BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

FRESHMAN SEMINAR
Credits: 5.0 Semester course

2017-2018 Syllabus

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Freshman Seminar is designed to orient all Freshman students with the essential academic, social, and emotional skills needed to be successful in high school and beyond. Students will participate in activities that promote critical thinking and personal decision-making; build time management, teamwork and appropriate communication skills sets; and explore college and/or career options based on individual choice to establish personal goals.

Unit 1 - Orientation to High School (approx. 9 rotation cycles)
In this unit, students will be introduced to school rules, policies, procedures; build school relationships with the Freshman Vice-Principal, counselors, and support staff; explore available resources within the school; understand responsibility of self and learning; learn how to minimize stress, take full advantage of common time enrichment activities, or seek after school assistance; and be encouraged to get involved in extracurricular activities and/or sports to maximize their high school experience through a variety of opportunities.

Unit 1 Activities include ice breakers, building a pocket schedule, completing a school website walk-through, familiarizing how to utilize Family ID for athletics, getting to know school grounds, getting to know school personnel, learning how to utilize common time enrichment and related login procedures, writing a Freshman letter to self, reading freshman year articles, understanding how to use the agenda book, understanding district policies including those on attendance and discipline, identifying clubs, sports and activities, establishing a Personal Mission Statement and setting both short- and long-term goals, learning how to compost successfully to support school sustainability efforts, and learning how to de-escalate and manage behavior.

Unit 1 Technology includes understanding Chromebook responsibilities, learning Google Suite, building and organizing folders in Google Drive, learning how to utilize Google Classroom, the basics of Google Docs, how to share on Google Docs, and how to submit assignments in Google Classroom. Students will also complete Suite 360 pre- and post-assessments via their chromebooks on assigned article readings and videos aligned to this unit.

Unit 1 Guest Speakers include the Freshman Vice-Principal, the Supervisor of Planning, Research, Evaluation, Assessment and Special Projects, the Instructional Technology Coordinator, the student assistance coordinator (SAC counselor), student members of the School's Green Team on composting.

Unit 2 - Time Management & Study Skills (approx. 9 rotation cycles)
In this unit, students will identify their individual learning style(s); learn time management strategies; learn the Cornell Note-Taking system; develop healthy study skills; learn and develop organizational skills; understand the Honor Code; understand academic performance regarding benchmarks, marking period/semester grades, the importance of their grade point average (GPA), and the significance of State assessments and how they are directly related to State graduation requirements.

Unit 2 Activities include completion of a Time Management Log, completion of the Learning Styles Inventory through Naviance, watching YouTube videos such as "Study Tip", engage in Mind Mapping, employing Cornell Note-Taking strategies, explore standardized test-taking strategies, learning how to minimize procrastination, understanding peer pressure, minimizing honors level pressures, understanding the Honor Code and plagiarism; how to utilize Turnitin.com, how to follow directions, develop strong listening skills, understand course elective choices and select courses for Sophomore year that are aligned with personal short- and long-term goals.

Unit 2 Technology includes an introduction to Google Slides and Google Slides Basics while working collaboratively and simultaneously on assignments. Students will also complete Suite 360 pre- and post-assessments via their chromebooks on assigned article readings and videos aligned to this unit.

Unit 2 Guest Speakers include the Supervisor of Planning, Research, Evaluation, Assessment and Special Projects, a senior student on "How to be successful in High School", and the Literacy Lab Specialist (introduction, annotating, and reading strategies).

Unit 3 - Character Development & Social Skills (approx. 9 rotation cycles)
In this unit, students will learn to understand self; learn how to self-advocate; learn to be empathetic to others; learn how to expand from self by procuring a global perspective; establish healthy and positive relationships with peers, adults and teachers; and recognize, avoid, or report abusive relationships regarding domestic and/or dating violence. Students will explore concepts of mindfulness which can be incorporated in call courses as well as their personal lives.

Unit 3 Activities include a review of the 7 Habits of Highly Effective Students, participating in structured debates and/or socratic seminars on relevant topics, understanding body language through Modern Family episodes, understanding stereotypes through Modern Family episodes and Mean Girls, revisit

more fully the District's discipline and harassment, intimidation, and bullying policies and learn concepts to support healthy conflict resolution and minimize anger management through research-based mindfulness practices.

Unit 3 Technology includes an introduction to Google Sheets, Google Sheets Basics, and utilizing a GPA Calculator Sheets Activity. Students will also complete Suite 360 pre- and post-assessments via their chromebooks on assigned article readings and videos aligned to this unit.

Unit 3 Guest Speakers include the School Resource Officer and the Gloucester Township Police regarding "Dating Violence".

Unit 4 - Social Media Etiquette (approx. 8 rotation cycles)

In this unit, students will explore and learn appropriate social media etiquette (tone, what constitutes a threat, etc.); as well as the long-term effects of inappropriate social media communications. Students will learn concepts and responsibilities related to appropriate and acceptable digital citizenship in the 21st century global community.

Unit 4 Activities include reading articles such as "Addicted to Distraction", exploring the history of social media, understanding their own use of social media, learning proper digital citizenship, learning the pitfalls and ramifications of cyberbullying related to social media, exploring loss of college placements and/or jobs due to improper social media communication, understanding hacking, data mining, and what constitutes fake news on social media.

Unit 4 Technology includes Commonsensemedia.org topics & videos. Students will also complete Suite 360 pre- and post-assessments via their chromebooks on assigned article readings and videos aligned to this unit.

Unit 4 Guest Speakers include the SAC Counselor on "Cyberbullying" and the Gloucester Township Police on "Dangers of Sexting".

Unit 5 - College and Career (approx. 8 rotation cycles)

In this unit, students will explore college and career options to help them prepare for junior and senior year high school course experiences based on personal goal setting and interests. Students will explore the financial challenges of college and/or career choices associated with their academic performance, attendance, work ethic, and long term goals for their future. Students will begin the process of building a resume and evaluate their performance to date to ensure they are on the road to success to graduate with a high school diploma in order to explore the personal goals and interests they have identified for their future.

Unit 5 Activities include setting short- and long-term goals, completing a career profiler inventory on Naviance, exploring the impact of performance on standardized testing such as PSAT's, SAT's, ACT's,

ASVAB, etc., exploring post-graduate choices, exploring junior and senior year elective options necessary for Camden County College, Pennco Tech and the Finishing Trades Institute, exploring and identifying college majors, picking the right college for you; understanding financial aid, understanding demands on college athletics; understanding the State of New Jersey's Career Pathways and career cluster options, participating in a career project, and building a personal resume.

Unit 5 Technology includes a personal future goals project to be presented using Google Slides, a Google Sheets activity: Calculating the Cost of College, completing a Career Profiler on Naviance, and building a resume on Google Docs to submit in Naviance. Students will also complete Suite 360 pre- and post-assessments via their chromebooks on assigned article readings and videos aligned to this unit.

Unit 5 Guest Speakers include the Director of Counseling and the Career Specialist Counselor.

Structured Independent Study Lesson

Approximately once every 10 class periods, teachers will provide a structured independent study lesson to support the student's academic performance in other courses to ensure that students are utilizing proper study skills and time management throughout their courses. These structured lessons will be based on the individual student's needs, but is determined by the teacher. Some independent study lesson structures may be designed as follows:
- All students use same study skill technique (e.i. flashcards, mind-map, think-pair-share) on a subject of their choice.
- All students study same subject in their own way (when a benchmark exam is approaching).
- All students study any subject using any technique they would like.

Meetings with Vice-Principal and Counselor
- In-class, mid-marking period, small group round table meetings with Freshman VP and counseling representative will be held to discuss individual progress as well as provide a question and answer platform for Freshman students. Teachers will schedule the round table meetings in collaboration with the Freshman VP and the counseling director.

Resources
- Gloucester Township Speaker (cyber safety)
- Commonsensemedia.org (topic & videos)
- Transition Project
- 7 Habits of Highly Effective Teens (book)
- Suite360 (district platform for articles, videos, & assessments)
- Additional resources as identified by teaching staff.

Grading Policy

35% Class Participation
35% Independent Practice
20% Minor Assessments
10% Major Assessments

Late Work Submission Policy

Daily Work: A pupil who has been absent from school will be given an opportunity to make up assignments, provided the assignments are completed during a period equal to the length of his/her absence. *That period may be extended for the completion of long term/Minor/Major assignments at the discretion of the teacher (on an individual basis and specific to the reason for absence when clearly communicated with the teacher).*

When Due Dates are Posted for Assignments:

There will be a 10% reduction for every day late after the posted due date in Genesis.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● INSPIRING EXCELLENCE

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Freshman Seminar Unit 1 – Orientation to High School	Unit Summary: This unit assists students in becoming adapted to Black Horse Pike Regional School District. The students will become familiar with regulations, personnel, resources, and the rotating schedule.
Grade Level(s): 9	
Essential Question(s): ● What should students know to successfully start the school year? ● What is the purpose of maintaining and organizing school materials? ● How can a positive school culture affect your high school success?	Enduring Understanding(s): Students will be introduced to the administrative staff, nurse, and support services (counseling, child study team, student assistance coordinator, etc.) Students will become familiar with both the interior and exterior facilities of the school and locate important common areas. Students will know and understand the rotating bell schedule and how to use common time effectively for enrichment and/or co-curricular activity purposes. Students will become familiar with the School's Student Handbook and acknowledge and learn District Policies and Regulations that are specifically related to attendance, conduct, academics, athletics, and extracurricular activities. Students will be introduced to the Cornell Note Taking System to be used throughout all courses during the Freshman year. Students will understand the importance of maintaining a grade point average and how to calculate it on their own. Students will understand the basics of Google Drive, Google Classroom, and Google Docs.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	NJSLS
1. Students will be able to take notes using the Cornell Note-Taking System and use those notes to create essential questions, quiz themselves or a peer, summarize content in two or three sentences, add additional information, and use notes as a self-study guide. Students will be able to use their Cornell notes for studying in all subjects.	1. 9.1.12.A.1 9.1.12.D.1 9.4.12.J.(3).9
2. Students will be able to recall the rules, policies, and procedures of the school, including the rotating bell schedule.	2. 9.1.12.A.2 9.1.12.F.5 9.3.12.C.22 9.4.12.E.(1).6 9.4.12.J.(3).14 9.4.12.J.(3).15
3. Students will be able to identify key school personnel and understand their roles as a resource to the student population.	
4. Students will use enrichment activities during common time to benefit their studies and submit a log of their participation of such enrichment on a weekly (or bi-weekly basis). (Time-Management Log).	3. 9.1.12.A.2 9.1.12.D.1 9.1.12.F.5 9.3.12.C.22 9.4.12.E.7 9.4.12.E.(1).6
5. Students will be able to identify the extra-curricular activities and athletic opportunities available throughout the school year in their building.	
6. Students will be able to use their Google accounts effectively. Students will be learning how to organize their Google Drive, navigate their Google Classrooms, and how to construct a basic Google Doc.	4. 9.1.12.A.1 9.4.12.E.65
	5. 9.1.12.D.1 9.1.12.F.5 9.3.12.C.2
	Apply to all lessons: 9.1.12.F.2 9.4.12.E.11 9.4.12.E.12 9.4.12.E.13 9.4.12.E.18 9.4.12.E.20 9.4.12.E.24 9.4.12.E.25

Inter-Disciplinary Connections:

English: Writing (Literacy.CCRA.W.1) (Literacy.CCRA.W.4) (Literacy.CCRA.W.6), Reading (Literacy.RI.9-10.1) , (Literacy.RI.9-10.4)
Art: Posters, Bulletin Boards
Health/Phys Ed: Character Development/ Social Skills (HPE.2.2.12.C.CS1) (HPE.2.2.12.C.1) (HPE.2.2.12.C.CS2) (HPE.2.2.12.C.2) (HPE.2.2.12.C.3) (HPE.2.2.12.A.CS2) (HPE.2.1.12.E.4)
Business: Time Management Log, College & Career Information, Technology, Budgeting/Finance **(9.1)**

Students will engage with the following text:

Teaching Tolerance Magazine
News Articles
School Policy

Students will participate the following technology:

Google Classroom (Journal writing, polls, assignments, group collaboration)
LanSchool (follow along presentations and activities)
Online Resources (Edpuzzle, Kahot)
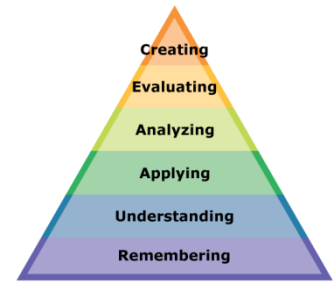
PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills.

- Students will participate in a class discussion with a map of the facilities and grounds to familiarize themselves with the school and common area locations.
- Students will complete a scavenger hunt activity identifying key school personnel and when to reach out to those individuals for specific needs.
- Students will read and discuss District policies and regulations and complete specified forms and sign a commitment to comply with said policies and regulations (i.e, student handbook, acceptable use policy, acceptable electronic device policy, etc.)
- Students will fill in pre-designed bell schedule cards to help them learn the rotating bell schedule and where to be at all times.
- Students will learn how to use common time effectively. Students will be introduced to the sign-in procedure when attending enrichment time.
- Students will attend a co-curricular carnival and/or similar activity to learn of the available extra-curricular activities offered by the School.
- Students will brainstorm in whole group or small groups regarding things they want to know about high school.
- Students will understand Chromebook policies. Students will sign up for Google Classroom, learn how to effectively organize their Google Drive, as well as learn the basics of Google Docs.
- Students will participate in a de-escalation activity.
- Students will research school information on the school's website.
- Students will consider planning for short and long term goals.
- Guest Speaker: SAC Counselor on introduction to services.

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR
UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

 By completing journal questions/entries (DO NOW), students demonstrate understanding of daily lessons.
Participation in classroom discussions.
Ask questions related to the objective to check for understanding.
Quizzes
Written classroom assignments
Exit slip questioning, wrap up journal questions

Accommodations/Modifications:

 Accommodations:
Extra time on assessments and assignments as needed.
Individual help by special education teacher or classroom instructional aide for redirection and clarification of
directions
Seating changes for hearing, visual, or needs of area with less distraction,
Re-testing if warranted by IEP
Repeat assignments if warranted by IEP
Modifications: Explain to students expectations of DO NOW/slip questioning and show a model of what is
expected.

Summative Assessments:

Unit 1 Quizzes
Projects

Accommodations/Modifications:

 Accommodations: Extra time on Unit 1 assessments
 Individual help by special education teacher or classroom instructional aide for redirection and clarification of
directions
Seating changes for hearing, visual, or needs of area with less distraction
Re-testing if warranted by IEP
Allow extra time on collage of needs and wants and advertising project.
Modifications: Key vocabulary words written on project expectations.

Performance Assessments:

Complete the project according to the rubric standards

Accommodations/Modifications:

Explain rubric in its entirety.

Black Horse Pike Regional School District Curriculum Template
ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE
WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Freshman Seminar Unit 2 – Skill Development	Unit Summary: This unit develops the student's skills in time management, note taking, study skills, and other skills that will increase their adaptability to high school. The skills learned in this unit will increase student achievement throughout high school courses and beyond.
Grade Level(s): 9	
Essential Question(s): ● How can students better prepare themselves for their classes? ● How can a raised awareness of personal learning styles increase learning efficiency? ● How can student's perceptions of learning be aligned to teacher expectations? ● Why is important to handle multiple priorities? ● What classes are essential for me to take for my future goals?	**Enduring Understanding(s):** Students will become familiar with methods to increase preparation for different life and school events. Students will know and understand time management and note taking skills. Students will become familiar with healthy study skills for different types of courses. Students will be introduced to the school honor code. Students will become familiar with state, district, and department assessments and benchmarks. Students will become aware of learning styles and understand how they can be used to increase student effectiveness. Students will become familiar with Google Slides. Students will learn the basics of the program while working collaboratively with their peers. Students will learn about their elective choices at the BHPRSD

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	NJSLS
1. Students will create flashcards on a weekly basis to practice study skills.	1. 9.4.12.E.65
2. Students will evaluate their personal learning styles.	2. 9.1.12.C.5 9.3.12.C.3
3. Students will compare and contrast test taking strategies and determine which works best with their learning styles.	9.4.12.E.79 9.4.12.E.(1).3
4. Students will organize their files on their Google Drive to accommodate for all courses.	3. 9.3.12.C.3 9.4.12.E.79 9.4.12.E.(1).3
5. Students will understand the benefits of utilizing Naviance.	4. 9.4.12.E.65
6. Students will construct a time management log on a daily basis.	5. 9.4.12.E.65
7. Students will interpret their time management log on a weekly basis.	6. 9.2.12.B.1
8. Students will translate the meaning of the honor code and how it affects them as a student.	9.2.12.B.2 9.2.12.B.6 9.4.12.E.78
9. Students will evaluate and understand the state, district, and department assessments and benchmarks.	9.4.12.J(3).8
	7. 9.2.12.B.1 9.2.12.B.2 9.2.12.B.6 9.4.12.E.78 9.4.12.J.(3).8
	8. 9.4.12.E.65
	9. 9.1.12.C.5 9.4.12.E.9 9.4.12.E.83 9.4.12.E(1).3
	ALL: 9.1.12.A.1 9.1.12.D.1 9.1.12.F.2 9.4.12.E.8 9.4.12.E.11

	9.4.12.E.12
	9.4.12.E.13
	9.4.12.E.18
	9.4.12.E.20
	9.4.12.E.24
	9.4.12.E.25
	9.4.12.E1(1).2
	9.4.12.E.(2).3

Inter-Disciplinary Connections:

English: Writing (Literacy.CCRA.W.1) (Literacy.CCRA.W.4) (Literacy.CCRA.W.6), Reading (Literacy.RI.9-10.1) , (Literacy.RI.9-10.4)
Art: Posters, Bulletin Boards
Health/Phys Ed: Character Development/ Social Skills (HPE.2.2.12.C.CS1) (HPE.2.2.12.C.1) (HPE.2.2.12.C.CS2) (HPE.2.2.12.C.2) (HPE.2.2.12.C.3) (HPE.2.2.12.A.CS2) (HPE.2.1.12.E.4)
 Business: Time Management Log, College & Career Information, Technology, Budgeting/Finance (9.1)

Students will engage with the following text:

Teaching Tolerance Magazine
News articles

Students will use the following technology:

Google Classroom (Journal writing, polls, assignments, group collaboration)
LanSchool (follow along presentations and activities)
Online Resources (Edpuzzle, Kahot)

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills.

Students will complete the learning styles inventory assessment in Naviance.

Students will complete additional learning style assessments online.

Students will keep a daily time management log each week.

Students will evaluate and discuss how their time was spent and how they will re-evaluate in the future.

Students will evaluate notes taken in other courses, as a class, discuss items that are beneficial and what is not.

Students will construct study skills such as flashcards and study guides for upcoming tests.

Students will create Google Drive folders for each course.

Students will study and recite the district honor code.

Students will complete EdPuzzle assignments on study tips.

Students will learn effective listening skills.

Students will learn methods to read and follow directions clearly.

Students will be introduced to Literacy Lab and ways to take advantage of the resource.

Students will create a mind map of information from another subject.

Students will learn how to create a Google Slides presentation.

Students will learn how to work collaboratively with their peers in Google Slides.

Guest Speaker: Literacy Lab Teacher

Guest Speaker: Current senior students on how to manage high school.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.
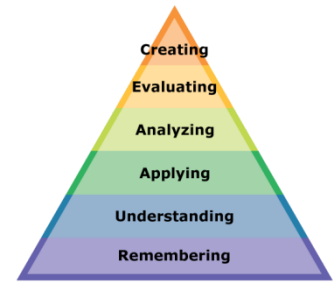
Formative Assessments:

By completing journal questions/entries (DO NOW), students demonstrate understanding of daily lessons.
Participation in classroom discussions**.**
Ask questions related to the objective to check for understanding.
Quizzes
Written classroom assignments
Exit slip questioning, wrap up journal questions
Maintaining time logs for enrichment use.

Accommodations/Modifications:

Accommodations:
Extra time on assessments and assignments as needed.
Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions
Seating changes for hearing, visual, or needs of area with less distraction,
Re-testing if warranted by IEP
Repeat assignments if warranted by IEP
Modifications: Explain to students expectations of DO NOW/slip questioning and show a model of what is expected**.**

Summative Assessments:

Unit 2 Quizzes
Projects**.**

Accommodations/Modifications:

Accommodations: Extra time on Unit 2 assessments
Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions
Seating changes for hearing, visual, or needs of area with less distraction
Re-testing if warranted by IEP
Allow extra time on collage of needs and wants and advertising project**.**
Modifications: Key vocabulary words written on project expectations.

Performance Assessments:

Complete the project according to the rubric standards

Accommodations/Modifications:

Explain rubric in its entirety.

Black Horse Pike Regional School District Curriculum Template
ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE
WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title:	Unit Summary:
Freshman Seminar Unit 3 – Character Development and Social Skills	This chapter will assists students in getting to know themselves better through a variety of character development lesson, such as lessons on empathy, attitude, respect and what stereotypes are. Students will also be given the tools to be able to establish positive relationships with peers, adults and teachers. Students will be introduced to the conflict resolution process and how to make educated decisions.
Grade Level(s): 9	

Essential Question(s):	Enduring Understanding(s):
● Why is character development important? ● How can the conflict resolution process be helpful? ● How can role models be a positive influence on society? ● What is conflict resolution? ● Why is it important to develop core ethical values? ● What are the different types of listening? ● How can improving our listening skills help in note taking and following directions? ● What does it mean to be proactive? ● What are common stereotypes? ● Why is it important to recognize unjust stereotypes? ● What is mindfulness? ● What is a personal mission statement? ● What does it mean to be a leader?	Students will be introduced to a variety of character traits. Students will become familiar with how the conflict resolution process works and how to apply it in different situations. Students will become familiar with different role models in society and the core ethical values they represent and influence society. Students will learn the process of developing core ethical values and why core ethical values are important in the decision making process. Students will become familiar with how to employ strategies to improve communication and listening skills and assess their effectiveness Students will recognize how to improve listening skills in order to become a better student. Students will learn how to use strategies to be more proactive. Students will recognize how stereotypes shape reactionary behavior. Students will learn what it means to be mindful and how it can help diffuse any situation. Students will learn how to write a personal mission statement and how it can assist them in their progress at school. Students will recognize qualities that leaders have.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	NJSLS
1. Students will identify what positive attitude, perseverance, respect, honesty, integrity, courage, appreciation, self-control, empathy, gratitude, tolerance, duty, loyalty, responsibility, compassion and leadership character mean to them through the role model activity book and class discussions.	1. 9.1.12.A.1 9.1.12.D.1 9.1.12.F.2 9.4.12.E.11
2. Students will demonstrate and observe the conflict resolution process through different role playing situations.	9.4.12.E.12 9.4.12.E.13 9.4.12.E.18
3. Students will adopt constructive responses to criticism.	9.4.12.E.20 9.4.12.E.24
4. Students will be able to recognize how role models and the core ethical values represent and influence society through the role model activity book and class discussions.	9.4.12.E.25 9.4.12.E.30 9.4.12.E.57 9.4.12.E.(2).4
5. Students will demonstrate how to use and describe communication skills, including refusal, negotiation and assertiveness through role play.	9.4.12.E.(2).5 HPE.2.2.12.C.1 HPE.2.2.12.C.CS2
6. Students will learn what it means to be mindful and why that is important.	
7. Students will demonstrate what it means to be proactive and why it is important.	2. 9.1.4.A.1
8. Students will demonstrate good listening skills and the different types of listening.	9.1.4.A.2 9.1.8.A.1
9. Students will recognize that improved listening skills will benefit in all classes from note taking to homework.	9.1.12.A.1 9.1.12.B.1 9.1.12.B.2
10. Students will demonstrate basic skills in Google Sheets.	9.1.12.B.3 9.1.12.D.1 9.1.12.F.2 9.4.12.E.11 9.4.12.E.12 9.4.12.E.13 9.4.12.E.18 9.4.12.E.20 9.4.12.E.24 9.4.12.E.25 9.4.12.E.30 3. 9.1.12.A.1 9.1.12.D.1 9.1.12.F.2 9.4.12.E.11

	9.4.12.E.12
	9.4.12.E.13
	9.4.12.E.18
	9.4.12.E.20
	9.4.12.E.24
	9.4.12.E.25
	9.4.12.E.30
	4.12.J.(3).6
	4.
	9.1.12.A.1
	9.1.12.D.1
	9.1.12.F.2
	9.4.12.E.12
	9.4.12.E.13
	9.4.12.E.18
	9.4.12.E.20
	9.4.12.E.24
	HPE.2.2.12.C.1
	HPE.2.2.12.C.CS2
	5.
	9.1.12.A.1
	9.1.12.D.1
	9.1.12.F.2
	9.4.12.E.11
	9.4.12.E.12
	9.4.12.E.13
	9.4.12.E.18
	9.4.12.E.20
	9.4.12.E.24
	9.4.12.E.25
	9.4.12.E.30
	9.4.12.J.(3).6
	HPE.2.2.12.A.2
	K-12 College and Career Readiness standards for every student
	American School Counselors Association Mindsets

Inter-Disciplinary Connections:

English: Writing (Literacy.CCRA.W.1) (Literacy.CCRA.W.4) (Literacy.CCRA.W.6), Reading (Literacy.RI.9-10.1) , (Literacy.RI.9-10.4)
Art: Posters, Bulletin Boards
Health/Phys Ed: Character Development/ Social Skills (HPE.2.2.12.C.CS1) (HPE.2.2.12.C.1) (HPE.2.2.12.C.CS2) (HPE.2.2.12.C.2) (HPE.2.2.12.C.3) (HPE.2.2.12.A.CS2) (HPE.2.1.12.E.4)
Business: Time Management Log, College & Career Information, Technology,

Students will engage with the following text:

News articles
7 Habits of Highly Effective Teens

Students will use the following technology:

Google Classroom (Journal writing, polls, assignments, group collaboration)
LanSchool (follow along presentations and activities)
Online Resources (Edpuzzle, Kahot)
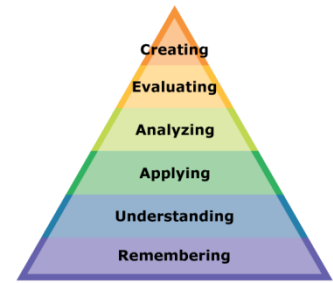
PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.
How will students uncover content and build skills.

- Students will read, discuss, and analyze key features of the 7 Habits of Highly Effective Teen text.
- Students will participate in a controlled debate on a number of popular topics.
- Students will understand the importance of a first impression at school, friends, and for a career.
- Students will learn how to read and evaluate body language of others.
- Students will understand how nonverbal communication affects the way that people communicate.
- Students will understand cultures other than their own and how to understand how the cultures effective students lives.
- Students will learn about stereotypes.
- Students will participate in conflict resolution role play and activities.
- Students will revisit the districts behavior policy.
- Students will learn ways to resolve conflict effectively.
- Students will learn how to respond to criticism effectively.
- Students will learn how to deal with peer pressure.
- Students will learn the consequences of dating violence.
- Students will learn the basics of Google Sheets.
- Guest Speaker: Dating Violence
- Guest Speaker: School Resource Officer

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Formative Assessments:

By completing journal questions/entries (DO NOW), students demonstrate understanding of daily lessons.
Participation in classroom discussions**.**
Ask questions related to the objective to check for understanding.
Quizzes
Written classroom assignments
Exit slip questioning, wrap up journal questions

Accommodations/Modifications:

Accommodations:
Extra time on assessments and assignments as needed.
Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions
Seating changes for hearing, visual, or needs of area with less distraction,
Re-testing if warranted by IEP
Repeat assignments if warranted by IEP
Modifications: Explain to students expectations of DO NOW/slip questioning and show a model of what is expected**.**

Summative Assessments:

Unit 3 Quizzes
Project**s**

Accommodations/Modifications:

Accommodations: Extra time on Unit 3 assessments
Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions
Seating changes for hearing, visual, or needs of area with less distraction
Re-testing if warranted by IEP
Allow extra time on collage of needs and wants and advertising project**.**
Modifications: Key vocabulary words written on project expectations.

Performance Assessments:

Complete the project according to the rubric standards

Accommodations/Modifications:

Explain rubric in its entirety.

Black Horse Pike Regional School District Curriculum Template
ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE
<u>WHY</u> ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Freshman Seminar Unit 4 – Social Media	Unit Summary: This unit will help students test their knowledge of digital media and talk about the role social media plays in their lives. Students will be introduced to the benefits of sharing information online and the potential risks of sharing inappropriate information. Students will also learn about the dynamic of online cruelty and how it affects all of the people involved. Students will learn about fake news and how to know what is fake. Students will understand the how to be a good digital citizen and how to manage the digital footprint.
Grade Level(s): 9	
Essential Question(s): - What is the history of social media? - What is the implication of your phone usage? - What does it mean to be a good digital citizen? - How can you incorporate THINK in your posting? - What is fake news and how can you determine if it is fake? - What are the consequences of your digital footprint, for employment and college enrollment/scholarships? - What is hacking? - What factors intensify cyberbullying and online cruelty, and what can you do to lessen them? - How does online cruelty affect the people involved, including "catfishing"? - What is data mining? - What are the upsides and downsides of companies collecting your data online? - What is meant by internet safety? - What are the legal ramifications of posting or searching on the internet?	Enduring Understanding(s): Students will understand the history of social media and how quickly we moved from My Space to Snapchat? Student will examine how often they pick up their phone and how often they are on certain apps? Students will explain the place of digital media in our lives. Students will understand what it means to be a good digital citizen Students will understand THINK T - Is it true? H - Is it helpful? I- Is it inspiring? N -Is it Necessary? K - Is it Kind? Students will be able to analyze news sources and determine if it is fake news? Students will understand what is meant by fake news? Students will understand what is meant by hacking and how it can affect them and society. Students will understand the consequences of oversharing online and how it can affect their future. Students will identify different factors that intensify cyberbullying and online cruelty. Students will analyze different incidents of cyberbullying. Students will understand the importance of Public and Permanent postings. Students will understand data mining and the loss of privacy when online.

	Students will realize the upsides and downsides of companies collecting your data online. Students will understand internet laws and consequences to their postings.

PaRT II: INSTRUCTIONAL STRATEGIES AND RESOURCES
DESCRIBE THE LEARNING TARGETS.
After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	NJSLS
1. Students will be able to explore the role that digital media plays in their life. 2. Students will be able to reflect on the positive and negative impact digital media has on themselves and on society. 3. Students will be able to reflect on the risks of sharing inappropriate information (oversharing) online. 4. Students will be able to identify examples of teens evaluating one another's photos online. 5. Students will be able to reflect on the factors that intensify online cruelty and cyberbullying. 6. Students will be able to identity what targets and up standers can do when online cruelty occurs. 7. Students will be able to recognize their own role in escalating or de-escalating online cruelty. 8. Students will be able to understand the consequences of hacking and how to protect themselves online. 9. Students will be able to analyze news information and determine what is fake news. 10. Students will be able to understand how online personal information is data mined by companies to identify buying and searching behavior and predict future buying habits. 11. Students will be able to learn that they have a public presence online called a digital footprint. 12. Students will be able to recognize that any information they post online can help or hurt their image and future opportunities, including their chances for college admission or employment.	TEC.9-12.6 TEC.9-12.8 PERS.K-12.2.A.5 PERS.K-12.2.B.4 PERS.K-12.2.B.3 8.1.12.c.1 8.1.8.D.1-5 8.1.12.D.1- 5 8.1.12.E.2 8.1.12.F.1 8.1.12.A.1-5 9.1.12.A.1-4

13. Students will be able to learn strategies for managing what happens with their information online.	

Inter-Disciplinary Connections:

English: Writing, Reading,
Art: Posters, Bulletin Boards
Health/Phys Ed: Character Development/ Social Skills
Business: Time Management Log, College & Career Information, Technology, Budgeting/Finance

Students will engage with the following text:

News articles
Public and Permanent

New Journal Topics:

- Have you ever seen or been a part of a cyberbullying incident?
- What do you think it means to be a good digital citizen?
- Can you summarize the speaker's points on the dangers of sexting?
- Reflect on how often you use your phone and for what purpose you are using it?
- How would you describe fake news?
- Do you think it was fair for the students to lose their acceptance to Harvard?
- What do you think is the next big thing in social media after snapchat?
- Are you addicted to your phone? What is the longest amount of time you are without your phone?
- Do you know how much you phone bill is?
- Were you surprised by the cyber security laws?

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

<u>How</u> will students uncover content and build skills.

- Students will read articles and watch videos about the History of Social Media.
- Students will journal about their usage on Social Media
- Students will monitor their phone usage with Quality time or moment app
- Students will create a poster or other type of visual representation of time spent
- Students will learn how to create charts and tables in Excel or Google sheet
- Students will participate in small group sessions to discuss the meaning of digital citizenship after watching videos about oversharing.
- Students will read articles and watch videos about fake news and how it impacts society
- Students will discuss the issues of data mining and how it affects them.
- Students will understand the impact of their social media footprint and how it can affect them.
- Students will Google themselves and reflect on their digital footprint
- Students will perform independent research about cyberbullying
- Students will create a presentation or write an essay reflecting on cyberbullying
- Pair/Share activities: Comparing cyber bullying incidents, comparing phone usage
- Use of technology: Chromebooks, internet searches, PowerPoint; YouTube Videos
- Students will review data mining articles and watch videos. Students will actively check their google searches and reflect on how they are being data mined by companies.
- Students will create THINK posters to reflect on how and when the post online.
- Students will have in class group discussions about the differences of how boys and girls are treated differently online.
- Student presentations**:** PowerPoint projects, oral presentation on about cyberbullying
- Students will use guided study halls to assist in studying for other classes.
- Guest Speaker: SAC to talk about cyberbullying
- Guest Speaker: Cyber security
- Guest Speaker: GT police Dangers of Sexting

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR
UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.
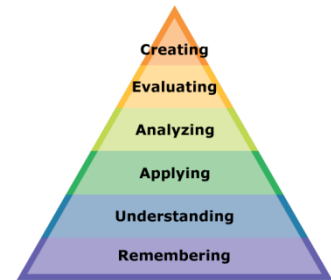
Formative Assessments:

By completing journal questions/entries (DO NOW), students demonstrate understanding of daily lessons.
Participation in classroom discussions**.**
Ask questions related to the objective to check for understanding.
Quizzes
Written/google classroom assignments
Exit slip questioning, wrap up journal questions **done in google classroom**

Accommodations/Modifications:

Accommodations:
Extra time on assessments and assignments as needed.
Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions
Seating changes for hearing, visual, or needs of area with less distraction,
Re-testing if warranted by IEP
Repeat assignments if warranted by IEP
Modifications: Explain to students expectations of DO NOW/slip questioning and show a model of what is expected**.**

Summative Assessments:

Cyberbully project
Time management project
Suite360

Accommodations/Modifications:

Accommodations: Extra time on Unit 4 projects
Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions
Seating changes for hearing, visual, or needs of area with less distraction
Re-testing if warranted by IEP

Allow extra time on collage of needs and wants and advertising project.
Modifications: Key vocabulary words written on project expectations.

Performance Assessments:

Complete the project according to the rubric standards

Rubrics designed to allow students to understand what is expected in assignment

Accommodations/Modifications:

Explain rubric in its entirety.

Post rubric on the google classroom for further clarification

Contact with Academic lab to allow for more guided instruction and time

Black Horse Pike Regional School District Curriculum Template
ENGAGING STUDENTS ● FOSTERING ACHIEVEMENT ● CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE
WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Freshman Seminar Unit 5 – College and Career	Unit Summary: This unit develops the student's career and college goals. Students will learn ways to prepare for college and career setting goals for their future and researching potential careers and colleges to pursue.
Grade Level(s): 9	
Essential Question(s): ● How can I create both short and long term goals to help me achieve my career aspirations? ● What must I prioritize in my academic and personal life to achieve these goals? ● What inherent aptitudes and values do I hold that might help me to choose the right career for me, allowing me to provide for myself and my family? ● What can I do to still be prepared if I am still unsure of my career path? ● What are my post secondary choices? ● What actions can I take now to help me achieve those goals? ● What are the options to pay for college or post high school life? ● What are the testing options and how do I prepare for them? ● What are the chances of becoming a professional athlete or getting a division 1 scholarship to play a sport? ● What am I doing over the summer to create a better story for college admission?	**Enduring Understanding(s):** Students will be able to identify the path to achieving their desired career path through the achievement of both long and short term goals. Students will comprehend that through the completion of short term goals their long term goals become more attainable in all aspects, including their academic, personal and work related lives. Students will realize that choosing a career should be based on their likes and dislikes as well as long term goals and values. Salary should not be the only factor in choosing a career path. Students will understand that by considering their personality traits, aptitudes, likes, and dislikes they will be able to choose a career that is a life choice. Students will understand what career clusters are and the different occupations that are in each and how this can help them narrow in on careers. Students should appreciate that often their natural aptitudes may be a factor in choosing a successful career path. Students understand that being undecided is reasonable, however they still need to begin to lay a groundwork for success so that when a choice is made, they have the ability and opportunity to achieve it. Students will understand the post secondary choices available to them. Students will understand the personal and financial benefits of postsecondary education. Students will understand that the college experience is very different from the high school experience. Students will understand how testing impacts admission, which tests to take, and when to take them. Students will be introduced to resources for researching college information Students will understand how extracurricular activities can improve. opportunities for college admission and as well as in high school.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target	NJSLS
1. Students will use the Naviance Program and other internet resources (Big Future) to develop a career outline that allows them to identify career goals and develop action plans.	9.2.4.A.1, 2, 3
2. Students will identify aptitudes and values to assist in self reflection about what careers the student may excel.	9.2.8.B.1-7 9.2.12.C.1-9
3. Students will use BLS Occupational Outlook Handbook to explore different careers and the future growth of those careers.	9.3.12.C.1-10 9.3.12.C.18-21
4. Students will be able to identify what post secondary school options are available and how that options change based on the choices they make now.	
5. Students will be able to research where to locate various employment opportunities in various formats, such as online, networking, as well as through state and local government websites.	VEDC.9-12.9.4.12.E.69 VEDC.9-12.9.4.12.E.70 VEDC.9-12.9.4.12.E.71. VEDC.9-12.9.4.12.E.72
6. Students will be able to locate and review the many scholarships that are available for colleges and trade schools (fastweb).	VEDC.9-12.9.4.12.E.73 VEDC.9-12.9.4.12.E.74
7. Students will clearly understand the various terms relating to employment such as job vs. career and hourly vs. salary so that they are better able to relate their needs and wants to various prospective employers.	VEDC.9-12.9.4.12.E.79
8. Students will review different colleges and universities and the ability to be accepted to different institutions.	
9. Students will be aware of the effect social media use may have on their careers and be made to identify instances where it was a help or a detriment to others.	
10. Students will identify the opportunities available through BHPRSD to explore different options senior year to help get to your career faster.	
11. Students will understand how their personal life choices such as, failing a class, their driving record and use of alcohol and drugs could be a detriment to their livelihoods	

Inter-Disciplinary Connections:

English: Writing, Reading
Art: Posters, Bulletin Boards
Business: Time Management Log, College & Career Information, Technology, Budgeting/Finance

Students will engage with the following text:

News articles
Internet research

New Journal topics:

- Describe someone you know who went or is currently going to college.
- Describe one college that you know about and what do you know about them.
- What do you think you will do after high school?
- What are your short term and long term goals?
- Would you rather travel the world or stay close to your family?
- Keep a daily journal on what you have accomplished and what you still hope to accomplish.
- Reflect on the results of the aptitude test from Naviance? Do you think it reflects who you are?

PART III: TRANSFER OF KNOWLEDGE AND SKILLS
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Students will try to name a career for every letter of the alphabet.
- Students will use the Naviance Program or big future to identify and evaluate their possible career and college interests
- Students will complete personal inventory surveys to determine different attributes and values that are most important to them.
- Students will interact with each other to compare careers and ask questions that perhaps the other has not yet considered
- Students will share their own experiences and that of friends and family relating to careers
- Students will keep a daily journal outlining their career interests throughout the course to see if they have reconsidered by the course end
- Students will review different colleges and universities to determine the possibilities of acceptance
- Students will research different career clusters to determine which one may fit with their attributes and values.
- Students will present their findings to their classmates to help with Power Point presentation skills and use of technology in class.
- students will create brochures and business cards can also be developed in MS word
- Students will identify various options for their career based on research of career clusters
- Students will explore different post secondary choices by using different internet searches based on their attributes and values
- Students will research the salary and qualifications to pursue different careers.
- Guest Speaker: Career Counselor/Career Specialist to speak with students
- Guest Speaker: Counseling to talk about course selection (February)

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.
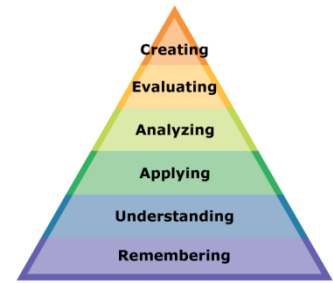
Formative Assessments:

By completing journal questions/entries (DO NOW), students demonstrate understanding of daily lessons.
Participation in classroom discussions**.**
Ask questions related to the objective to check for understanding.
google forms or Quizzes
Written classroom assignments
Exit slip questioning, wrap up journal questions **that can be done in the google classroom**
Maintaining time logs for enrichment use

Accommodations/Modifications:

Accommodations:
Extra time on assessments and assignments as needed.
Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions
Seating changes for hearing, visual, or needs of area with less distraction,
Re-testing if warranted by IEP
Repeat assignments if warranted by IEP
Modifications: Explain to students expectations of DO NOW/slip questioning and show a model of what is expected**.**

Summative Assessments:

Unit 5 Tests
Projects for college or career with the possibility of being presented**.**

Accommodations/Modifications:

Accommodations: Extra time on Unit 5 assessments
Individual help by special education teacher or classroom instructional aide for redirection and clarification of directions
Seating changes for hearing, visual, or needs of area with less distraction
Re-testing if warranted by IEP

Modifications: Key vocabulary words written on project expectations.
Rubrics

Performance Assessments:

Complete the project according to the rubric standards

Accommodations/Modifications:

Explain rubric in its entirety.
Modify rubric as necessary