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**What are the guiding principles or goals of the program?**

- To acclimatize and acculturate students to the Gateway community and values
- To develop student agency through the development of all five School-wide Learning Outcomes (SLOs)
- To give students the knowledge they need to make informed decisions regarding their health and well-being
- To provide a platform towards college preparedness or college choice

**What are the power standards emphasized in all grades?**

- Make sense of problems and persevere in solving them.
- Construct viable arguments and critique the reasoning of others.
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**What are the key structures that support students?**

- Peer Health Exchange
- Peer Resources Training
- Meet and Greets with Adult Community
- Daily Journals for Self-Reflection
- Mindfulness Practice
- Community Circles
- Google Classroom and Remind

## 9th Grade Seminar

### **Key Learning Goals**

*By the end of the school year, all 9th Grade Seminar students should be able to ...*

- ☑ Learn and apply strategies in order to improve their academic skills and habits (e.g. self-assessments, graphic organizers, technology, homework planner, organization).
- ☑ Demonstrate the ability to set goals, plan to reach goals, monitor progress, and complete goals.
- ☑ Integrate technology to support and extend their learning (e.g. using Google Classroom, Google Docs, Google Presentation, Gmail and Typing Pal).
- ☑ Develop student agency through the development of all five school-wide learning outcomes (SLOs).
- ☑ Possess a strong sense of self, self-awareness around thinking and learning processes, and self-regulation.
- ☑ Possess a sense of belonging to the community.
- ☑ Make informed decisions regarding their health and well-being.

### **Essential Questions**

- Who am I? How do I become my best me? How can I make healthy decisions that honor my best me?
- Who are we? How do I support our best “we”? How can I contribute to our community?
- How can I develop my student agency through the development of the SLOs?

### **Units of Study**

- Organization and Planning
- Technology for School Success
- Reading Strategies for School Success
- Health - Sex Ed
- Health - Drug/Alcohol/Tobacco
- Health - Nutrition, Sleep, Stress
- Health - Body Image and Self-Regulation
- Mindfulness
- Identity
- Peer Health Exchange - Healthy Decision Making
- Self-Awareness
- SLOs Development
- Collaboration

### **Resources, Texts, Approaches**

- Independent Student Work - (Webquests, Google Slides Presentations)
- Peer Health Exchange - Materials

\*\*\*9th Grade Seminar fulfills California’s Health course requirement.

## College Counseling 11

### Key Learning Goals

*By the end of the school year, all College Counseling 11 students should be able to ...*

- ☑ Understand and explain core college concepts: majors, minors, prerequisites, and degrees.
- ☑ Articulate how personal skills and interests correspond directly with post-secondary plans.
- ☑ Confidently research potential educational options related to high school, including public, private, and two-year institutions.
- ☑ Identify particular college majors or areas of educational focus beyond high school.
- ☑ Research, differentiate, and evaluate various college or university programs within an intended field of study.
- ☑ Display a conceptual knowledge of a “best fit” college or university, and explain how their tentative post-secondary plans exemplify a “best fit” scenario.
- ☑ Construct an evidenced-based rationale for career interests, major interests, and “best fit” college choice.
- ☑ Plan, organize and compose a personal statement using the writing process.
- ☑ Express expertise about post-secondary options to a younger audience.

### Essential Questions

- Who am I? Who do I want to be? / What do I like? What do I value?
- How do I get there?
- Where do I see myself in 18 months?
- How do I share more about me?
- How do my values, interests, personality and skills influence my future?

### Units of study

- Personal journey and values
- Career interests research
- Major interest research
- College “best fit” research
- Personal statement development
- Organization and Planning
- Technology for School Success
- Reading Strategies for School Success
- Academic Strategies
- Learning Styles
- Self-Awareness
- Self-Advocacy
- Collaboration

- Grammar and Sentence Construction

Resources, Texts, Approaches

- SIM Strategies, University of Kansas, Center of Learning
- Fender, G. *Learning to Learn, Revised Edition, 2004*
- Committee for Children, Second Step
- Facing History and Ourselves

## College Counseling 12

### Key Learning Goals

***By the end of the school year, all College Counseling 12 students should be able to ...***

- ☑ Finalize college application list
- ☑ Determine Eligibility for college admissions
- ☑ Complete and submit College Applications
  - o Correctly/Accurately Data entry
  - o Draft high quality personal statements for college applications
- ☑ Complete and Submit Financial Applications ( FAFSA, CSS Profile, Cal Dream Act Application, Cal Grant)
- ☑ Consult with College Counselors on an ongoing basis.

### Essential Questions

- What are my best post-secondary plans? How can I best execute those plans? What support do I need to accomplish my goals?
- How do I represent my response to set-backs?
- How do I present the best version of myself?

### Units of study

- Organization and Planning
- Technology for School Success
- Reading Strategies for School Success
- Academic Strategies
- Learning Styles
- Self-Awareness
- Self-Advocacy
- Collaboration
- Grammar and Sentence Construction

College Counseling 12 is a workshop-based class where students apply knowledge gained from College Counseling 11 to create and submit their college applications. Students will analyze and consider personal statements before composing their own, calculate their GPAs, and assemble additional written documents and materials as part of the college application process.

### Resources, Texts, Approaches

- SIM Strategies, University of Kansas, Center of Learning
- Fender, *G. Learning to Learn, Revised Edition, 2004*
- Committee for Children, Second Step
- Facing History and Ourselves