Escondido Union High School District
Response-Ability Training Program
EUHSD Board Approval Date: 2/13/18
The EUHSD Response-ability Training Program (RTP) curriculum is designed to ensure students are prepared for college and career and are properly oriented to the learning environment and high expectations of Valley High School. This course provides specific information and experiences designed to help students develop the necessary mindset, habits and skills to be successful both academically, socially and emotionally. This curriculum document is regularly updated and revised based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum document contains the following documents and information:

A. Course Description
B. Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
C. Instructional Materials References
D. Scope and Sequence Map with Essential Standards outlined by Unit
E. References to key essential design and implementation documents

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school college and career ready. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.”
Response-Ability Training Program (RTP) Course Description

Course Description: All students who enroll in Valley High School are required to take the Response-Ability Training Program course in order to help ensure their success. Throughout the course students engage in a variety of collaborative experiences designed to communicate positive expectations, develop their interpersonal skills and behavior, and improve their ability to cope with change effectively and appropriately. The course provides a broad array of engaging, critical thinking tasks which require reading, writing, verbal communication, research, and publication as a means of preparing students for the rigor of the broader VHS academic program. All coursework takes place in a structured learning environment, which includes modeling, role-playing, performance feedback, and transfer-of-training exercises. A great emphasis is placed on ensuring students engage in enjoyable, uplifting activities designed to promote positive interpersonal relationships among peers as well as the instructor and other adults on campus. Expected outcomes include increased academic achievement as well as improved social-emotional well-being.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Grade Level: 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Length: 6 weeks</td>
<td>UC/CSU Requirement: N/A</td>
</tr>
<tr>
<td>UC/CSU Requirement: N/A</td>
<td>Course Numbers: 5604</td>
</tr>
<tr>
<td>Course Numbers: 5604</td>
<td>Graduation Requirement: EUHSD Elective Credit</td>
</tr>
<tr>
<td>Grade Level: 9-12</td>
<td>Transcript Abbreviation: RESP-ABILITY TRAIN</td>
</tr>
<tr>
<td>Credits 5 (Note: This course requires two periods per day)</td>
<td>Required Prerequisite/s: None</td>
</tr>
<tr>
<td>Required Prerequisite/s: None</td>
<td>Recommended Prerequisite/s: None</td>
</tr>
<tr>
<td>Board Approval Date (Curriculum): 2/13/18</td>
<td>Board Approval Date (Materials):</td>
</tr>
<tr>
<td>Core Instructional Material/s:</td>
<td>Supplemental Instructional Material/s:</td>
</tr>
<tr>
<td>- Open Education Resources (non-copyrighted online materials subject to change each year)</td>
<td>- Digital literacy lesson plans (Open Source)</td>
</tr>
<tr>
<td></td>
<td>- Variety of materials from the CDE Social-Emotional Development Domains</td>
</tr>
<tr>
<td></td>
<td><a href="https://www.cde.ca.gov/eo/in/socialemotionallearning.asp">https://www.cde.ca.gov/eo/in/socialemotionallearning.asp</a></td>
</tr>
<tr>
<td>Technology Resource/s:</td>
<td></td>
</tr>
<tr>
<td>- Chromebooks or computer lab workspace</td>
<td></td>
</tr>
<tr>
<td>- Digital literacy programs/lesson plans</td>
<td></td>
</tr>
<tr>
<td>- Poster boards, markers and a variety of other materials</td>
<td></td>
</tr>
<tr>
<td>Assessments/s:</td>
<td></td>
</tr>
<tr>
<td>- Students engage in ongoing formative assessments, which range from informal to formal and include oral presentations, written reflections regarding, and individual and group project-based summative assessments.</td>
<td></td>
</tr>
<tr>
<td>Meeting the Needs of ELs:</td>
<td></td>
</tr>
<tr>
<td>- Our student information system is used by site leaders and instructors to acquire the language levels of EUHSD English Learners to ensure they are identified and their specific needs are met.</td>
<td></td>
</tr>
<tr>
<td>- Our approach to supporting English learners in based on the CA Department of Education (CDE) adopted language level proficiency descriptors and updated ELD Learning Standards. Visit the following website to learn more about those new descriptors and corresponding standards: <a href="http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf">http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf</a></td>
<td></td>
</tr>
</tbody>
</table>
- EUHSD uses the ELA-ELD Framework to inform pedagogical practices related to supporting English Learners. Visit the following URL to learn more about the new frameworks which describe in detail specific best practices used to support English Learners: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)

<table>
<thead>
<tr>
<th>Instructional Resources</th>
<th>Sample Instructional Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Drafting textbook</td>
<td>- Instructor Discourse</td>
</tr>
<tr>
<td>- Performance Rubrics</td>
<td>- Student Collaboration</td>
</tr>
<tr>
<td>- Product Examples</td>
<td>(student pairing, small and large group planning and collaboration)</td>
</tr>
<tr>
<td>- Digital and print images</td>
<td>- Instructor Modeling and Demonstrations (“draw-along”)</td>
</tr>
<tr>
<td>- Internet Research</td>
<td>- Ongoing Demonstration</td>
</tr>
<tr>
<td>- CA Colleges Website</td>
<td>- Practice/Formative Assessment Tasks</td>
</tr>
<tr>
<td>- Architectural tools including drawing tools, machines, drafting work tables, etc.</td>
<td>- Project and Task Based Work</td>
</tr>
<tr>
<td></td>
<td>- Internet research (image searching)</td>
</tr>
</tbody>
</table>

**Key Instructional Strategies:**

- Small and large group discussions
- Student-driven inquiry based research
- Close reading
- Text-based questioning
- Partner and group collaboration
- Modeling
- Independent Practice
- Literacy Routines (language scaffolding including sentence starters, response frames, writing frames, etc.)
- Informal Brainstorming Sessions
- Multimedia Note Taking
- Informal “Quick Writes”
- Online Polling and Discussion
The Scope and Sequence Guide for this course is informed by the California Learning Standards and delineates the concepts and skills students are expected to acquire in order to meet College and Career Readiness expectations set for by the state and local board approved guidelines. Each unit of study is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. This Scope and Sequence document provides guidelines for instructors to ensure they have the necessary information related to content and pedagogy to guarantee students can meet the learning objectives of the course. The document is updated as needed based on input from all stakeholders to ensure it meets the needs of students.

- Course Description
- Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
- Instructional Materials References
- Scope and Sequence Map with Essential Standards outlined by Unit
- References to key essential design and implementation documents

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school demonstrating college and career readiness skills. Student-centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.” A key design consideration in the transition to the updated California State Standards is a focus on changes to pedagogy with an emphasis on ensuring students are engaged via relevant learning experiences.

A key design consideration in the transition to the new California State Standards is a focus on changes to pedagogy. The CA Learning Standards describe key instructional shifts, which guide classroom teaching and learning and provide a foundation of curriculum and instructional design based on student inquiry and a focus on rigorous literacy tasks. These instructional shifts are described on the California Department of Education’s website at the following URL: https://www.cde.ca.gov/Re/cc/

This course is aligned to the CA Literacy Standards for History/Social Science, Science and the Technical Subjects, which describe specific reading, writing, listening and speaking skill development. It also references the California Department of Education’s Social Emotional Domains since the course focuses on social-emotional development.
### Unit 1 Description
The purpose of this unit is to introduce students to the school, instructor, and one another in order to begin building common expectations and a sense of belonging. Students learn more about how their mental state/attitude impacts their lives. Students engage in teacher-directed and student-directed research in order to identify their personal attitude characteristics, “behavioral triggers,” and engage in a variety of discussion and writing related to these topics. They read a variety of texts regarding attitude and point-of-view and discuss various forms of communication in order to build a common foundation for the remaining coursework. Students will produce an informative text/presentation to demonstrate their learning.

### Focus CA Literacy Standards:
- WHST 9-10.2 Informative Writing
- WHST 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST 9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL 9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL 9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### Social-Emotional Domains (CDE)
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions
- Understand and Manage Emotions

### Key Learning Objectives:
- Initiate and participate in a variety of collaborative discussion regarding the primary topics of Unit 1 including personal attitude, “behavioral triggers,” and related topics.
- Research, discuss, explain and write about the expectations and rules of Valley High School (VHS) and the RTP course.
- Define the concept of “RESPECT” as described in the texts read and understand its connection to personal, academic, and professional success.
- Read and discuss texts regarding positive thinking and discuss our attitudes and experiences in the context of the texts and school.
- Communicate verbally and in writing information related to the activities to build common understanding and prepare for the remainder of coursework.

### Key Unit Resources:
- Video “Attitude, It's Your Choice”
  [https://www.youtube.com/watch?v=P5aPrSDrQH](https://www.youtube.com/watch?v=P5aPrSDrQH)
- RTP PowerPoint
- “Fish Philosophy” Video Clip
- Communication Style Chart (Hardcopy)
- Scenarios (hardcopy)
- RTP Digital Presentation (PPT)
### Key Unit Assignments:

- **Students will take notes on how “positive thinking” impacts their life. Students will then identify their personal attitude characteristics and write a one-page reflection.**
- **Students will take notes on the Positive Attitude power point presentation. Students will then watch “Attitude, It’s Your Choice” and take notes on the 8 attitude quotes and lecture in preparation for their student reflection.**
- **Students will complete a reflection on their own attitude. See Power point slide #19**
- **Students will take notes on the Positive Attitude power point presentation. Students will then watch “Attitude, It’s Your Choice” and take notes on the 8 attitude quotes and lecture in preparation for their student reflection.**
- **Students will take notes on three types of communication 1) passive 2) assertive 3) aggressive. Students will also take notes on verbal and nonverbal communication. Next, students will work in partners to address each type of communication via scenarios given to them by the teacher. Students will then complete a graphic organizer that outlines the characteristics of each type of communication.**
- **Students will begin with a quick write asking them to answer what the word “Respect” means to them. Students will write a self-reflection on various questions about respect.**
- **Students will be moved to the gym to begin the Moon Ball activity with procedure explained by teacher. Lastly, teacher will then return back to class and ask students to engage in a reflection writing about the outcomes of the game.**
- **Students will take notes on the “Labels/Masks” PowerPoint presentation. Next, students will be asked to respond to a series of photographs by labeling them according to stereotypes. Students will then answer questions regarding labels/stereotypes. Lastly, students will complete a worksheet highlighting the negative effects of labeling/stereotyping others.**
- **During a presentation on anger management, students will be asked to reflect and answer questions about their own personal anger. Next, students will engage in the “Anger Triggers” activity in which the objective is for students to identify their own personal triggers for anger and assign a behavior to how they generally react. Students will then engage in a reflective writing in which they are identifying characteristics of their personal anger and healthy ways to self-control.**
- **Students will define and discuss various types of stress and take notes about positive vs. negative stressors.**

### Key Unit Assessments:

#### Formative:
- Video notes summary and verbal presentations to text-based questions and prompts
- Written and verbal response to scenarios and text-based questions
- Team-building exercise with verbal and written reflection
- Deconstructed quotes responses and presentations
- Ongoing verbal discussions (whole group and individual) with text-based questions and written response (constructed response)

#### Summative Performance Task:
- **Students are tasked with constructing a portfolio of their work in the course. Each unit contains specific series of tasks (see “Key Unit Assignments”) which require them to express their learning verbally in small and large-group format as well as in written form. At the end of each unit, students must organize their work into a portfolio as well as engage in collaborative discussions, which include additional reflective, text-based questions to which they respond individually and use to create a presentation, which they tasked with presenting to an audience (e.g. peers, family members, and/or school instructors and leaders).**
- **Unit 1 Reflection Task Sample: Students respond to a formal prompt requiring them to create an informative presentation regarding the concepts covered in this unit and how they plan to use their new understanding and skills to ensure their academic and personal success. Students are to use a medium of their choice (e.g. paper posters, essay, video, etc.) present their informative presentation. A model is provided that includes language scaffolding to help ensure their success and provide support as they are habituated to the rigor of this course.**
- **Students must include information about at least three of following topics in their presentation: positive attitude, respect, anger/stress management, types of communication, labels and “masks,” or anger management principles practices.**
Response-Ability Training Program (RTP) Scope and Sequence
Unit 2 - Digital Literacy, Learning Styles, Habits of Successful Teens, and Cultural Awareness

**Length: One Week**

**Unit 2 Description:** In this unit, students build awareness about Digital Citizenship by engaging in research and by reading and discussing a variety of texts related to the topic. Students also analyze how factors such as learning styles and healthy habits influence their educational experience and overall success. They engage in a self-assessment exercise to help identify their learning style(s) and practice using the “Five Habits of Highly Effective Teens” by engaging in role playing scenarios. In addition, students learn about the importance of cultural awareness and the need to respect all people no matter their differences. Through the use of self-reflection and group discussion students will learn how to better manage their behavior and find greater personal success. Students will create an argumentative text/presentation to demonstrate their learning.

**Focus CA Literacy Standards:**

- **RST 9-10.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- **RST 9-10.2** Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- **RST 9-10.10** Read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.
- **WHST 9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST 9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- **WHST 9-10.9** Draw evidence from informational texts to support analysis, reflection, and research.
- **WHST 9-10.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- **SL 9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- **SL 9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **SL 9-10.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- **Social-Emotional Domains (CDE)**
  - Set and achieve positive goal
  - Feel and show empathy for others
  - Establish and maintain positive relationships
  - Make responsible decisions
  - Understand and Manage Emotions

**Key Learning Objectives:**

- **Students will…**
  - Explain and cite textual evidence regarding what it means to be a Digital Citizen.
  - Communicate verbally and in written form the importance of Online Safety.
  - Read, research, and apply the Five Habits of Highly Effective Teens to real-life scenarios.
  - Initiate and build on peer discussions about the importance of cultural awareness.
  - Produce clear and coherent writing regarding the content of the unit and apply it to their day-to-day activities.
  - Initiate in a range of collaborative discussions regarding the content of this unit.

**Key Unit Resources:**

- [https://www.commonsensemedia.org/](https://www.commonsensemedia.org/)
- Covey, Sean. *The 7 Habits of Highly Effective Teens Personal Workbook*, ©2004 Touchstone
- RTP Digital Presentation (PPT)
Key Unit Assignments:

- Students will take notes on Digital Literacy and what it means to be a Digital Citizen. They will take the Digital Life Quiz to understand their use of digital media. Students will take notes on how to be SAFE online (cyber predators, privacy, identity theft and digital footprint).
- Students will learn about Learning Styles (Multiple Intelligences). Students will self-assess to identify their learning style(s).
- Students will learn about the “Five Habits of Highly Effective Teens” (Being Proactive, Begin With the End In Mind, Put First Things First, Think Win-Win, Seek First to Understand, Then to Be Understood). Students will practice using the Habits by applying them to real-life scenarios.
- Students will learn about the characteristics of culture and reflect on the importance of respecting cultural differences. Students will then participate in a team building activity that reinforces cultural awareness.

Key Unit Assessments:

Formative:
- Digital Literacy Notes
- Digital Life Quiz
- Learning Style Notes
- Learning Styles Self-Assessment
- Learning Style/Growth Mindset
- Five Habits Notes
- Five Habits Scenario Worksheets
- Cultural Questions
- Cultural Reflective Questions

Summative Performance Task:
- Students continue the construction of their course-learning portfolio by adding “learning artifacts” from this unit.
- Unit 2 Reflection Task Sample: Students respond to a series of prompts requiring them to produce an argumentative text about the importance of digital citizenship and how it is correlated to academic and personal success. They are tasked with including concepts and information related to the learning styles they researched as well as the concepts and principles related to the habits of a successful teen. They will present their findings to an audience and engage in peer review.
# Response-Ability Training Program (RTP) Scope and Sequence

## Unit 3 - Attitude, Communication, Pro-Social Skills, Stress & Anger Triggers & Management

**Length:** One Week

### Unit 3 Description:
The purpose of this unit is to emphasize the importance of self-reflection when confronting challenges and adversity. Students learn to identify their past actions—including mistakes and failures—and learn to take ownership of them; they also read, discuss, and write about ways to avoid similar actions in the future. As part of the unit, students are introduced to self-advocacy by learning how to ask for support in and out of the classroom in order to be proactive regarding their education and life choices. In addition, students review the best ways to apologize, take responsibility for their mistakes, and listen effectively to others. Within this unit, students will also learn how to identify their values and effectively prioritize them in their day-to-day life. Students are tasked with producing a narrative that expresses their experiences related to the content of this unit with a call-to-action that focused on how they will make positive changes based on the concepts and skills they acquired in the unit.

### Focus CA Literacy Standards:

- **RST 9-10.2** Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- **RST 11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **ELA 9-10.3** Narrative Writing
- **WHST 9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST 9-10.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **SL 9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- **SL 9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

### Key Learning Objectives:

- Students will...
  - Determine the central ideas of a variety of texts.
  - Produce clear and coherent writing.
  - Self-reflect on the reasons for past failures.
  - Advocate effectively for support in and out of the classroom.
  - Communicate feelings of appreciation, regret, etc. in a clear and coherent formal letter of apology.
  - Participate in a collaborative discussion as well as meaningful one-on-one exchanges.

### Key Unit Resources:

- RTP Curriculum Digital Slides/Lesson Plans
- Poster paper
- Interview Questions (Hardcopy)
- Values Worksheet Packet (Hardcopy)
Key Unit Assignments:

- Students will analyze a past failure to identify reasons for failure (Skill, Motivation, and External Event). Students will learn about the different strategies for responding to failure. Students will reflect on how these strategies could have influenced the outcome of their past failures.
- Students will create a poster displaying different strategies when asking for help and write a reflection.
- Students will write an apology letter to someone they have wronged.
- Students will learn about effective listening strategies. Students will then apply strategies during a peer interview activity.
- Students will learn about visual interpretations through photo analysis. Students will also learn to apply effective video note making strategies.
- Students will explore their Interests and Values through the use of Values Checklist, Scenarios, Lifestyle Triangle.

Key Unit Assessments:

Formative:
- Asking for Help Strategies Poster
- Apology Letter
- Peer Interview
- Photo Analysis
- Values packet and Written Reflection Prompt

Summative Performance Task:
- Students continue the construction of their course-learning portfolio by adding “learning artifacts” from this unit.
- Unit 3 Reflection Task Sample: Students write a narrative text in which they tell the story of how they have failed in some way in the past and how they responded. They then write an “alternative ending” in which they apply the concepts and practices they learned about in this unit to demonstrate their understanding of self-accountability. They share their narrative in a multimedia presentation to peers and/or a younger family or community member as appropriate.
# Response-Ability Training Program (RTP) Scope and Sequence
## Unit 4 - Mindsets
### Length: One Week

**Unit 4 Description:** The purpose of this unit is to provide students with an in-depth analysis of their learning mindset and strategies for avoiding destructive behavior. Students learn more about Fixed vs Growth mindset and its influence on success through readings, discussions and reflection activities. Students will read, discuss and reflect about common destructive behaviors such as drug use, sexual harassment, and unhealthy relationships and make connections between these behaviors and specific life-outcomes (e.g. education, relationships, financial well-being, etc.).

<table>
<thead>
<tr>
<th>Focus CA Literacy Standards:</th>
<th>Key Learning Objectives:</th>
<th>Key Unit Resources:</th>
</tr>
</thead>
</table>
| RST 9–10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. | Students will… | • Dweck, Carlos S. *Mindset: The New Psychology of Success* New York Ballantine ©2006  
• https://www.dea.gov/media/chasing-dragon.shtml  
• Guest Speaker  
• http://www.huffingtonpost.ca/diane-mcintosh/marijuana-developing-brain_b_9643654.html  
• Graphic organizer (Hardcopy)  
• Poster Paper  
• www.ccssd.org |
| RST 9–10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. |  |  |
| RST 9–10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). |  |  |
| RST 9–10.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. |  |  |
| RST 9–10.10 Read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. |  |  |
| WHST 9–10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |  |  |
| WHST 9–10.9 Draw evidence from informational texts to support analysis, reflection, and research. |  |  |
| WHST 9–10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  |  |
| SL 9–10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |  |  |

**Social-Emotional Domains (CDE):**
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions
- Understand and Manage Emotions
Key Unit Assignments:

- Students will annotate the article “Fixed vs. Growth: The Two Basic Mindsets That Shape Out Lives.” Students will then be divided into groups and create a poster that defines and lists the different types of mindsets (i.e. fixed vs growth). Students will then communicate to the class about which mindsets they identify with.
- Students will watch the video “Chasing the Dragon” which highlights the dangers of opioids use and students will take video notes. Students will then reflect and discuss questions about the video. Guest speaker will do a presentation regarding the harmful effects of opioids use and students will be taking notes on the presentation.
- Students will annotate the article “You Can’t Deny Marijuana Is Dangerous for Developing Minds” describing the dangers of alcohol and marijuana on the teenage brain. Students will then discuss the article in groups and share out to the class. Students will write a reflection regarding their experience with drugs.
- Students will do a quick write answering questions about what motivates them. Next, students will discuss the topic “how to build a culture of success” while prompting questions to elicit discussion. Students will then fill out a graphic organizer on the topic of motivation.
- Counselor will do a presentation on sexual harassment in which she gives students a pre and post-test on the topic.
- Students will learn how to identify healthy vs. unhealthy relationships. Students will then create a poster in small groups charting the characteristics of both healthy and unhealthy relationships and then present to the class referencing the worksheet, “The Power and Control Wheel.”

Key Unit Assessments:

Formative:
- Annotation Notes
- Student Poster Presentation (speaking rubric)
- Video Notes
- Presentation Notes
- Graphic Organizer

Summative Performance Task:
- Students continue the construction of their course-learning portfolio by adding “learning artifacts” from this unit.
- Unit 4 Reflection Task Sample: Students use the texts they’ve created (e.g. notes, posters, graphic organizers, etc.) to create a reflective text of their choice (e.g. blog, essay, video, etc.) which demonstrates their primary learning related to the dangers of drug use as well as the nature of relationships and what makes some relationships unhealthy or healthy. They present their reflections in small groups and provide feedback, which is used to refine their presentations, which they then submit to the instructor for final credit.
Response-Ability Training Program (RTP) Scope and Sequence
Unit 5 - Resiliency, Lifestyles and Perception
Length: One Week

| Unit 5 Description: In this unit, students will learn about the concept of resiliency. They self-assess their own resiliency and celebrate their "moments of resiliency" as well as those of their peers/support circle. Students explore research and best practices related to building resiliency and identify ways to stay motivated in times of adversity. Through classroom discussions and reflections, students revisit the topic of self-advocacy and practice managing their emotions and making responsible decisions during real-life scenarios. The experience will be used to reflect on the importance of support networks and will conclude with students building and/or strengthening their own network of support. |

<table>
<thead>
<tr>
<th>Focus CA Literacy Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RST 9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</td>
</tr>
<tr>
<td>RST 9-10.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</td>
</tr>
<tr>
<td>RST 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
</tr>
<tr>
<td>RST 9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</td>
</tr>
<tr>
<td>WHST 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>WHST 9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
</tr>
<tr>
<td>SL 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>SL 9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
</tr>
<tr>
<td>SL 9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</td>
</tr>
<tr>
<td>SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.</td>
</tr>
</tbody>
</table>

| Key Learning Objectives: |
| Students will… |
|  • Cite evidence from a number of texts regarding resiliency. |
|  • Produce a variety of written texts regarding the unit content. |
|  • Discuss and share their ideas in a range of collaborative discussions. |
|  • Analyze author's purpose with an emphasis on the text regarding resiliency. |
|  • Explain resiliency and its role in overcoming adversity citing textual evidence and class discussions. |
|  • Determine appropriate responses to real-life scenarios using Resiliency strategies. |
|  • Conduct research and present findings on the topic of Lifestyle and Educational goals. |
|  • Discuss and strengthen their own network of support by engaging in specific activities at school and at home/in the community. |

| Key Unit Resources: |
| RTP Curriculum Digital Slides/Lesson Plans |
### Social-Emotional Domains (CDE)
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions
- Understand and manage emotions

### Key Unit Assignments:
- Students read and discuss excerpts from "The Resilience Break-Through." Students will then receive a copy of the introduction of the book to annotate and discuss.
- Students will then take notes on "Emotional fuel-four sources of resilience" and discuss their personal examples of resilience in a group.
- Students will (in groups) talk about what adversity they have experienced and how they overcame it. Next, students will be asked what self-advocacy is and talk and write about how they can advocate for themselves.
- Students will continue with the lesson on "Resiliency" and will complete a graphic organizer on "finding support systems" and "see the big picture" in their groups.
- Next, students will be given real-life scenarios and discuss individually how they would respond and the group will share responses. Following the discussion students will write a reflection on how they will achieve academic success as well as how they will utilize what they learned about resiliency and support resources. Students will present what they learn to the class and/or to a group of their peers.
- Students will complete a quick write answering why they believe they are in high school. Next, students will annotate an article "College Degree Pays Off." Next, students will complete a budget summary graphic organizer based on their prospective lifestyle choices. Next, students will conduct a research (using the computer) to align their lifestyle with potential career. Students will then be asked to write a reflection discussing what education requirements (if any) will support their lifestyle.
- Students to respond in writing to pictures displayed on the topic of perception. Next, students will discuss their responses in groups and think about how perception changes given varied contexts. Students will write a reflection and discuss how perception alters within different contexts.

### Key Unit Assessments:

#### Formative:
- Annotation Notes
- Student Poster Presentation
- Video Notes
- Reflection
- Presentation Notes
- Graphic Organizer

#### Summative:
- Week 5 formal written reflection and presentation to evaluate students’ understanding of resiliency, self-advocacy and the importance of education.

#### Summative Performance Task:
- Students continue the construction of their course-learning portfolio by adding “learning artifacts” from this unit.
- Unit 5 Reflection Task Sample: Students re-read and discuss the various texts they have researched, read, and created regarding resiliency, self-advocacy and education. They work in collaborative groups (2-3) to determine three primary “takeaways” they feel are the most important helpful. Individually—and with help from the instructor-students create an informative/argumentative brochure for incoming 9th graders in which they describe the takeaways and why students should understand and apply them for success.
Response-Ability Training Program (RTP) Scope and Sequence
Unit 6 - Graduation Plans, Code of Conduct and Success Plan
Length: One Week

**Unit 6 Description:** The purpose of this unit is to promote self-advocacy as students learn to monitor their progress towards graduation and to ensure students are able to organize and apply their learning from the course. They will begin by creating their individualized graduation plan while familiarizing themselves with their transcripts, master schedules, and educational pathways/options. Students learn about the Valley High School Disciplinary Code and how the lessons learned in RTP promote a successful learning experience with an emphasis on making responsible decisions. Students then complete a letter of application for Valley, which will be submitted to the school principal. Students also complete their Coursework Portfolio and create a Personal Success Plan to help ensure they have clear action steps to help ensure their personal and academic success. The unit concludes with a program graduation ceremony in which students receive a completion award.

<table>
<thead>
<tr>
<th>Focus CA Literacy Standards:</th>
<th>Key Learning Objectives:</th>
<th>Key Unit Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RST 9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</td>
<td>Students will…</td>
<td>• RTP Curriculum Digital Slides/Lesson Plans</td>
</tr>
<tr>
<td>RST 9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</td>
<td>• Cite evidence from a variety of texts regarding self-advocacy, graduation requirements, and related technical documents regarding academic progress.</td>
<td>• Transcripts</td>
</tr>
<tr>
<td>RST 9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</td>
<td>• Research and discuss VHS’ Disciplinary Code and related rules and protocols.</td>
<td>• Graduation Plan Templates (Hardcopy)</td>
</tr>
<tr>
<td>RST 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
<td>• Read and interpret student academic records (transcript, partials, etc.).</td>
<td>• Site Disciplinary Code</td>
</tr>
<tr>
<td>RST 9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</td>
<td>• Design a graduation plan to meet their personal and academic goals.</td>
<td></td>
</tr>
<tr>
<td>RST 9-10.10 Read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</td>
<td>• Research, discuss, and reflect in order to recognize destructive student behavior and its consequences on campus.</td>
<td></td>
</tr>
<tr>
<td>WHST 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>• Write a formal letter of application.</td>
<td></td>
</tr>
<tr>
<td>WHST 9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHST 9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHST 9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Social-Emotional Domains (CDE)
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions
- Understand and Manage Emotions

### Key Unit Assignments:
- Students will complete a transcript analysis and create a graduation plan, which will include the visual chart and yearlong course selection by reviewing graduation requirements and master schedule.
- Students will write a formal letter of application to the Principal. Students will use academic language, edit and revise for final draft.
- Students will review and annotate the site Disciplinary Code.
- Students will also take notes on the differences between accidental and intentional plagiarism with the consequences.
- Students will write about how they envision their graduation day.
- Students will complete program evaluation survey.

### Key Unit Assessments:
#### Formative:
- Graduation Plan
- Letter of Application
- Disciplinary Code Annotation
- Plagiarism Notes
- Letter to the Principal
- Graduation Day Vision

#### Summative Performance Tasks:
- Students are assessed via a cumulative exam on the content learned during the 6-week course in which they will demonstrate understanding of pro-social and academic skills.
- Students complete the construction of their Course Work Portfolios and identify the key concepts and skills they feel will help ensure their success at Valley High School and beyond.
- Students create a final text in the form of a personal “Success Plan.” They use their portfolio artifacts and the end-of-units performance tasks to create their success plan. Students present their RTP Success Plan to an audience of their peers (classmates and/or family members) to demonstrate what they have learned in the course and to share the specific action steps they will take to achieve their academic, personal and career-related goals. School leaders and others will be invited to be part of the students’ audience so they can understand and support the students as they seek their personal and academic success.