

**Career Development/Academic Standard  
Unit 2: High School Registration**

<b>Essential Understandings</b>	<p>Knowledge of curriculum and graduation requirements contributes to informed decision making and academic success.</p> <p>There are certain skills needed for students to make appropriate decisions regarding the high school curriculum and 9<sup>th</sup> grade courses as well as the high school block schedule.</p>
<b>Essential Questions</b>	<p>What skills are needed to investigate and evaluate course requirements/selection and schedule?</p>
<b>Essential Knowledge</b>	<p>Students will understand the course/program options and the procedure for obtaining teacher recommendations. They will also understand what constitutes both “Required” and “Elective” classes and how to choose them.</p>
<b>Vocabulary (examples)</b>	<p>Credits, Block Schedule, Graduation Requirements, Pre-requisite, 4-year Plan, Honors/AP Classes, Academic Class, Prep Class (levels), Course of Study, Electives, Alternative Electives</p>
<b>Essential Skills</b>	<p>Students will use the Course of Study Book and teacher/parent feedback to select required and elective classes to maintain an appropriate course load. Students will obtain required signatures for those classes as well as selecting electives.</p> <ul style="list-style-type: none"> <li>○ Learn and apply critical thinking skills</li> <li>○ Seek information and support from faculty, staff, and family. Establish challenging academic goals in high school</li> <li>○ Develop and implement annual plan of study to maximize academic ability and achievement.</li> <li>○ Apply time and task management skills</li> <li>○ Identify attitudes and behaviors which lead to successful learning.</li> </ul>
<b>Related Maine Learning Results</b>	<p>Career and Education Development – C Learning to Make Decision, Plan and Create Opportunities, and Make Meaningful Contributions</p> <ol style="list-style-type: none"> <li>1. The Planning process</li> <li>2. Decision-Making</li> <li>3. Influences on Decision-Making</li> <li>4. Societal Needs and Changes that Influence Workplace Success</li> </ol>
	<p>“Planning for 9<sup>th</sup> Grade – Understanding High School</p>

<b>Sample Lessons And Activities</b>	<p>requirements, curriculum and course selection”</p> <p>High School counselors meet with all 8<sup>th</sup> grade students in their science classes. Information presented includes the following:</p> <ul style="list-style-type: none"> <li>- How is high school different from junior high school?</li> <li>- Explanation of graduation requirements</li> <li>- Distribution/Overview of Course of Study Book               <ul style="list-style-type: none"> <li>- Summary of 9<sup>th</sup> Grade Course options</li> </ul> </li> <li>- Explanation of sign-up procedures (teacher/parent signatures)</li> <li>- Explanation of Block Schedule</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<p>Student feedback, Counselor follow-up with individual students, review of registration form.</p>
<b>Sample Resources</b>	<p>Course of study booklet, registration forms, white board, markers,</p>