



TRANSITION

9.4

BACK TO ROADMAP

CREATE A PERSONALIZED AND SUPPORTIVE ENVIRONMENT FOR 9TH GRADE STUDENTS

► ESTABLISH 9TH GRADE ADVISORIES OR SEMINARS

ADVISORY / 9TH GRADE SEMINAR TRANSITION COURSE GUIDE

This document is intended to offer two curricular options for a 9th grade transition course. This course could be a standalone course for all 9th graders or exist within a daily advisory class.

OPTION 1: BUILDING SKILLS FOR FUTURE SUCCESS

This course includes a menu of lessons both encompassing what successful high school students need to know and be able to do as well as important social emotional learning. It is our belief that a solid course will encompass weekly goal setting and progress monitoring as well as lessons to develop skills to support success in high school and beyond.

This course is built on William Sedlacek's groundbreaking research on characteristics of successful first generation college students. He found that test scores and grades did not accurately predict success in college and that **non-cognitive variables** have more validity than other measures in predicting college retention and graduation. These non-cognitive variables, also often called the "Chain of 8" are:

- 1. POSITIVE SELF-CONCEPT OR CONFIDENCE.**
Strong self-feeling, strength of character.
Determination, independence.
- 2. REALISTIC SELF-APPRAISAL**, especially academic. Recognizes and accepts any deficiencies and works hard at self-development. Recognizes need to broaden his/her individuality.
- 3. UNDERSTAND AND DEALS WITH RACISM.**
Realist based upon personal experience of racism. Is committed to fighting to improve existing system. Not submissive to existing wrongs, nor hostile to society, nor a "cop-out." Able to handle racist system. Asserts school or organization role to fight racism.
- 4. PREFERS LONG-RANGE GOALS TO SHORT-TERM OR IMMEDIATE NEEDS.**
Able to respond to deferred gratification.
- 5. AVAILABILITY OF STRONG SUPPORT PERSON** to whom to turn in crises.
- 6. SUCCESSFUL LEADERSHIP EXPERIENCE** in any area pertinent to his/her background (gang leader, church, sports, noneducational groups, etc.)
- 7. DEMONSTRATED COMMUNITY SERVICE.**
Has involvement in his/her cultural community.
- 8. KNOWLEDGE ACQUIRED IN A FIELD.**
Unusual and/or culturally related ways of obtaining information and demonstrating knowledge. Field itself may be non-traditional.

Usable Definition of SEL for our purpose:

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2019).

TOPICS INCLUDE:

- ▶ Starting strong
- ▶ Understanding what it is to be on-track
- ▶ How to navigate high school
- ▶ Monitoring your progress
- ▶ Advocating for yourself
- ▶ Graduation requirements and your transcript
- ▶ Time management
- ▶ [Growth mindset](#) (done)
- ▶ Realistic self-appraisal (done)
- ▶ Goal setting – long and short term (done)
- ▶ Acknowledging our assets (done)
- ▶ The value of graduating from high school and college (done)
- ▶ Coping with stress (done)
- ▶ Finding an adult advocate and how to ask for help (done)
- ▶ Making good decisions (done)
- ▶ Fixing things when you make a mistake (done)
- ▶ Building resilience (done)
- ▶ Negotiation skills (done)
- ▶ Building habits for success (done)
- ▶ Understand how our brains manage emotions (done)
- ▶ Understand how our thoughts about ourselves and others impact our emotions
- ▶ Building positive peer relationships (done)
- ▶ Creating space between emotion and action (mindfulness) (done)
- ▶ Why a community matters and how to become part of one (done)
- ▶ Building leadership skills (done)
- ▶ Understanding race and racism (done)
- ▶ Navigating racist systems (done)

SAMPLE LESSON FORMAT: GROWTH MINDSET

GROWTH MINDSET LEARNING TARGETS:	“CHAIN OF 8” CONNECTION:
<p>Students will be able to:</p> <ul style="list-style-type: none"> ▶ Discuss their thoughts on the nature of intelligence, as well as its ability to be influenced by effort. ▶ Critically analyze the impacts of various views of intelligence on their perceptions of their own capacity 	<ol style="list-style-type: none"> 1. Positive self-concept 2. Realistic self-appraisal 3. Preference for long-range goals over short-term or immediate needs
CONNECTION REFLECTIVE JOURNAL OR COMMUNITY CIRCLE QUESTION:	
<p>Read each statement and decide whether you mostly agree with it or mostly disagree with it:</p> <ol style="list-style-type: none"> 1. Your intelligence is something very basic about you that you can’t change very much. 2. You can learn new things, but you can’t really change how intelligent you are. 3. No matter how much intelligence you have, you can always change it quite a bit. 4. You can always substantially change how intelligent you are. 	
ACTIVITY	
<ol style="list-style-type: none"> 1. Show this YouTube video entitled “How to grow your brain.” It is 4:10 long and is produced by the Khan Academy. Here is the link: https://www.youtube.com/watch?v=GWSZIDKjNzY *IF YOU DON’T HAVE TECH ACCESS: copy and have students read the attached article “You can grow your intelligence” (you could also show the video <i>and</i> have them read the article) 2. After viewing the video/article, have students share their responses to the Connection statements above about whether intelligence can change or not. 3. Ask if the content of the video/article or the responses of their peers makes them think differently about our ability to change our “intelligence” through effort. 4. What other factors do students think impact intelligence? Ask them to explain their thinking. 	
CLOSING	
<p>Have students reflect on the following:</p> <ul style="list-style-type: none"> ▶ What are some of the drawbacks to thinking about intelligence as fixed/unalterable? ▶ Who benefits from this type of thinking? ▶ Who is negatively impacted? ▶ How might this impact you? <p>Circle up and have students share their thoughts on their goal with the group.</p>	
NOTES FOR NEXT TIME	

OPTION 2: COLLEGE AND CAREER READINESS FROM OSPI (WASHINGTON STATE'S OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION)

Here's the link:

<https://www.k12.wa.us/student-success/graduation/graduation-requirements/graduation-pathways-toolkit/high-school-beyond-planning/career-and-college-readiness>

COURSE OUTLINE:

- ▶ 9-1 Where Am I Going in 9th Grade?
- ▶ 9-2 Study Like Your Hair's on Fire
- ▶ 9-3 Becoming Work Ready
- ▶ 9-4 School and Community Activities
- ▶ 9-5 Developing a Growth Mindset
- ▶ 9-6 Map Your Future
- ▶ 9-7 Test Attack Skills
- ▶ 9-8 Voices of Doubt
- ▶ 9-9 High School & Beyond Plan/Program of Study
- ▶ 9-10 Course Registration I: Credit Check
- ▶ 9-11 Course Registration II: Finalizing Next Year
- ▶ 9-12 Academic Progress Review
- ▶ 9-13 Role Models from My Culture
- ▶ 9-14 Career Clusters
- ▶ 9-15 Stick With It
- ▶ 9-16 Career Focus
- ▶ 9-17 Hear Us Out
- ▶ 9-18 Analyzing Earning Power
- ▶ 9-19 Preparing for Student-led Conferences I
- ▶ 9-20 Preparing for Student-led Conferences II
- ▶ 9-21 Fulfilling Requirements in 9th Grade: High School Graduation Requirements
- ▶ 9-22 Building a Strong Transcript in 9th Grade
- ▶ 9-23 Conducting the College Search in 9th Grade: Benefits to Family
- ▶ 9-24 Learning to Use Money in 9th Grade: Money Management
- ▶ 9-25 Budgeting
- ▶ 9-26 Creating a Safe Space
- ▶ 9-27 School Involvement
- ▶ 9-28 Entry Exams
- ▶ 9-29 My Target Skills
- ▶ 9-30 Summertime: An Opportunity

