to examine qualifications, postsecondary options, employment outlook, labor market trends, potential earnings, competition, entrepreneurship, self-employment, military service, and personal fit. The unit asks students to connect research to realistic planning by considering graduation requirements, prerequisites, course sequencing, electives, extracurricular activities, MBIT, work-based learning, service opportunities, lifelong learning, and industry-recognized credentials. Students also consider how feedback, reflection, transferable skills, work ethic, and responsible decision-making help people navigate career and life transitions. Common performance tasks ask students to create transferable artifacts they can upload to Naviance and use as they continue planning for high school, postsecondary learning, work, and life transitions.

### Desired Results:

#### Essential Questions:

1. How can students use interests, strengths, abilities, aptitudes, achievements, values, and goals to plan for future opportunities?
2. How can students present their education, experiences, skills, and strengths effectively for a specific audience or opportunity?
3. How can students evaluate career pathways using reliable information about qualifications, postsecondary options, employment outlook, labor market trends, and personal fit?
4. How can students create a realistic, balanced, and flexible academic plan that connects coursework, electives, extracurricular activities, and future goals?

#### Enduring Understandings:

1. Students make stronger future plans when they understand their interests, strengths, abilities, aptitudes, achievements, values, and goals.
2. A personal brand helps students communicate their education, experiences, skills, and strengths clearly for a specific audience or opportunity.
3. Career planning requires reliable information about qualifications, postsecondary options, employment outlook, labor market trends, potential earnings, job growth, and personal fit.
4. High school coursework, electives, extracurricular activities, work-based learning, and community experiences can help students prepare for career pathways and postsecondary opportunities.
5. Academic and career plans should be realistic, balanced, flexible, and responsive to new information, feedback, and changing goals.
6. Transferable skills, lifelong learning, entrepreneurship, work ethic, and responsible decision-making help students navigate future school, career, and life transitions.

#### Students will understand that...

Planning for life after graduation requires students to understand themselves, research realistic pathways, and use that information to make flexible academic and personal decisions.

#### *Knowledge: Students will know...*

##### 1) \*Resume & Personal Brand

- Tools for identifying talents, abilities, interests, strengths, values, and goals.
- Best practices for resumes.



- Best practices for cover letters.

## 2) \*Occupational Outlook & Career Pathways

- Career and postsecondary planning.
  - Early exposure to college and career pathways, resumes, and readiness topics.
  - Pathways beyond four-year college.
  - College readiness topics such as financial aid and applications.
  - MBIT and extracurricular opportunities aligned to future goals.
- Entrepreneurship and self-employment as possible career pathways.
- Career pathways in the armed services, including service opportunities, training, education benefits, career preparation, and long-term goals.
- Connections among personal career goals, entrepreneurship, self-employment, and corporate opportunities.
- External factors that affect employment opportunities, including competition, global influences, job growth, openings, labor supply, advancement, and earnings.
- Employment outlook information organized by in-demand occupations, career clusters, pathways, or other useful categories.
- Career and life transitions that may affect employment and advancement, including layoffs, firings, resignations, promotions, evaluations, feedback, transferable skills, and adaptation to change.

## 3) \*Academic Planning

- Relationships among career choices, preparation opportunities, course selections, and postsecondary pathways.
- Sources of lifelong learning that strengthen skills and support long-term career growth.
- Using feedback and reflection to evaluate progress toward goals and determine next steps.
- Revising career or academic plans based on electives, extracurricular activities, coursework, career interests, strengths, abilities, training opportunities, work-based learning, and industry-recognized credentials.
- Shared responsibility in collaborative planning, including contributions from counselors, teachers, family members, peers, and people with different perspectives.
- Entrepreneurial mindset characteristics that apply to school, work, extracurricular activities, and future opportunities.
- Strategies for navigating career and life transitions, including loss of employment, resignation, promotion, feedback, transferable skills, and adaptation to change.
- The role of work ethic, reflection, and responsible decision-making in setting goals and adjusting academic or career plans.
- Connections among personal interests, values, strengths, aptitudes, achievements, and realistic academic or career goals.
- How a four-year academic plan can remain realistic, balanced, flexible, and responsive to changing goals, opportunities, and new information.

### Vocabulary:

- Academic Plan - A course plan that maps a student's classes, electives, and learning opportunities across high school.
- Academic Resume - A one-page document that presents a student's education, experiences, skills, strengths, activities, and achievements for a specific opportunity.
- Aptitude - A natural ability or capacity to learn or perform a skill.
- Career Cluster - A group of related careers organized by similar skills, interests, industries, or types of work.
- Career Pathway - A sequence of courses, experiences, training, and opportunities that can prepare a person for a career field.
- Career Transition - A change in employment or career direction, such as a layoff, firing, resignation, promotion, evaluation, or move to a new role.

- Credential - A certificate, license, degree, or other recognized proof that a person has completed training or demonstrated specific skills.
- Employability Skills - Workplace skills such as communication, collaboration, problem-solving, responsibility, adaptability, and professionalism.
- Employment Outlook - Information about future job demand, job growth, openings, earnings, competition, and labor market conditions for a career.
- Entrepreneurial Mindset - A way of thinking that includes initiative, creativity, problem solving, adaptability, persistence, and responsible risk-taking.
- Entrepreneurship - Creating, organizing, or operating a business or project, often by identifying opportunities and taking responsible risks.
- Four-Year Academic Plan - A student's plan for courses and learning experiences across grades 9-12, including required courses, electives, pathways, and opportunities.
- Graduation Requirement - A course, credit, assessment, or condition a student must complete in order to earn a high school diploma.
- Industry-Recognized Credential - A credential accepted by employers or industries as evidence of preparation for a specific job or career field.
- Labor Market Trends - Patterns in employment, job growth, wages, skills, competition, labor supply, and demand for workers.
- Lifelong Learning - Continuing to learn new knowledge and skills throughout life to adapt, grow, and meet changing goals or career needs.
- MBIT - Middle Bucks Institute of Technology, a career and technical education option connected to career preparation and training.
- Personal Brand - The way a student communicates strengths, values, experiences, skills, and goals to a specific audience.
- Personal Fit - The degree to which a career, pathway, or plan aligns with a student's interests, values, strengths, abilities, aptitudes, achievements, and goals.
- Postsecondary Option - A pathway after high school, such as college, technical training, apprenticeships, employment, military service, or other learning opportunities.
- Prerequisite - A course, skill, experience, or requirement that must be completed before taking another course or entering a program.
- Program of Studies - The school district resource that explains course offerings, prerequisites, pathways, credits, and graduation requirements.
- Self-Employment - Working for oneself rather than for an employer, often by owning a business, freelancing, or providing services independently.
- Transferable Skills - Skills that can be used across many courses, jobs, activities, and life situations.
- Work-Based Learning - Learning connected to real workplace experiences, such as internships, job shadowing, apprenticeships, volunteering, or career-related projects.
- Work Ethic - The habits, effort, reliability, responsibility, and persistence a person demonstrates when completing work and pursuing goals.

The following modules are optional. Teachers will use student needs, aptitudes, interests, and available time to determine which modules to address. Teachers will use 2026–27 to explore these topics and propose others.

- 4) Guest Speakers (Career, Community and Public Service, Student Services) – Teachers may arrange guest speakers to inform student decisions related to Connecting, Mapping, and Pathfinding. Teachers should follow building procedures for scheduling and approval.
- 5) Internship/Job Search and Interview Skills – Students develop skills for finding job opportunities, using available job-search resources, initiating a search, and performing well in interviews.

- 6) Odyssey Planning – Students use long-range career and life mapping to explore three possible paths for the next five years, drawing on Stanford University’s Designing Your Life program. See [The Magic of Odyssey Planning: Prototyping Three Futures - Designing Your Life](#).
- 7) Service Learning – Students explore service opportunities in school and community settings, learn what to consider when evaluating service organizations, and examine how service can support postsecondary preparation and balanced responsibilities.

*Skills: Students will be able to...*

- **Identify and explain personal strengths, interests, abilities, aptitudes, achievements, values, and goals** in order to make informed academic and career-planning decisions.
- **Create and revise an academic resume** that presents education, experiences, skills, strengths, activities, and achievements for a specific audience or opportunity.
- **Develop a personal brand reflection** that explains how selected evidence communicates strengths, growth, effort, and future goals.
- **Research career pathways using reputable sources** to examine qualifications, postsecondary options, employment outlook, labor market trends, potential earnings, competition, and personal fit.
- **Compare career and postsecondary options**, including college, technical training, apprenticeships, employment, military service, entrepreneurship, and self-employment.
- **Analyze how school and community experiences**, including coursework, electives, extracurricular activities, MBIT, work-based learning, and service opportunities, support career preparation.
- **Create a realistic, balanced, and flexible four-year academic plan** that accounts for graduation requirements, prerequisites, course sequencing, workload, interests, and future goals.
- **Use feedback and reflection** to evaluate goals, revise academic or career plans, and identify next steps.
- **Explain strategies for navigating career and life transitions**, including feedback, evaluations, promotions, resignations, layoffs, firings, transferable skills, lifelong learning, and adaptation to change.

**Standards:***Reading and Writing in History and Social Studies*

- CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.6.9-10.F: 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.
- CC.8.6.9-10.G: 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.
- CC.8.6.9-10.H: Draw evidence from informational texts to support analysis, reflection, and research.

*Career Education and Work*

- 13.1.9-12.A: Analyze the relationship between career choices and career preparation opportunities to choose a path.
- 13.1.9-12.B: Analyze entrepreneurship and other self-employment opportunities as they relate to personal career goals and corporate opportunities.
- 13.1.9-12.C: Analyze external factors that impact employment opportunities, such as, but not limited to: competition, global influences, job growth, job openings, labor supply, potential advancement, potential earnings.
- 13.1.9-12.D: Describe employment outlook, organized by in-demand occupations, clusters, pathways, or other methods.
- 13.1.9-12.E: Utilize school- and community-based opportunities for career awareness/preparation.
- 13.2.9-12.C: Demonstrate shared responsibility for collaborative work and the value of contributions made by team members with various perspectives.
- 13.2.9-12.F: Apply Entrepreneurial Mindset characteristics and skills to school, work, and extracurricular environments.
- 13.3.9-12.A: Develop strategies for navigating career and life transitions, such as coping with loss of employment, resigning from a job, negotiating a raise or promotion, and employing transferable skills.
- 13.3.9-12.B: Identify sources of lifelong learning to strengthen existing skills, develop new skills, and maximize career growth.
- 13.3.9-12.C: Incorporate feedback and personal reflection to evaluate success towards completing goals and determine a next course of action.
- 13.4.9-12.A: Strategically market yourself as a job candidate.
- 13.4.9-12.B: Evaluate career options based on personal interests, abilities, aptitudes, achievements, and goals.
- 13.4.9-12.C: Use a variety of methods to research careers that align with personal interests, values, strengths, and career goals.
- 13.4.9-12.D: Evolve career plan to enact additional action steps that may include, but not be limited to: electives, extracurricular activities, coursework, career interests, strengths and abilities, educational and training opportunities, work-based learning, industry-recognized credentials.

**Acceptable Evidence:****Performance Tasks –**

Three common summative assessments serve as Unit 3 performance tasks. These assessments also provide artifacts students can upload to Naviance for Success Plan requirements.

|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Resume & Personal Brand Reflection (Module 3.1) | Students create a one-page academic resume that presents their education, experiences, skills, and strengths for a specific opportunity, such as a job, club, team, or volunteer role. After brainstorming their personal brand and evidence of their strengths, students draft the resume in Naviance, revise for clarity and professionalism, and polish the design in Canva. The task concludes with a reflection explaining how the resume presents them to a specific audience, how feedback improved the work, and what the process revealed about effort, growth, and next steps.                                                                                                                                                                                                                                   |
| Career Pathway Investigation (Module 3.2)                | Students investigate a career or career field using trusted databases such as the Occupational Outlook Handbook, O*NET OnLine, and CareerOneStop, verifying findings with at least two credible sources. Their research addresses personal interest and fit, related high school coursework and pathways, postsecondary qualifications, outside-of-class experiences, and labor market trends such as salary, job growth, competition, technology, and labor supply. Students synthesize their findings into a scannable Career Profile Artifact, such as an infographic, profile document, or slide deck, and conclude with a reflection evaluating whether the career remains a realistic fit and identifying one academic, one extracurricular, and one real-world action step for the next three years of high school. |
| Four-Year Academic Plan (Module 3.3)                     | Students complete a Four-Year Academic Plan using the CBSD Program of Studies and district planning framework, building on their personal branding work and career research. Students map courses for grades 9–12, with particular focus on grades 10–12, while checking graduation requirements, course sequencing, prerequisites, workload balance, and opportunities such as MBIT, internships, electives, and advanced coursework. Their reflection explains how course choices connect to their career pathway, interests, personal brand, and prior research, then evaluates whether the plan is realistic, balanced, flexible, and responsive to what they have learned about themselves as learners.                                                                                                               |

**Acceptable evidence of learning other than Performance Tasks:**

Formative Assessment: Modules typically include checks for understanding that may count as formative assessments.

Summative Assessment: Three common summative assessments are listed as performance tasks. Teachers may select additional summative tasks for other Unit 3 topics based on student need, interest, and schedule constraints.

### **Suggested Learning Experiences and Instruction**

#### **Learning Experiences:**

- Students complete Naviance career and self-assessment activities, including AchieveWorks Skills, Career Interest Finder, and Career Cluster Finder, then reflect on how their interests, strengths, abilities, aptitudes, values, and goals can inform academic and career planning.
- Students collaborate with counselors, teachers, family members, peers, or community partners to examine graduation requirements, course sequencing, prerequisites, electives, MBIT, advanced coursework, work-based learning, and other planning opportunities.
- Students develop a personal brand by identifying evidence of their education, experiences, skills, strengths, activities, achievements, and goals, then explaining how those qualities could be communicated to a specific audience or opportunity.
- Students create, revise, and polish an academic resume by applying best practices for resume design, professional language, audience awareness, organization, and feedback-based revision.
- Students investigate career pathways using reputable sources such as Naviance, the Occupational Outlook Handbook, O\*NET Online, CareerOneStop, MBIT resources, the CBSD Program of Studies, and other trusted career-planning tools.
- Students evaluate career and postsecondary options by comparing qualifications, education or training requirements, employment outlook, labor market trends, potential earnings, competition, entrepreneurship, military service, self-employment, and personal fit.
- Students create a career profile or pathway artifact that synthesizes research findings and identifies realistic academic, extracurricular, work-based, service, or community experiences that could support future goals.
- Students create and reflect on a four-year academic plan that connects coursework, electives, extracurricular activities, personal strengths, career research, and postsecondary possibilities while remaining realistic, balanced, flexible, and responsive to new information.

#### **Instructional Strategies:**

- Teachers provide brief direct instruction and modeling to introduce key tools, routines, vocabulary, and expectations before students apply them in realistic tasks.
- Teachers use think-alouds and demonstrations to model processes such as planning, prioritizing, reading directions, composing a professional message, evaluating a source, or revising a product.
- Teachers use scenario-based instruction and guided inquiry to help students analyze authentic school, academic, digital, and career-planning situations before selecting appropriate next steps.
- Teachers facilitate structured discussion protocols, partner routines, and cooperative learning tasks that support active listening, respectful disagreement, shared responsibility, and evidence-based explanation.
- Teachers provide exemplars, rubrics, checklists, and success criteria so students can understand expectations, evaluate their work, and revise academic or performance-based products.
- Teachers build in formative checks, reflection routines, and feedback cycles that help students monitor progress, identify strengths and needs, revise work, and transfer strategies to other courses or contexts.

#### **Differentiation/Intervention/Enrichment Options:**

- Teachers provide scaffolded task directions, checklists, exemplars, and graphic organizers to help students understand expectations, plan their work, and complete multi-step products.
- Teachers offer small-group instruction, guided practice, and targeted reteaching for students who need additional support with key skills, tools, routines, or concepts.
- Teachers adjust pacing, task length, source sets, or product requirements while maintaining the core learning goal and success criteria.
- Teachers use sentence frames, word banks, discussion stems, visual models, and vocabulary supports to help students communicate ideas clearly in writing, discussion, reflection, or presentation.
- Teachers provide structured choice through choice boards, role options, product formats, or topic selections so students can demonstrate learning in ways that reflect their strengths, interests, and needs.

- Teachers offer enrichment through extension research, advanced sources, independent inquiry, leadership roles, peer mentoring, or more complex applications of unit skills to authentic school, academic, digital, or career-planning situations.

**For Language Development:**

- Teachers reinforce language development through recurring vocabulary and academic language supports, such as word banks, student-friendly definitions, glossaries, bilingual supports, translation tools, sentence frames, discussion stems, and visual vocabulary.
- Teachers may explicitly teach unit-specific academic and disciplinary terms such as the following.
  - adapt
  - align
  - analyze
  - apply
  - articulate
  - compare
  - evaluate
  - identify
  - justify
  - plan
  - prepare
  - reflect
  - revise
  - select
  - transfer

