

FRESHMAN ADVISORY CURRICULUM: Transitions Unit

SELF AWARENESS	SELF MANAGEMENT	SOCIAL AWARENESS	RELATIONSHIP SKILLS	RESPONSIBLE DECISION-MAKING
<p>Advisory Outcomes: Examine personal abilities, interests, and goals to plan for the future.</p>	<p>Advisory Outcomes: Become acclimated to Deerfield High School – the schedule, course offerings, people, academic and social cultures, and resources.</p> <p>Take part in the development of a 4-year plan as a way to meet course requirements and match course options to interests and future plans.</p>	<p>Advisory Outcomes: Demonstrate responsible citizenship through community service activities and interactions with others.</p>	<p>Advisory Outcomes: Participate in a collaborative, respectful, inclusive, and reflective learning environment to build self and social awareness.</p> <p>Demonstrate responsible citizenship through community service activities and interactions with others.</p>	<p>Advisory Outcomes: Understand the connections between decisions and consequences as a way to make healthy choices and demonstrate First Class behaviors.</p>
<p>ISBE Skills: Set priorities in building on strengths and identifying areas for improvement.</p>	<p>ISBE Skills: Analyze how positive adult role models and support systems contribute to school and life success.</p> <p>Evaluate how developing interests and filling useful roles support school and life success.</p> <p>Identify strategies to make use of resources and overcome obstacles to achieve goals.</p>	<p>ISBE Skills: Analyze similarities and differences between one's own and others' perspectives.</p>	<p>ISBE Skills: Demonstrate respect for individuals from different social and cultural groups.</p> <p>Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.</p>	<p>ISBE Skills: Evaluate how social norms and the expectations of authority influence personal decisions and actions.</p> <p>Apply decision-making skills to establish responsible social and work relationships.</p>

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Questions to guide student learning experiences in Transitions Unit:				
<ul style="list-style-type: none"> • What questions do I have about DHS? • What are my academic and non-academic goals? 	<ul style="list-style-type: none"> • How does my schedule work? • What courses are available at DHS? • Which courses will help me meet my goals and interests? • What extra-curricular activities and clubs are available at DHS? • Which extra-curricular activities and clubs will help me meet my goals and interests? • What support services (library, computer lab, WERCS, math lab, language lab, etc.) are available at DHS? • How might these services support my success? 	<ul style="list-style-type: none"> • How is DHS different from my junior high school? • What is First Class? • What types of behaviors and interactions are appropriate at DHS? • How might I contribute to the DHS community in positive ways? 	<ul style="list-style-type: none"> • How can I demonstrate responsible citizenship with the many and varied students and activities at DHS? • What communication skills demonstrate respect and responsible citizenship when interacting with students, faculty, and staff at DHS? 	<ul style="list-style-type: none"> • What is the match between the social norms of DHS and those that I bring from home and previous schools? • What decision-making skills will support me in my efforts to reach my personal and academic goals?