

Crusader Seminar I CPA/Honors
9th Grade / Fall Semester

Course Description

This course is designed to help incoming freshmen transition to the educational program and supportive community of Holy Cross High School. Coursework includes instruction in the following areas: understanding learning styles; developing a growth mindset; managing time effectively; setting goals; applying effective reading, note-taking, and test-taking strategies; seeking assistance; and, understanding the values of the *Portrait of the Crusader*.

Assessments for the course will vary based on the type of skills taught in each unit. Options include:

- In class discussions based on the material covered.
- A written, in-class assessment appropriate for the time period available.
- A project which may include a written component, a presentational component, and/or a performative component. This project may require collaboration as well as the use of a computer device with access to Google scholar services.
- A paper that requires a student to demonstrate a complex understanding of either the material covered in the topic or independent research.

Essential Questions for the Course

- What are the rewards and value of a good education?
- What can I do to help my adjustment to high school?
- What is meant by the practice of time management?
- How do I learn and use critical thinking skills?
- How will my high school experience help me with college?

Curriculum Framework

Unit 1: Holy Cross Policies and Academic Integrity

Pacing 3 to 4 classes

Focus Questions:

- What is the purpose of the Holy Cross Handbook ?
- What topics are covered in the handbook and where can I access a copy?
- What is academic integrity?
- What is the APA format ? How does APA correlate with Academic Integrity?
- What is the Holy Cross discipline process and when is it implemented?

Concepts/Skills:

- Locate and analyze the contents of the Holy Cross Handbook.
- Summarize the elements of the Holy Cross dress code.
- Comprehend the purpose and process of Holy Cross discipline.
- Define *Academic Integrity* and explain why it is important in the school setting.
- Explain how citing sources and avoiding plagiarism are connected to academic integrity.
- Understand when APA format should be used and establish an APA template for future use.

Unit 2: Know Yourself as a Learner**Pacing: 5 to 7 classes**

Focus Questions:

- What are the different types of learning? What type of learner are you?
- How do you increase personal engagement and motivation?
- What are the benefits of a growth mindset? How do you work toward a growth mindset?
- How does knowing your personality type help with learning?
- How do outside circumstances affect personal learning experiences? How can you compensate?

Concepts/Skills:

- Research the various learning styles and identify which is best suited for you.
- Based on your learning style, determine specific learning strategies to better engage in class activities and homework.
- Explain the relationship between learning styles and motivation.
- Research the concept of growth mindset and how a growth mindset benefits learners.
- Explain the connection between personality types and the learning process.

Unit 3 - Time Management and Goal-Setting**Pacing: 7 to 9 classes**

Focus Questions:

- What is time management and what are the benefits?
- How can I improve my personal time management skills ?
- How does procrastination impact personal and academic goals?
- How does goal-setting help you establish priorities, increase motivation, and manage time?

Concepts/Skills:

- Explain why time management is needed in high school.
- Predict how time management differs between high school and college.
- Evaluate your current time management skills.
- Describe and analyze various time management strategies and determine how to implement them in your life.
- Describe the reasons for and the effects of procrastination, and select strategies to overcome it.
- Discuss the importance and the process of prioritization.
- Read and articulate the importance and the impact of realistic yet challenging goal setting.

Unit 4 - Personal Values and Personal Goals**Pacing: 5 Classes**

Focus Questions:

- What are your personal values ?
- How do your personal values shape your decision making process?
- What resources are available to support your academic and emotional success at Holy Cross High School?
- What are the values highlighted in the Portrait of the Crusader?
- What are your personal goals for high school?

Concepts/Skills:

- Articulate the strategies that can help you make informed, rational decisions, such as weighing the pros and cons, evaluating the feasibility of ideas, and predicting the short and long term consequences of specific actions.
- Use your personal values to guide your decision-making, set realistic short-term goals that build toward a long term goal, and plan how you will track progress toward your goals.
- Recognize decision-making and planning as continuous processes, especially in response to unexpected change.
- Identify and utilize resources at Holy Cross to draft and track an academic plan.

Unit 5 -Reading and Notetaking

Pacing: 4 to 7 classes

Focus Questions:

- What are the pros and cons of online reading?
- What are the different types of reading?
- What behaviors can you incorporate into your routine to allow adequate time for reading?
- What is active reading? What are the most effective reading strategies?
- What are some specific strategies you can employ for better note taking?
- How does annotating support comprehension and retention?

Concepts/Skills:

- Summarize the nature and types of reading that you encounter in high school.
- Determine ways to make time for nightly reading/homework.
- Explain the process and benefits of active reading.
- Explain Recursive Reading Strategies.
- Define and apply the SQ3R method.
- Compare and apply note taking methods: Cornell Method, outline method, and concept web method. Articulate which notetaking method works best for you and why.
- Distinguish between note taking and annotating. Learn how to annotate on paper and online.

Unit 6 - Memory

Pacing: 5 to 7 classes

Focus Questions:

- What is working memory? What's the difference between working and short-term memory?
- How does long-term memory function?
- What obstacles exist to remembering?
- When and how should you memorize?
- What are some ways to convert short term memory into long term memory?

Concepts/Skills:

- Explain the importance of memory when studying, and identify ways to strengthen memory.
- Articulate specific ways to increase the effectiveness of studying.
- Identify and describe test-taking strategies that minimize anxiety and maximize results.
- Explain the difference between working memory, short term memory, and long term memory.
- Identify the obstacles to remembering.

- Debate the theory that writing notes versus typing online helps with long term memory.
- Explore the connection between memory and adequate sleep.

Unit 7 - Studying and Test Taking

Pacing 5 to 7 classes

Focus Questions:

- How do you prepare yourself and your environment for successful studying?
- What impact do procrastination and distractions have on studying?
- What are effective study strategies?
- How do learning preferences influence study strategies? Which study strategies will be most beneficial to you?
- What is the difference between test prep and test taking?
- How can you take a whole person approach to test taking? What can you do on test day to increase your confidence and success?
- What should you know about test anxiety and alleviating this anxiety?

Concepts/Skills:

- Define the correlation between study space and topic retention.
- Explain how procrastination and distractions impact the effectiveness of your study time.
- Define three effective study strategies.
- Review your learning preferences and determine the most effective study strategies for you.
- Evaluate the strengths of your study strategies; determine if specific strategies are best matched with certain subjects or situations.
- Explain some of the myths associated with test preparation
- Identify and analyze some of the causes of test anxiety and ways to mitigate them.

Unit 8 - Social Media & The World Around Us

Pacing 4 -6 classes

Focus Questions:

- How does social media impact our views and opinions? Our emotional state? Our academic success?
- What are stereotypes, how are they learned, and how do they affect people?
- What is meant by compassion and empathy?

Concepts/Skills

- Research and share information focused on the impact of social media on young adults.
- Learn about bias and stereotypes; analyze how social media can manipulate our perceptions and allow for bullying.
- Learn about empathy and social awareness and analyze whether social media can help with our understanding of each other and other cultures.

Assessments (this unit will have unique assessments)

- Create a “Gen Z” action guide to help inform others about the effects of social media
- Understanding Other Cultures Project: Create a presentation about another country or culture to educate classmates to be better global citizens.

Resources

- Textbook – *College Success*. Senior Contributing Author Amy Baldwin, University Of Central Arkansas. Openstax.org
- <https://openstax.org/details/books/college-success?>
- [Improving Memory & Retention | Academic Skills Center](#)
- [10 Strategies to Enhance Students' Memory | Reading Rockets](#)
- Various internet educational websites

Grading

- 60% - Mastery
- 20% - Formative
- 10% - Student Preparation
- 10% - Participation

Mastery - Summative assessments that test knowledge of content and topic questions.

Formative – Assignments that help develop knowledge and understanding between summative assessments.

Student Preparation – Assignments typically include work completed to prepare for class.

Participation - Relates to participation in class and participation in assignments and group projects

Late Work Policy

Any student that submits work up to 24 hours after the due date will lose 15% from the assignment. Any student that submits work 24 hours to 48 hours after the due date will lose 30% from the assignment. After that, late assignments will be given a grade of zero, unless there is a significant reason. These kinds of situations will involve the guidance department or the administration.

Absence Policy

Please see the student handbook for the make-up policy due to absence.