

Crusader Seminar II CPA/Honors

10th Grade / Fall Semester

Course Description

The primary focus of this course is the continued development of each student's academic and social-emotional skills to support success in high school and beyond. This seminar will focus on the skills associated with different types of thinking as well as effective communication skills. In addition, students will explore varied topics that will facilitate their success in coursework and in the community, including diversity awareness, financial literacy, healthy lifestyle choices, and planning for the future. The course culminates with a student-created, timed presentation to apply the concepts and skills learned.

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 benefits of a quality education?
- What can I do to succeed in high school and beyond?
- How can I continually improve my time management, reading, and study skills?
- How do I use creative, analytical and critical thinking skills?
- How do I problem-solve?
- How will my high school experience help me with college and the world of work?

Curriculum Framework

Unit 1- Review of Crusader Seminar

Pacing: 3 classes

Focus Questions:

- What information can you find in the Holy Cross Handbook?
- What is academic integrity?
- What is the APA format?
- What are the different types of learning styles?
- What are effective reading comprehension and study strategies?
- What are effective techniques for time management and goal setting?
- Have your personal or academic goals changed in the past 12 months? How should you adjust?

Concepts/Skills:

- Summarize the types of information in the handbook.
- Understand the Holy Cross dress code and why this code was put into place.
- Explain the purpose and process of Holy Cross discipline.
- Define academic integrity and describe how to avoid plagiarism.

- Understand when APA format should be used and establish an APA template for future use.
- Articulate your learning style and which learning strategies have been successful for you.
- Summarize and demonstrate effective reading (SQ3R, active reading) and note taking skills.
- Evaluate and adjust short and long term goals focused on success in high school.

Unit 2 -What Thinking Means

Pacing: 5 to 7 classes

“Thinking isn’t something we can turn on and off when we enter or leave a classroom; we think about everything. We may have different strategies and processes for thinking in different environments, but all thinking starts with our own ideas coming into contact with new information and experiences.”
(OpenStax)

Focus Questions:

- What are the different types of thinking? How are they different?
- How are all types of thinking linked to problem solving?
- How has the study of human psychology impacted how we approach our thinking processes?
- What is metacognition? How does metacognition help us think clearly and learn?
- What is Information Literacy and why is it important?

Concepts/Skills:

- Explain the skills connected to each type of thinking: critical, analytical (convergent) and creative (divergent).
- Discuss the importance of creative thinking and ways of generating original ideas.
- Explain analytical thinking, its component parts, and outcomes.
- Explain and apply an effective approach to problem-solving: define the problem; generate alternative solutions; evaluate and select an alternative; implement and reevaluate.
- Define metacognition and describe ways to apply metacognitive strategies.
- Apply information literacy skills and connect to problem-solving and informed decision making.

Unit 3 - Communication

Pacing: 4 to 6 classes

“Staying aware of how and when you communicate is important to every aspect of your life. As you will learn throughout this chapter, there are many variables that come into play as you communicate.”
(OpenStax)

Focus Questions:

- What is the purpose of communication? What are the different forms?
- How does word choice impact how each message is perceived?
- What is the role of tone and body language in communication?
- How has technology impacted the way we communicate today?
- Why are text messages so often misinterpreted?
- What are some of the barriers to effective communication? Why does timing matter?

Concepts/Skills:

- Define the forms and various contexts of communication.
- Articulate the variables involved in effective communication.
- Explore the impact of slang and biased language on effective communication.
- Explore the impact of tone and body language on communication and on building relationships.
- Explore how cultural contexts affect perception and communication.

- Examine how technology has changed communication.
- Describe barriers to and solutions for effective communication.

Unit 4 - Diversity

Pacing: 5 to 7 Classes

“This unit touches on many elements of civility and diversity, and mentions a wide array of groups, identities, and populations... You can’t know everything about everyone, but you can build cultural competency and understanding to make people feel included and deepen your abilities and relationships.”(OpenStax)

Focus Questions:

- What Is diversity? Why do people argue about diversity?
- Historically, has diversity always been a concern?
- What does it mean to be civil? Do we have to agree with others in order to be civil?
- What is the meaning of equity and inclusion?
- What does the statement “Equality for All” mean?
- What role do your personal values play with respect to diversity?

Concepts/Skills:

- Examine how diverse voices have been treated historically in civic life, education, and culture.
- Describe the categories of identity and experience that contribute to diverse points of view.
- Explain the concept of implicit bias.
- Define and describe the role of confirmation bias and its impact on the inclusion of diverse perspectives.
- Evaluate specific statements and situations for their inclusion of diverse perspectives.

Unit 5 - Personal Finance

Pacing: 3 to 5 classes

“Good financial planning habits will benefit you long after your school days are behind you.”(OpenStax)

Focus Questions:

- What is personal financial planning? What is debt?
- How do you establish a credit score? What is the impact of credit score when borrowing money?
- What are some basic principles of saving and budgeting?
- What is an emergency fund?
- How do you choose a bank?
- How do you protect yourself from Identity theft?

Concepts/Skills:

- Define each component of personal finance.
- Explain the difference between wants and needs.
- Explain the process of and tools for budgeting.
- Define debt and examine how young adults incur debt through credit cards and high interest loans.
- Describe the common ways that identities are stolen and various methods to learn if your identity is stolen.
- Review the syllabus for the Personal Finance course offered at Holy Cross.

Unit 6 - Taking Care of Your Physical Health

Pacing: 3 to 5 classes

“Health is much more than keeping your physical body in good shape. Good health also includes your mental and emotional health, quality relationships, and prioritizing your personal safety.”(OpenStax)

Focus Questions:

- What is healthy eating? Why is it important to stay hydrated?
- How important is exercise to a healthy body?
- What happens when you sleep? How does sleep affect your health?
- What do we mean by mental and emotional health?
- What is stress? What ways can you reduce and manage stress?
- Who can you turn to for help with mental or emotional distress?
- How can you maintain healthy relationships?

Concepts/Skills:

- Describe actions you can take to improve your physical health and sleep patterns.
- Identify ways to maintain and enhance your emotional health.
- Understand mental health risks and warning signs and where you can turn for help.
- Explain ways to reduce stress at school and in daily life.
- Articulate reasons and ways to maintain healthy relationships.
- Describe steps you can take to be more safety conscious.

Unit 7 - Presenting to Others

Pacing 4 to 6 classes

The purpose of this learning activity is for students to apply and hone many of the skills learned in this course and practice these skills for use in other courses.

Focus Questions:

- What are the elements of a good oral presentation? How does voice and body language impact a presentation?
- How do you successfully prepare a visual presentation? Which technology/software is effective?
- How do you organize and communicate information for an engaging and informative presentation?
- Why is it important to consider your audience?

Concepts/Skills:

- Identify the elements of a good oral presentation.
- Describe how eye contact, volume, pace, tone, and body language can engage your audience.
- Describe and select the different forms of technology that can be utilized in a visual presentation.
- Organize information into a logical sequence and develop an informative, engaging presentation.
- Consider purpose and audience.

Summative Assessment

- Timed presentation utilizing the skills taught in the course.

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.