BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

Where inspiring excellence is our standard and student achievement the result

FRESHMAN SEMINAR

Credits: 5.0 Semester Course

2018-2019 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 responsible 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.

First Marking Period

Unit 1 – Welcome to High School

The Welcome to High School unit assists students in transitioning and adapting successfully to life as a high school student. Throughout their freshman experience, students will explore supports specifically chosen to promote social-emotional well-being. Emphasis in this unit will be placed on becoming familiar with personnel, resources, the rotating schedule, the school community, and all of its offerings both academically and socially. Students will receive training and support in utilizing Google Suite (G-Suite) cloud-based services for independent or collaborative practices in their academic courses as well as Black Horse Pike Regional School District's policies & regulations related to student-life. In addition, students will receive an overview of the six themes of the "Learning to breathe" curriculum.

Unit 2 – Academic Preparation

In the Academic Preparation unit, students will discover their own preferences in learning styles based on seven distinct intelligence types and develop supportive time-management skills based on their own personality types. Students will analyze methods to enhance their memory through the use of retrieval cues, the twelve principles of memory, and the use of mnemonics. Students will explore the "B" theme in the "Learning to breathe" curriculum. Emphasis will be placed on helping students increase calmness, balance, inner strength, and reduce stress through their own awareness of their body. Test-taking strategies to reduce test-anxiety will be cultivated to assist students with upcoming tests in their academic courses. Students will be introduced to the

concept of a grade point average, Cornell Note-Taking method, and acknowledge and become familiar with the District's policy on academic dishonesty to ensure a successful academic career throughout their high school experience.

Second Marking Period

Unit 3 - Belief in Self

In the unit on Belief in Self, students will begin to explore their own character and come to an understanding of self esteem and self worth prior to learning how to positively enhance their relationships with others. Based on their own reflections and engaging in activities related to the "R" theme of the "Learning to breathe" curriculum, students will engage in a variety of reflective activities to explore their own thoughts on topics such as attitude, empathy, and respect. Students will identify their own needs for personal boundaries in relationships and explore more deeply the effects of stereotyping versus positive role models.

Unit 4 – Healthy Interpersonal Relationships

The unit on Healthy Interpersonal Relationships will have students exploring concepts of mutual respect, trust, honesty, and support. Students will learn how to report and prevent harassment, intimidation, and bullying (in person or cyberbullying) and engage in reflections or collaborative discussions regarding the negative impact of such actions on all parties involved. Students will engage in activities related to the "E" theme of the "Learning to breathe" curriculum focused on emotions in order to foster personal growth and independence. In the later part of this unit, students will explore the signs of domestic violence and learn how to avoid and/or report such signs to trusted adults to protect self or others.

Third Marking Period

Unit 5 - Personal Goal Setting & Managing Stress

The unit on Personal Goal Setting & Managing Stress is timed appropriately to prepare students for the upcoming challenges that quickly advance and shift their focus from beginning high school to checking in with self on how they are progressing, what is needed to successfully complete the remainder of their freshman year, and what tools and resources are available to plan both short- and long-term goals for the next three years of their high school experience. Students will turn their attention to the "A" theme of the "Learning to breathe" curriculum to discover how their own body responds to stressors from both internal and external events. In so doing, they will learn to distinguish acute from chronic stress, recognize that stress is universal to all, and develop practices to mindfully reduce their own stress.

Unit 6 – Responsible Digital Citizenship

In the Responsible Digital Citizenship unit, students will assess their knowledge of the difference between digital and social media in the 21st century. Students will discern credible digital media

and examine the benefits and potential risks of sharing information online socially. Students will analyze responsible digital citizenship in everyday life, the global community to manage a positive digital footprint, and exhibit responsible digital citizenship within the school community (during security procedures or traumatic situations) in order to reduce the level of interference or obstruction of school staff in providing a safe and secure learning environment for all stakeholders. Students will engage in activities that explore the "T" theme of the "Learning to breathe" curriculum to improve inner strength through kindness and compassion.

Fourth Marking Period

Unit 7 – Your Future, Your Choice

In the unit on Your Future, Your Choice, students will begin exploring options that best fit their current interests and personal goals. Students will become familiar with general requirements related to specific options including 4-year public or private colleges/universities, 2-year private or public community colleges, job training/career/vocational/technical programs, apprenticeships community service programs such as job corps or americorps, the military, and entering the workforce. Students will engage in research and begin the process of developing a resume through Naviance to help them highlight their strengths and identify areas of interest to explore over the next three years of high school. During this unit, students will engage in activities related to the "H" theme of the "Learning to breathe" curriculum. They will refine those habits of mindfulness practices that they found most helpful for themselves in the prior themes of body, reflection, emotion, attention and/or tenderness.

Unit 8 – Owning Your Education

The Personal Empowerment unit will have students exploring the "E" theme of the "Learning to breathe" curriculum. Students will recognize how mindfulness techniques have enhanced their self-awareness and self-management. Students will monitor their own learning by developing short-term goals to ensure grade level promotion and become aware of opportunities to challenge themselves further. Students will be introduced to all standardized assessments that are required, or available, throughout their high school experience and understand which assessments are linked to their graduation requirements. They will recognize their own emotions related to testing and learn how to reduce stress, manage test-taking anxiety, and employ strategies to perform their best on assessments. Students will monitor their own progression towards their own personal expectations in all their courses. They will adjust their study habits, as needed, to ensure that they on track for their own success. The year will end with students reviewing and/or revising their own personal goals to reflect a deeper sense of purpose for learning throughout high school and their own adult life.

Structured Independent Study Lesson

Approximately once every 9 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. A recommended schedule and topic list are provided in a separate document.

Resources

- Gloucester Township Police - Guest Speakers
- In-House Specialists - Guest
- Learning to Breathe: A Mindfulness Curriculum for Adolescents to Cultivate Emotion Regulation, Attention, and Performance Speakers
- Commonsensemedia.org
- Transition Project
- 7 Habits of Highly Effective Teens
- 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.

Structured Independent Study
Every 9th Class Meeting
15-Minute Study Skill "Mini-Lesson"
40-Minute Independent Practice in Math, Science, English or Social Studies

Types of Study Skills
Teacher Selects Topic and Order based on Student Population

1. Rehearsal and rote learning (memorization techniques)
2. Reading and listening
   a. REAP Method (Read, encode, annotate, ponder)
   b. PQRST Method (Preview, Question, Read, Summary, Test)
   c. SQRRR or SQ3R (Reading comprehension method - Survey, Question, Read, Recite, Review)
3. Flashcard training (visual cues)
4. Keywords (outlines/tree structures, spider diagrams/mind maps)
5. Visual imagery (diagrams or visual techniques)
6. Acronyms and mnemonics (phrase or fact triggers)
7. Exam strategies
   a. Black-Red-Green Method (Underling - Black is for blatant instruction - Red is for reference point or required information, Green is for gremlins/subtle signals easy to miss)
8. Spacing (distributed learning - splitting materials into small sessions, even days apart - chunking)
9. Time management, organization and lifestyle changes (traffic light concept)
   a. Green - important & simple topics, study first
   b. Amber/Yellow - important but time consuming, study second
   c. Red - complex & not vital, lowest priority
10. Study environment - mixing it up
11. Study Guides
12. Graphic Organizers
13. Study software available online

Black Horse Pike Regional School District Curriculum

Where inspiring excellence is our standard and student achievement is the result.

Course Name: Freshman Seminar   **Course Code: 000190**

PART I: UNIT 1 RATIONALE - Welcome to High School

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: **Freshman Seminar** **Unit 1** **Welcome to High School** **Grade Level(s): 9**	**Unit Summary**: The Welcome to High School unit assists students in transitioning and adapting successfully to life as a high school student. Throughout their freshman experience, students will explore supports specifically chosen to promote social-emotional well-being. Emphasis in this unit will be placed on becoming familiar with personnel, resources, the rotating schedule, the school community, and all of its offerings both academically and socially. Students will receive training and support in utilizing Google Suite (G-Suite) cloud-based services for independent or collaborative practices in their academic courses as well as Black Horse Pike Regional School District's policies & regulations related to student-life. In addition, students will receive an overview of the six themes of the "Learning to breathe" curriculum.
Essential Question(s): ● Why is a high school education important? ● How do students successfully transition to high school? ● How can a positive school climate affect students' success in high school? ● Why is it important to be involved in activities? ● Why is social-emotional development important? ● How can technology enhance learning?	**Enduring Understanding(s):** 1. An understanding of the graduation requirements and course work at the high school level provide students with the pertinent information needed to become successful students while in school and after graduation. 2. It is important for students to become familiar with and identify key school personnel and understand their roles as a resource to the student population. 3. In order for students to be successful at the high school level, they should understand the rules, policies and procedures of the school that provided standards for learning, safety and accountability. 4. Being part of an extracurricular activity supports the development of social skills, increased academic achievement, a sense of community and sense of wellbeing. 5. Social-emotional development is important to student success. Social-emotional development motivates students to learn critical skills such as the ability to communicate, connect with others, resolve conflict, self-regulate, display kindness and empathy and cope with challenges. 6. By using technology in the classroom students are able to improve organizational skills, collaborate with peers, and utilize an array of learning tools to stay engaged in the learning process.

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 explore the purpose for high school and understand the current graduation requirements for attendance, content credits, and State assessments.	1. 9.3.12.ED-PS.2
2. Students will become familiar with both the interior & exterior facilities of the school and locate important common areas.	2. 9.3.12.ED-ADM.8
3. Students will be introduced to and learn what services are available to them through the administrative staff, nurse, and support services (counseling, child study team, student assistance coordinator, etc.).	3. 9.3.12.ED-PS.3
4. Students will know and understand the rotating bell schedule and how to use common time effectively for enrichment and/or co-curricular activity purposes.	4. 9.3.13.ED-PS.4
5. Students will become familiar with the school community and acknowledge the school's student handbook, including those District policies and regulations that are specifically related to attendance, conduct, academics, athletics, and extracurricular activities.	5. 9.3.12.ED.3
6. Students will understand what mindfulness is and the possible benefits of developing healthy mindfulness habits through the "Learning to breathe" curriculum to cultivate their own emotion regulation, attention & performance.	6. 9.3.12.ED-TT.5
7. Students will understand the basics of Google Suite applications (Email, Drive, Classroom, Calendar, Docs, Sheets, Slides, Forms, and Hangout) to enhance personal learning in all their academic courses.	7. STEM.9-12.9.4.12.O.22

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:

➢ News Articles
➢ School Policy
➢ Internet Research
➢ Broderick, Patricia C. (2013). *Learning to Breathe: A Mindfulness Curriculum for Adolescents to Cultivate Emotion Regulation, Attention, and Performance.* Chapter 3 – Objectives and

> Theoretical and Development Foundations of Learning to BREATHE & Chapter 4 – How to Use this Manual: Teaching Learning to BREATHE

Students will participate in the following technology:

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

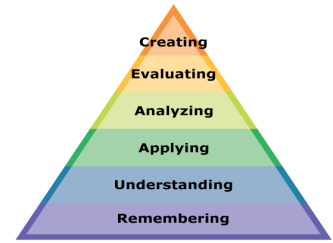## PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

1. 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.

2. Students will complete a scavenger hunt activity identifying key school personnel and when to reach out to those individuals for specific needs.

3. 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.)

4. Students will fill in pre-designed bell schedule cards to help them learn the rotating bell schedule and where to be at all times.

5. Students will learn how to use common time effectively. Students will be introduced to the sign-in procedure when attending enrichment time.

6. Students will attend a co-curricular carnival and/or similar activity to learn of the available extra-curricular activities offered by the School.

7. Students will brainstorm in whole group or small groups regarding things they want to know about high school.

8. 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.

9. Students will participate in a de-escalation activity.

10. Students will research school information on the school's website.

11. Students will consider planning for short and long term goals.

12. Student will engage in a structured study hall – review balancing high school schedule.

13. 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
➢ Maintaining time logs for enrichment use
➢ Other unrehearsed teacher evaluations during class

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 student's expectations of DO NOW/slip questioning and show a model of what is expected.
➢ Modify supplemental materials for readability i.e. chunk material
➢ Extra space for responses
➢ Fill-In worksheets

Summative Assessments:

Unit 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 unit project according to rubric standards.

Accommodations/Modifications:

- ➢ Explain rubric in its entirety.

Black Horse Pike Regional School District Curriculum

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Course Name: Freshman Seminar   **Course Code: 000190**

PART I: UNIT 2 RATIONALE - Academic Preparation

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: **Freshman Seminar** **Unit 2** **Academic Preparation** **Grade Level(s):** **9**	Unit Summary: In the Academic Preparation unit, students will discover their own preferences in learning styles based on seven distinct intelligence types and develop supportive time-management skills based on their own personality types. Students will analyze methods to enhance their memory through the use of retrieval cues, the twelve principles of memory, and the use of mnemonics. Students will explore the "B" theme in the "Learning to breathe" curriculum. Emphasis will be placed on helping students increase calmness, balance, inner strength, and reduce stress through their own awareness of their body. Test-taking strategies to reduce test-anxiety will be cultivated to assist students with upcoming tests in their academic courses. Students will be introduced to the concept of a grade point average, Cornell Note-Taking method, and acknowledge and become familiar with the District's policy on academic dishonesty to ensure a successful academic career throughout their high school experience.
Essential Question(s): ● Why is academic preparation essential to success? ● How can awareness of learning style preference positively impact learning? ● How can strong time-management skills impact learning? ● How can listening to your body help you reduce stress? ● How can test anxiety be reduced? ● What are the consequences of academic dishonesty? ● When is a GPA significant? ● Why is the Cornell Note-Taking method helpful?	**Enduring Understanding(s):** 1. In order to prepare for academic success, students need to explore their individual needs. Developing higher-order thinking skills such as applying, analyzing, evaluating, and creating will help students develop the skills that will be critical to their future success. 2. Identifying and being aware of one's learning preference can help an individual work, learn and live more efficiently in the classroom. 3. Good time management skills have a positive impact on school performance. Allocating time effectively will help to enhance the quality of their school work and overall success. 4. Taking time to pause and listen to your body, will help one gain a better understanding of the messages that their body sending. Being able to identify those message can help pinpoint stressors and one can apply techniques to reduce unwanted stress. 5. Test-anxiety can interfere with the quality of an individual's performance. Being able to identify and apply strategies to manage test anxiety before and during a stressful test, can greatly reduce symptoms and increase test performance. 6. It is important for students to understand the significance of academic integrity and the consequences of they may face if they cheat or plagiarize. 7. GPA is very important because it provides a comprehensive look at your academic strengths and weaknesses and ability to challenge yourself.

	8. Cornell Note-Taking is an effective method of notetaking. This methods includes note taking as well as steps for students to formulate questions, recite, reflect and review.

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 practice mindful listening to improve listening skills in order to become a better student.	1. 9.4.12.E.18
2. Students will learn and identify their strengths and weaknesses in seven different intelligence types: visual, aural, verbal, physical, logical, social, and solitary.	2. 9.3.12.C.3; 9.4.12.E.79
3. Students will explore multiple ways to improve their time-management skills.	3. 9.4.12.E.78
4. Students will engage in a teacher-led body scan to learn how to listen to their body.	4.2.1.12.A.CS1; 2.5.12.B.2
5. Students will be able to employ test-taking strategies to effectively reduce their own stress.	
6. Students will become familiar with the District's policy and regulation regarding academic dishonesty to avoid plagiarism in the academic realm.	5. 9.4.12.D.17; 9.4.12.E.25
7. Students will understand the possible significance of how grade point average can affect personal post-secondary choices.	6. 9.4.12.E.65
8. Students will explore all five steps of the Cornell Note-Taking method to enhance learning in their academic courses: record, questions, recite, reflect, and review.	7. WORK.K-12.9.1.B.2
	8. 9.1.12.A.1 9.1.12.D.1 9.4.12.J.(3).9

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:

> ➢ News Articles
> ➢ School Policy
> ➢ Internet Research
> ➢ Broderick, Patricia C. (2013). *Learning to Breathe: A Mindfulness Curriculum for Adolescents to Cultivate Emotion Regulation, Attention, and Performance.* Chapter 5: Theme B Body

Students will write:

> ➢ Students will use writing in the "Warm Up" activities.
> ➢ Students will use writing to define vocabulary, answer questions, list steps of processes, complete reviews from previous lesson
> ➢ Students will use writing in completing end of unit activities
> ➢ Students will use writing when completing journal entries
> ➢ Students will use writing to analyze current events
> ➢ Students will use writing in individual projects
> ➢ Students will use writing in reflection prompts related to videos, previous lessons, or other assignments
> ➢ Students will use writing in their note taking

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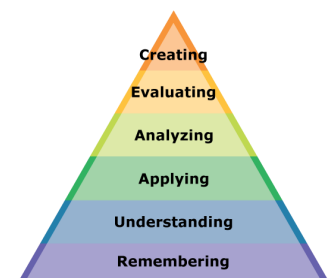
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

1. Students will complete learning styles assessments on Naviance and online
2. Students will complete the Nist and Diehl (1990) PHCC Test Anxiety Questionnaire to identify what level of test anxiety they experience.
3. Students will evaluate and discuss how they can alleviate test anxiety for future assessments.
4. Students will create a graphic organizer to display methods to "unlearn" the behaviors and beliefs that cause test anxiety.
5. Students will participate in guided mindfulness practices
   a. Short Breath Awareness Practice p. 106
   b. Mindful Eating p. 108
   c. Short Body Scan p. 109
   d. Body Scan p. 112
6. Students will keep a daily time management log each week.
7. Students will evaluate and discuss how their time was spent and how they will re-evaluate in the future.
8. Students will evaluate notes taken in other courses, as a class, discuss items that are beneficial and what is not.
9. Students will study and recite the district honor code.
10. Students will learn effective listening skills.
11. Students will learn methods to read and follow directions clearly.

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
> ➢ Maintaining time logs for enrichment use.
> ➢ Other unrehearsed teacher evaluations during class

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 student's expectations of DO NOW/slip questioning and show a model of what is expected.
> ➢ Modify supplemental materials for readability i.e. chunk material
> ➢ Extra space for responses
> ➢ Fill-In worksheets

Summative Assessments:

> ➢ Unit 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

Modifications:
> ➢ Key vocabulary words written on project expectations.

Performance Assessments:

➢ Unit Project

Accommodations/Modifications:

➢ Provide step-by-step instructions
➢ Provide a checklists of expectations for self-monitoring
➢ Alter requirements to make projects more manageable
➢ Allow students to work with partners
➢ Select cooperative learning groups to ensure effective work and socialization skills

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Course Name: Freshman Seminar   **Course Code: 000190**

PART I - UNIT 3 RATIONALE - Belief in Self

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: **Freshman Seminar** **Unit 3** **Belief in Self** **Grade Level(s): 9**	Unit Summary: In the unit on Belief in Self, students will begin to explore their own character and come to an understanding of self esteem and self worth prior to learning how to positively enhance their relationships with others. Based on their own reflections and engaging in activities related to the "R" theme of the "Learning to breathe" curriculum, students will engage in a variety of reflective activities to explore their own thoughts on topics such as attitude, empathy, and respect. Students will identify their own needs for personal boundaries in relationships and explore more deeply the effects of stereotyping versus positive role models.
Essential Question(s): ● Why is character education development important? ● What is the difference between Self Esteem & Self Worth? ● Why is it significant to realize that thoughts are just thoughts? ● How does one convey respect for self? ● How does understanding oneself help one to set and maintain personal boundaries? ● How can conflict resolution be helpful? ● How can role models be a positive influence on society? ● Why is it important to recognize unjust stereotypes? ● Why is it important to think critically when viewing social media or messaging.	Enduring Understanding(s): 1. It is important for students to understand that the foundation of good character is directly related to personal traits such as trustworthiness, respect, responsibility, fairness, caring, and citizenship. 1. Self Esteem is how you feel about and see yourself; self worth is the sense of one's own value or worth as a person. 2. The mind often engages in self-talk. Students should recognize the interrelationship between their thoughts and their feelings and be willing to reflect on and work through their thoughts without placing inappropriate self-judgement on their meaning. 3. Understanding one's personal boundaries enables one to maintain personal integrity and aids in fostering healthy relationships. 4. People do not always get along, but possessing the ability to positively resolve conflict effectively in a non-threatening manner can lead to deeper insight to prevent similar conflicts from arising in the future. 5. Positive role models provide guidance (directly or indirectly) to influence future decisions for self and the larger global community. 6. Unjust stereotypes can lead to unfair and/or false assumptions about a person or groups of people. 7. When communicating in social media or electronic messaging, one should be aware of potential risks that are associated with teen sexting such as the following; it is illegal for anyone underage, it reduces interpersonal intelligence, there is a permanent record online, and negative emotional responses can be the unintended result.

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 the character traits that frame a good morals, values and healthy habits.	**1.** HPE.2.2.12.B.CS1
2. Students will recognize how core ethical values represent and influence their roles in society.	**2.** HPE.2.2.12.C.CS2
3. Students will be able to recognize role models in today's society, identify the character traits they possess and relate these traits with their own character traits.	3. HPE.2.2.12.B.CS1 4. HPE.2.1.12.A.1 5. HPE.2.2.12.B.2
4. Students will use the knowledge gained through character traits and role models to identify their personal self-worth and how they value themselves.	6. HPE.2.2.12.A.CS2 7. HPE.2.1.12.E.CS1
5. Students will be able to create a list of personal boundaries for acceptable and unacceptable behaviors of others.	**8.** HPE.2.1.12.E.2
6. Student will be able to recognize a that conflict has occurred and demonstrate steps to resolve those conflicts through role play situation.	
7. Students will be able recognize unjust stereotypes and be able to debate common age-related stereotypes.	
8. Students will identify appropriate and inappropriate use of social media and electronic messaging along with the consequences associated with inappropriate use.	

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:

➢ News Articles
➢ School Policy
➢ Internet Research
➢ Broderick, Patricia C. (2013). *Learning to Breathe: A Mindfulness Curriculum for Adolescents to Cultivate Emotion Regulation, Attention, and Performance.* Chapter 7 Theme E: Emotions & Chapter 9 Theme T: Tenderness

Students will participate in the following technology:

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

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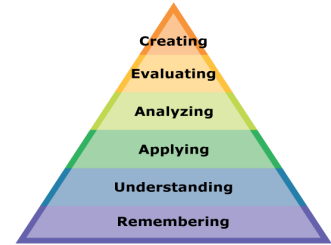
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

1. Students will participate in a controlled debate on a number of popular topics.

2. Students will understand the importance of a first impression at school, friends, and for a career.

3. Students will learn how to read and evaluate body language of others.

4. Students will understand how nonverbal communication affects the way that people communicate.

5. Students will understand cultures other than their own and how to understand how the cultures effective students' lives.

6. Students will learn about stereotypes.

7. Students will participate in conflict resolution role play and activities.

8. Students will revisit the districts behavior policy.

9. Students will learn ways to resolve conflict effectively.

10. Students will learn how to respond to criticism effectively.

11. Students will learn how discuss the nature of a busy mind using the R:Reflection - in Learning to breathe.

12. Students will do the activity "The White Polar Bear" using Reflection in Learning to breathe.

13. Students will do the activity "Name That Thought" using Reflection in Learning to breathe.

14. 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
> ➤ Maintaining time logs for enrichment use
> ➤ Other unrehearsed teacher evaluations during class

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 student's expectations of DO NOW/slip questioning and show a model of what is expected.
> ➤ Modify supplemental materials for readability i.e. chunk material
> ➤ Extra space for responses
> ➤ Fill-In worksheets

Summative Assessments:

> ➤ Unit 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 unit project according to rubric standards.

Accommodations/Modifications:

➤ Explain rubric in its entirety.

Black Horse Pike Regional School District Curriculum

Where inspiring excellence is our standard and student achievement is the result.

Course Name: Freshman Seminar   **Course Code: 000190**

PART I: UNIT 4 RATIONALE - Healthy Interpersonal Relationships

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: **Freshman Seminar** **Unit 4** **Healthy Interpersonal Relationships** **Grade Level(s): 9**	**Unit Summary**: The unit on Healthy Interpersonal Relationships will have students exploring concepts of mutual respect, trust, honesty, and support. Students will learn how to report and prevent harassment, intimidation, and bullying (in person or cyberbullying) and engage in reflections or collaborative discussions regarding the negative impact of such actions on all parties involved. Students will engage in activities related to the "E" theme of the "Learning to breathe" curriculum focused on emotions in order to foster personal growth and independence. In the later part of this unit, students will explore the signs of domestic violence and learn how to avoid and/or report such signs to trusted adults to protect self or others.
Essential Question(s): ● What are the characteristics of healthy interpersonal relationships? ● What factors intensify harassment, intimidation, and bullying? ● What interventions or prevention strategies are available to stop all forms of harassment, intimidation and bullying? ● Why is it important to recognize & manage emotions? ● How can managing emotions lead to avoiding mistreatment of others? ● How can assertiveness lead to academic and personal success? ● What can be done to identify and prevent domestic violence? ● How can being mindful of one's feelings reduce any difficult feelings?	**Enduring Understanding(s):** ● Developing positive and healthy interpersonal skills is essential for everyday communication and interaction with others. ● Exploring the effects of in-person and/or online cruelty leads to a greater understanding that all parties are negatively impacted. ● Everyone has a responsibility to oppose harassment, intimidation, and bullying in all its forms. ● Awareness of emotions can lead to the identification and prevention of future triggers and can stop the negative spiraling effect of emotions. ● Effective decision-making is a result of understanding one's emotions and acting proactively, rather than reactively, to triggers. ● Positive behavioral assertiveness allows individuals to ask for what they want in a manner that offers respect to others. ● General positive assertiveness allows one to react to both positive and negative emotions without aggression or passivity. ● Understanding the signs of domestic violence help protect individuals from becoming potential victims or help witnesses report such signs in order to prevent or protect potential victims who might feel helpless to report. ● Feelings such as annoyance, anger, boredom, disappointment, jealousy, or sadness rise and fall, but pass.

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 distinguish and compare the characteristics of a healthy and unhealthy relationships. 2. Students will be able to recognize the signs of domestic violence and discuss strategies for getting help through school and local resources. 3. Students will identify various actions that constitute harassment, intimidation and bullying discuss its effects on oneself and peers. 4. Students will be able to distinguish factors that intensify online cruelty and cyberbullying and understand ways to respond when online cruelty occurs. 5. Students will determine their personal role in escalating or de-escalating online cruelty. 6. Students will describe the role our feelings play in our sense of wellness, balance and inner strength. 7. Students will identify feeling/emotions that they experience and discuss strategies for handling those emotions mindfully. 8. Students will discuss the emotions that may be negative and learn mindfulness strategies that help to embrace those feelings and provide guidance in making healthy decisions. 9. Students will recognize the key attributes of begin assertive. 10. Students will learn and practice assertive techniques that will benefit personal growth. 11. Students will develop a long term plan to enhance personal growth.	1. HPE.2.4.12.A.CS1 2. HPE.2.4.12.A.5 3. HPE.2.1.12.E.CS1; HPE.2.1.12.E.1 4. TECH.8.2.12.B.CS1; HPE.2.4.12.A.CS2 5. HPE.2.2.12.A.CS2; HPE.2.2.12.A.2 6. HPE.2.1.12.E.CS2 7. PERS.K-12.2.B.7 8. HPE.2.1.12.E.4; HPE.2.2.12.B.CS1 9. PERS.K-12.1.6; 10. PERS.K-12.2.C.8 11. PERS.K-12.1.6

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:

> ➢ News Articles
> ➢ School Policy
> ➢ Internet Research
> ➢ Broderick, Patricia C. (2013). *Learning to Breathe: A Mindfulness Curriculum for Adolescents to Cultivate Emotion Regulation, Attention, and Performance.* Chapter 7: Theme E Emotion
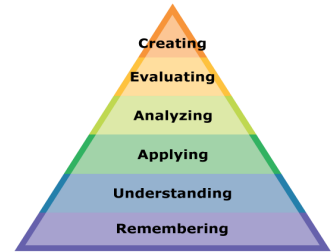
Students will write:

> ➢ Students will use writing in the "Warm Up" activities.
> ➢ Students will use writing to define vocabulary, answer questions, list steps of processes, complete reviews from previous lesson
> ➢ Students will use writing in completing end of unit activities
> ➢ Students will used writing when completing journal entries
> ➢ Students will use writing to analyze current events
> ➢ Students will use writing in individual projects
> ➢ Students will use writing in reflection prompts related to videos, previous lessons, or other assignments
> ➢ Students will use writing in their note taking

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

> ● Students will participate in conflict resolution role play and activities.
> ● Students will revisit the districts Harassment, Intimidation, and Bullying Policy.
> ● Students will perform independent research about cyberbullying
> ● Students will review, analyze, and create graphic organizers related to fixed and growth mindsets
> ● Choose a famous person who failed, create a slide for how they can bounce back from failure
> ● Students will create a long term plan for personal growth
> ● Students will participate in guided mindfulness practices
>   ○ Surfing the Waves p. 64
>   ○ Pleasant Feeling (Gratitude Practice) p. 68
>   ○ How Does it Feel? p. 132
>   ○ Mindfulness of Emotions p. 133
>   ○ Finding the Feeling p. 137
> ● Guest Speaker(s): School Resource Officer, GT Police, SAC - Bullying/Cyberbullying

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.
➢ Other unrehearsed teacher evaluations during class

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 student's expectations of DO NOW/slip questioning and show a model of what is expected.
➢ Modify supplemental materials for readability i.e. chunk material
➢ Extra space for responses
➢ Fill-In worksheets

Summative Assessments:

➢ Unit 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

Modifications:
➢ Key vocabulary words written on project expectations

Performance Assessments:

➢ Unit Project

Accommodations/Modifications:

➢ Provide step-by-step instructions
➢ Provide a checklists of expectations for self-monitoring
➢ Alter requirements to make projects more manageable
➢ Allow students to work with partners
➢ Select cooperative learning groups to ensure effective work and socialization skills

Black Horse Pike Regional School District Curriculum

Where inspiring excellence is our standard and student achievement is the result.

Course Name: Freshman Seminar   **Course Code: 000190**

PART I: UNIT 5 RATIONALE - Personal Goal Setting and Managing Stress

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: **Freshman Seminar** **Unit 5** **Personal Goal Setting & Managing Stress** **Grade Level(s): 9**	**Unit Summary**: The unit on Personal Goal Setting and Managing Stress is timed appropriately to prepare students for the upcoming challenges that quickly advance and shift their focus from beginning high school to checking in with self on how they are progressing, what is needed to successfully complete the remainder of their freshman year, and what tools and resources are available to plan both short- and long-term goals for the next three years of their high school experience. Students will turn their attention to the "A" theme of the "Learning to breathe" curriculum to discover how their own body responds to stressors from both internal and external events. In so doing, they will learn to distinguish acute from chronic stress, recognize that stress is universal to all, and develop practices to mindfully reduce their own stress.
Essential Question(s): ● What are some good personal goals? ● How can SMART goals improve your academic and/or personal life? ● What course selections are available to help you meet your personal academic goals? ● Why is important to be able to prioritize? ● How can self-advocacy empower an individual? ● What is stress and what are the signs of stress? ● What is the difference between acute and chronic stress? ● What are the short- and long-term effects of stress on the body? ● How can being mindful of thoughts, feelings, and sensations help reduce stress?	**Enduring Understanding(s):** 1. Establishing good goals stems from clearly identifying personal skills, interests, and values. 2. Writing personal goals that are specific (significant), measurable (meaningful), attainable (action-oriented), relevant (rewarding), and time-bound (trackable) is essential to achieving personal goals. 3. Participating in course selection (including electives) can lead to meeting personal goals or developing new ones based on interest. 4. Understanding how to balance competing demands reduces internal stress. 5. Self-advocacy is an important and necessary skill for successful transition into adulthood. Individuals must have the ability to clearly state what they need in order to meet their personal goals. 6. Stress is the body's "fight or flight" response. 7. Stress can negatively impact a person's interpersonal relationship issues. 8. Acute stress is the result of specific events. 9. Chronic stress is the result of repeated emotional situations which can have negative side effects to the musculoskeletal, respiratory, cardiovascular, endocrine, gastrointestinal, nervous, male reproductive, and female reproductive systems. 10. Students will learn to become aware of their thoughts, feelings and bodily sensations related stress in order to reduce their own stress.

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 develop a list of personal goals for the school year and and after graduation.	1. 9.2.12.A.2
2. Students will create a short and long-term goals using the SMART goal method for this school year.	2. HPE.2.2.12.B.CS1
3. Students will apply, review the course selection sheet and identify the course that meet their academic needs.	3. 9.4.12.E.66
4. Students will explore strategies to reduce stress through time management by constructing a time management log.	4. HPE.2.1.12.E.4
5. Students will reflect on their time management plans and apply the skill of prioritization when trying to balance the demands in their daily schedule.	5. 9.4.12.E.77
6. Students will be able to explain what it means to self-advocate.	6. WORK.K-12.9.2.C.a
7. Students will be able to demonstrate self-advocacy by practicing their responses to real-life situations through role play.	7. HPE.2.2.12.A.CS2
8. Students will be able to define stress and identify the signs and symptoms stress has on the body.	8. HPE.2.1.12.A.CS1
9. Students will be able to distinguish between acute stress and chronic stress.	9. HPE.2.1.12.E.CS2
10. Students will be able to identify the long and short-term effects stress has on the body and explore strategies for coping with stress.	10. HPE.2.1.12.E.4
11. Students will utilize the skills of how to ingrain awareness of thoughts, feelings and bodily sensation as a method to respond to stressors.	11. WORK.K-12.9.2.B.1

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:

➢ News Articles
➢ School Policy
➢ Internet Research
➢ Broderick, Patricia C. (2013). *Learning to Breathe: A Mindfulness Curriculum for Adolescents to Cultivate Emotion Regulation, Attention, and Performance.* Chapter 8 Theme A: Attention

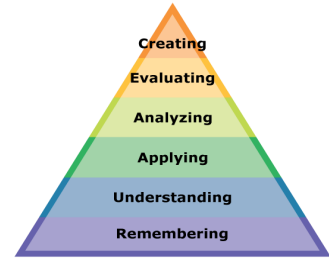**Students will participate in the following technology:**

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

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

1. Students will complete the learning styles inventory assessment in Naviance.

2. Students will complete additional learning style assessments online.

3. Students will keep a daily time management log each week.

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

5. 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.

6. Students will create a self-determination checklist.

7. Students will know how to communicate self knowledge process about their learning process.

8. Students will complete EdPuzzle assignments on stress,.

9. Students will do the activity: How much can you handle under Theme A in learning to breathe.

10. Students will introduce to the activity, "What's My Limit" to illustrate body's response to short term and long term stress.

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

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

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

14. Guest Speaker: Literacy Lab Teacher Guest Speaker: Current senior students on how to manage high school.

15. Guest Speaker: Counseling to talk about course selection.

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
> ➢ Other unrehearsed teacher evaluations during class

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 student's expectations of DO NOW/slip questioning and show a model of what is expected.
> ➢ Modify supplemental materials for readability i.e. chunk material
> ➢ Extra space for responses
> ➢ Fill-In worksheets

Summative Assessments:

> ➢ Unit 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:

➤ Unit Project

Accommodations/Modifications:

➤ Provide step-by-step instructions
➤ Provide a checklists of expectations for self-monitoring
➤ Alter requirements to make projects more manageable
➤ Allow students to work with partners
➤ Select cooperative learning groups to ensure effective work and socialization skills

Black Horse Pike Regional School District Curriculum

Where inspiring excellence is our standard and student achievement is the result.

Course Name: Freshman Seminar   **Course Code: 000190**

PART I: UNIT 6 RATIONALE - Responsible Digital Citizenship

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: **Freshman Seminar** **Unit 6** **Responsible Digital Citizenship** **Grade Level(s): 9**	**Unit Summary**: In the Responsible Digital Citizenship unit, students will assess their knowledge of the difference between digital and social media in the 21st century. Students will discern credible digital media and examine the benefits and potential risks of sharing information online socially. Students will analyze responsible digital citizenship in everyday life, the global community to manage a positive digital footprint, and exhibit responsible digital citizenship within the school community (during security procedures or traumatic situations) in order to reduce the level of interference or obstruction of school staff in providing a safe and secure learning environment for all stakeholders. Students will engage in activities that explore the "T" theme of the "Learning to breathe" curriculum to improve inner strength through kindness and compassion.
Essential Question(s): ● What is Internet safety? ● How do you know if information online is reputable/credible? ● What are the similarities and difference between digital and social media? ● What are possible benefits of social media to adolescents? ● Under what circumstances is social media a detriment to self or school community? ● What are the consequences of a digital footprint? ● What does it mean to be a good digital citizen? ● How can one improve inner strength?	**Enduring Understanding(s):** 1. An individual's right to privacy extends to the Internet and individuals should be aware of behaviors that support healthy interactions. 2. Indicators to consider when determining credible websites include evidence of an author, with dates and sources posted, as well as domain types, site designs, and writing styles. 3. Digital media utilizes an electronic device to create, view, or share information while social media is a subcategory specifically created to provide opportunities for individuals to socialize online. 4. Possible benefits of healthy social media may include identity development, aspirational development, and peer engagement. 5. Social media can result in unwarranted and negative effects on self-esteem, self-worth, and overall mental health. 6. During heightened alert situations or during safety procedures, using digital devices to capture incidents and post information via social media violates the privacy rights of others and prevents local administrators & authorities from using such vehicles of communication to ensure a safe learning environment by tying up cell phone towers. 7. A digital footprint is a history (or trail) of information that is left behind when using technology. It opens the door for hacking, data mining by companies, and can result in legal ramifications for inappropriate postings or searches while on the Internet. 8. Good digital citizenship includes thinking critically, behaving safely, and participating responsibly while on the Internet to positively represent and respect the rights and privacy of self and others. 9. The mind can be cultivated to support health, wellness, and inner strength through kindness and compassion.

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 explore the role that digital media plays in their daily lives.	1. TECH.8.2.12.A.CS1, TECH.8.2.12.B.CS1
2. Students will describe how social media shapes online media and communication.	
3. Students will reflect on the positive and negative impact digital media has on themselves and society.	2. TECH.8.2.12.A.CS1, TECH.8.2.12.B.CS1
4. Students reflect on the risks of sharing inappropriate information online.	3. TECH.8.2.12.A.CS1, TECH.8.2.12.B.CS1
5. Students will engage in conversation effectively through social media.	
6. Students will describe the consequences of hacking and how to protect themselves from it.	4. TECH.8.1.12.D.2
7. Students will analyze news information presented on various websites.	5. TECH.8.1.12.B.CS2
8. Students differentiate between credible and not credible information provided online.	6. TECH.8.1.12.D.2
	7. TECH.8.1.12.E.CS2
9. Students will describe how personal information is data mined by companies.	8. TECH.8.1.12.E.CS2
10. Students will be able to understand the consequence that one possess to self and school when using social media during an emergency situation.	9. TECH.8.1.12.D.2
11. Students will develop an action plan to create a positive digital footprint.	10. TECH.8.2.12.B.5
12. Students will apply media law and ethics as they prepare, plan, and write their social media posts and blogs.	11. TECH.8.1.12.A.1, TECH.8.1.12.C.CS1, TECH.8.1.12.C.CS2
13. Students will continue to engage in mindful activities that support health, wellness and inner strength.	12. TECH.8.1.12.C.CS1
	13. 2.1.12.A.CS1; 2.5.12.B.2

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:

➢ News Articles
➢ School Policy
➢ Internet Research
➢ Broderick, Patricia C. (2013). *Learning to Breathe: A Mindfulness Curriculum for Adolescents to Cultivate Emotion Regulation, Attention, and Performance.*

Students will write:

➢ Students will use writing in the "Warm Up" activities.
➢ Students will use writing to define vocabulary, answer questions, list steps of processes, complete reviews from previous lesson
➢ Students will use writing in completing end of unit activities
➢ Students will use writing when completing journal entries
➢ Students will use writing to analyze current events
➢ Students will use writing in individual projects
➢ Students will use writing in reflection prompts related to videos, previous lessons, or other assignments
➢ Students will use writing in their note taking

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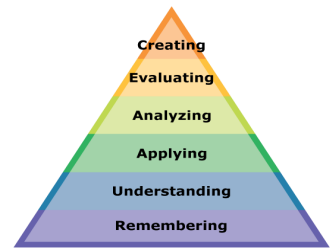## How will students uncover content and build skills?

1. Students will journal about their usage on Social Media.
2. Students will create a visual aid representing their daily usage of digital media
3. Students will participate in small group sessions to discuss the meaning of digital citizenship after watching videos about oversharing.
4. Students will read articles and watch videos related to the consequences of oversharing personal information via social media.
5. Students will form small groups, perform research, and present information related to the field of cybersecurity

6. Students will collaboratively research and present how different industries utilize data mining.
7. Students will compare news information from various websites and determine which websites provided credible, unbiased information.
8. Students will create an action plan outlining how they can build a positive social media presence to achieve personal and/or academic goals.
9. Students will research real world examples of when social media was used during emergency situations
10. Students engage in pair/share activities or class discussion about the potential benefits and consequences of using social media during emergency situations
11. Students will engage in additional mindfulness activities from the BREATHE curriculum textbook
12. Guest Speakers:
    a. Cyber Security
    b. 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 classroom assignments
➢ Exit slip questioning, wrap up journal questions
➢ Maintaining time logs for enrichment use
➢ Other unrehearsed teacher evaluations during class

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 student's expectations of DO NOW/slip questioning and show a model of what is expected.
➢ Modify supplemental materials for readability i.e. chunk material
➢ Extra space for responses

> ➤ **Fill-In worksheets**

Summative Assessments:

> ➤ Unit 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

Modifications:
> ➤ Key vocabulary words written on project expectations.

Performance Assessments:

> ➤ Unit Project

Accommodations/Modifications:

> ➤ Provide step-by-step instructions
> ➤ Provide a checklists of expectations for self-monitoring
> ➤ Alter requirements to make projects more manageable
> ➤ Allow students to work with partners
> ➤ Select cooperative learning groups to ensure effective work and socialization skills

Black Horse Pike Regional School District Curriculum
Where inspiring excellence is our standard and student achievement is the result.

Course Name: Freshman Seminar   **Course Code: 000190**

PART I: UNIT 7 RATIONALE - Your Future, Your Choice
WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: **Freshman Seminar Unit 7 Your Future, Your Choice**	Unit Summary: In the unit on Your Future, Your Choice, students will begin exploring options that best fit their current interests and personal goals. Students will become familiar with general requirements related to specific options including 4-year public or private colleges/universities, 2-year private or public community colleges, job training/career/vocational/technical programs, apprenticeships community service programs such as job corps or americorps, the military, and entering the workforce. Students will engage in research and begin the process of developing a resume through Naviance to help them highlight their strengths and identify areas of interest to explore over the next three years of high school. During this unit, students will engage in activities related to the "H" theme of the "Learning to breathe" curriculum. They will refine those habits of mindfulness practices that they found most helpful for themselves in the prior themes of body, reflection, emotion, attention and/or tenderness.
Grade Level(s): 9	
Essential Question(s): ● What postsecondary options are available? ● What course or assessment requirements might be required for specific options? ● What inherent aptitudes or values might be required to meet specific options? ● What financial costs might be associated with specific options? ● What financial supports might be available for specific options? ● Why is it important to be involved in volunteer, extracurricular, or athletic activities during high school? ● How can mindfulness practices become healthy habits?	**Enduring Understanding(s):** 1. High school is a time for exploration. 2. Awareness of requirements for postsecondary options in advance supports one's ability to make decisions to successfully meet those requirements. 3. Being realistic about one's goals begins with recognizing one's possession of the general aptitudes required for such a goal. 4. Understanding the financial costs associated with one's goals helps one measure the realistic attainability of those goals. 5. Awareness of financial supports and aid is crucial information that can reduce costs associated with postsecondary goals. 6. Volunteer work, participation in extracurricular activities, and/or participation in athletics can enhance the high school experience through healthy interpersonal relationships, develop a sense of belonging in the school community, and may improve opportunities for postsecondary options. 7. Training the mind to respond (proactively) rather than reactively is one way to stop the flight-or-fight response to stressors. Additional benefits from repeated mindfulness practices can include: higher brain function, increased immune function, lowered blood pressure, lowered heart rate, increased awareness, increased attention and focus, decreased anxiety, increased sense of calm, and an experience of feeling connected.

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 post-secondary school options are available to students.	1. WORK.K-12.9.1.A.b
2. Students will describe how personal secondary school options change based on the choices a student makes now.	2. WORK.K-12.9.1.A.b, WORK.K-12.9.1.B.2
3. Students will be able to explain how personal life choices such as failing a class, behavior, and use of drugs and alcohol could be a detriment to their higher education goals.	3. WORK.K-12.9.1.A.b, WORK.K-12.9.1.B.2
4. Students will utilize Naviance and other internet resources (Big Future) to develop a post-secondary plan and apply for college.	4. TECH.8.1.12.E.CS2, TECH.8.1.12.E.CS3
5. Students will compare the different types of colleges available to study.	5. VEDC.9-12.9.4.12.E.29
6. Students will compare and contrast various scholarships and other forms of financial aid for colleges and trade schools (Fastweb).	6. TECH.8.1.12.E.CS3, PFL.9.1.12. E.2
7. Students will select the physical environment and type of student life that fits personal preferences best for higher education.	7. WORK.K-12.9.2.A.a
8. Students will review different colleges and universities' admissions requirements.	8. 9.4.12.E.1
9. Students will evaluate personal ability to be accepted at different colleges and universities.	9. VEDC.9-12.9.4.12.E.65
10. Students will create and present a product highlighting the various opportunities, costs, and other elements for the college of their choice.	10. 9.4.12.E.36
11. Students will continue to incorporate mindfulness in their daily routines in order to maintain healthy habit.	11. HPE.2.2.12.B.CS1

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:

➢ News Articles
➢ School Policy
➢ Internet Research
➢ Broderick, Patricia C. (2013). *Learning to Breathe: A Mindfulness Curriculum for Adolescents to Cultivate Emotion Regulation, Attention, and Performance.*

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PART III: TRANSFER OF KNOWLEDGE AND SKILLS

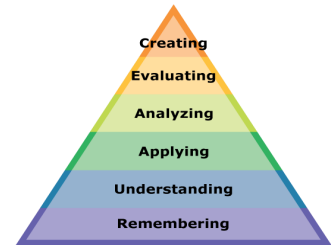### DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

1. Students will use the Naviance Program or Big Future website to identify and evaluate their possible college interests.

2. Students will complete personal inventory surveys to determine different attributes and values that are most important to them while picking a college or university.

3. Students will interact with each other to compare college and universities, and ask questions that perhaps the other has not yet considered.

4. Students will share their own experiences and that of friends and family relating to post-secondary options.

5. Students will do the activity "Message in A Bottle" under Theme H:Habits in Learning to breathe.

6. Students will research various trade school options.

7. Students will calculate the cost of attendance at a college or university of their choice.

8. Students will compare the cost of in state colleges/universities.

9. Students will review different colleges and universities to determine the possibilities of acceptance.

10. Students will do the activity "What I Wish For Myself" under Theme H:Habits in Learning to breathe to allow them to reflect on their intentions.

11. Students will create brochures and business cards can also be developed through Microsoft or Google Applications.

12. Guest Speaker(s): Counseling to talk about course selection (February); Alumni Day

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.
➢ Other unrehearsed teacher evaluations during class

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 student's expectations of DO NOW/slip questioning and show a model of what is expected.
➢ Modify supplemental materials for readability i.e. chunk material
➢ Extra space for responses

➢ Fill-In worksheets

Summative Assessments:

➢ Unit 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

Modifications:
➢ Key vocabulary words written on project expectations.

Performance Assessments:

➢ Unit Project

Accommodations/Modifications:

➢ Provide step-by-step instructions
➢ Provide a checklists of expectations for self-monitoring
➢ Alter requirements to make projects more manageable
➢ Allow students to work with partners
➢ Select cooperative learning groups to ensure effective work and socialization skills

Black Horse Pike Regional School District Curriculum

Where inspiring excellence is our standard and student achievement is the result.

Course Name: Freshman Seminar   **Course Code: 000190**

PART I: UNIT 8 RATIONALE - Personal Empowerment

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: **Freshman Seminar** Unit 8 Personal Empowerment **Grade Level(s): 9**	**Unit Summary**: The Personal Empowerment unit will have students exploring the "E" theme of the "Learning to breathe" curriculum. Students will recognize how mindfulness techniques have enhanced their self-awareness and self-management. Students will monitor their own learning by developing short-term goals to ensure grade level promotion and become aware of opportunities to challenge themselves further. Students will be introduced to all standardized assessments that are required, or available, throughout their high school experience and understand which assessments are linked to their graduation requirements. They will recognize their own emotions related to testing and learn how to reduce stress, manage test-taking anxiety, and employ strategies to perform their best on assessments. Students will monitor their own progression towards their own personal expectations in all their courses. They will adjust their study habits, as needed, to ensure that they on track for their own success. The year will end with students reviewing and/or revising their own personal goals to reflect a deeper sense of purpose for learning throughout high school and their own adult life.
Essential Question(s): ● Why is mindfulness essential to well-being? ● How can students rise to the challenge of their best academic self? ● What standardized assessments are required, or available in high school? ● How can understanding the assessment design and platform raise performance on assessments? ● How can doing one's best each and everyday have a positive effect on overall performance? ● Why is personal accountability important?	**Enduring Understanding(s):** 1. Mindfulness expands one's personal repertoire for stress management while successfully regulating emotion to enhance academic performance. 2. Throughout high school, students can shift from a college prep level to an accelerated level, or from an accelerated level to an honors/AP level based on their personal effort, desires, and goals for academic performance. 3. High school graduation requirements are directly related to course expectations, attendance expectations, and standardized test assessment expectations. 4. There are many techniques to manage and reduce test anxiety, including being prepared, getting a good night's sleep, possessing a positive mental attitude, reading carefully, understanding the test platform, visualization, relaxation, and using calm breathe to focus. 5. Personal accountability is the awareness that you are fully responsible for yourself; owning your actions and the consequences associated with them. Personal accountability is a choice, a mindset, and an expression of integrity.

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 continue to mindfulness practice on a daily basis to help manage stress management and regulate their emotions in order to enhance their academic performance.	1. 9.4.12.E.65
2. Students will learn how to make a study schedule and establish a routine for completing assignments and activities that will help to prepare students for testing.	2. WORK.9-12.9.1.12 B.4.c
3. Students will evaluate personal learning styles on Naviance.	3. 9.4.12.E.79 9.4.12.E.(1).3
4. Students will compare and contrast test taking strategies and determine which works best with their learning styles.	4. 9.4.12.E.9
5. Students will set goals for academic success.	5. WORK.9-12.9.1.12 B.4.f
6. Students will develop an understanding of strengths and weaknesses as a learner.	6. PER.K-12.PS:A1.10
7. Students will develop strong study habits and learn a variety of learning techniques.	7. WORK.9-12.9.2.12 B.3
8. Students will learn how to prepare for test and manage test anxiety.	8. 9.4.12.D.17, 9.4.12.E.25
9. Students will learn to understand test vocabulary, follow written and verbal directions.	9. 9.4.12.E.9
10. Students will learn how to manage time when taking a test.	10. 9.4.12.E.9
11. Students will learn strategies for answering objective test questions.	11. 9.4.12.E.13; 9.4.12.E.15
12. Students will learn strategies for answering short answer, open-ended questions and essay questions.	12. 9.4.12.E.15
13. Students will learn to read and interpret charts, graphs, and tables on a test.	13. 9.4.12.E.19
14. Students will reflect on their actions, responsibilities and goals made throughout the year and make changes for the upcoming school year.	14. 9.4.12.E.66; 9.4.12.D.73

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:

> ➤ News Articles
> ➤ School Policy
> ➤ Internet Research
> ➤ Broderick, Patricia C. (2013). *Learning to Breathe: A Mindfulness Curriculum for Adolescents to Cultivate Emotion Regulation, Attention, and Performance.* Chapter 6 Theme R: Reflections & Chapter 10 Theme H: Habits

Students will participate in the following technology:

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

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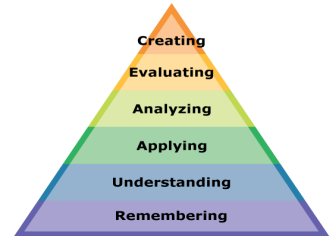**DESCRIBE THE LEARNING EXPERIENCE.**
How will students uncover content and build skills.

1. Students will construct a study guide of the major points to be covered in a test, form the class notes and textbook.
2. Students will predict test questions using notes and text.
3. Students will learn to do mindfulness breathing activities.
4. Students will share their own experience test taking strategies.
5. Students will create a poster of best practice test strategies, note taking, study habits and mental management.
6. Students will form groups and look at different types of test question and create a strategy of how to answer the test question – multiple choice, short answer, fill in blank, open-ended, vocabulary recognition.
7. Students will form groups and create a test taking strategy brochure.

8. Guest Speaker: NHS Student to speak with students to help them prepare for the PARCC Test.

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
➢ Other unrehearsed teacher evaluations during class

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 student's expectations of DO NOW/slip questioning and show a model of what is expected.
➢ Modify supplemental materials for readability i.e. chunk material
➢ Extra space for responses
➢ Fill-In worksheets

Summative Assessments:

➢ Unit 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 unit project according to rubric standards.

Accommodations/Modifications:

➤ Explain rubric in its entirety.

Freshman Seminar
New Jersey Student Learning Standards

9.1 PERSONAL FINANCIAL LITERACY
CONTENT AREA: 21st CENTURY LIFE AND CAREERS

STRAND A : Income and Careers

9.1.12.A.1 Differentiate among the types of taxes and employee benefits.

STRAND D: Planning, Saving and Investing

9.1.12.D.1 Calculate short- and long-term returns on various investments (e.g., stocks, bonds, mutual funds, IRAs, deferred pension plans, and so on).

STRAND E: Becoming a Critical Consumer

9.1.12.E.2 Analyze and apply multiple sources of financial information when prioritizing financial decisions.

9.4 EDUCATION AND TRAINING
CONTENT AREA: CTE

STRAND E: CRITICAL AND CREATIVE THINKING STRATEGIES FACILITATE INNOVATION AND PROBLEM-SOLVING INDEPENDENTLY AND IN TEAMS

9-12.9.4.12.E.1 Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.

9-12.9.4.12.E.9 Demonstrate knowledge of a range of assessment methods to enhance learner achievement.

STRAND E: ALL CLUSTERS RELY ON EFFECTIVE ORAL AND WRITTEN COMMUNICATION STRATEGIES FOR CREATING, EXPRESSING, AND INTERPRETING INFORMATION AND IDEAS THAT INCORPORATE TECHNICAL TERMINOLOGY AND INFORMATION.

9-12.9.4.12.E.13 Locate, organize, and reference written information from various sources to communicate with others.

9-12.9.4.12.E.15 Use correct grammar, punctuation, and terminology to write and edit documents.

9-12.9.4.12.E.18 Apply active listening skills to obtain and clarify information.

9-12.9.4.12.E.19 Develop and interpret tables, charts, and figures to support written and oral communications.

9-12.9.4.12.E.25 Identify reading strategies within content areas that enhance learner achievement.

STRAND E: CRITICAL AND CREATIVE THINKING STRATEGIES FACILITATE INNOVATION AND PROBLEM-SOLVING INDEPENDENTLY AND IN TEAMS

9-12.9.4.12.E.26 Employ critical thinking skills (e.g., analyze, synthesize, and

9-12.9.4.12.E.29 Conduct technical research to gather information necessary for Decision-making.

STRAND E: TECHNOLOGY IS USED TO ACCESS, MANAGE, INTEGRATE, AND DISSEMINATE INFORMATION.

9-12.9.4.12.E.36 Operate presentation applications to prepare and deliver presentations.

STRAND E: EMPLOYABILITY SKILLS AND CAREER AND ENTREPRENEURSHIP OPPORTUNITIES BUILD THE CAPACITY FOR SUCCESSFUL CAREERS IN A GLOBAL ECONOMY

9-12.9.4.12.E.65 Identify and demonstrate positive work behaviors and personal qualities needed to succeed.

9-12.9.4.12.E.66 Develop a Personalized Student Learning Plan to meet career goals and objectives.

STRAND E: TECHNICAL KNOWLEDGE AND SKILLS PLAY A ROLE IN ALL CAREERS WITHIN THE CLUSTER AND PATHWAY.

9-12.9.4.12.E.77 Employ information management techniques and strategies to assist in decision-making.

9-12.9.4.12.E.78 Employ planning and time management skills and tools to enhance results and complete work tasks.

9-12.9.4.12.E.79 Assess and select instructional strategies that enhance learner achievement.

STRAND E: PROFESSIONAL SUPPORT SERVICES

9-12.9.4.12.E.(1).3 Identify and describe ways that the needs of learners can be used to enhance learner achievement.

9.4 BUSINESS, MANAGEMENT, AND ADMINISTRATION

CONTENT AREA: CTE

STRAND D : Critical and creative thinking strategies facilitate innovation and problem-solving independently and in teams.

9-12.9.4.12.D.17 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.

STRAND D : Technical knowledge and skills play a role in all careers within the cluster and pathway.

9-12.9.4.12.D.73 Plan, implement, monitor, and evaluate projects.

9.4 HUMAN SERVICES

CONTENT AREA: CTE

STRAND J :PERSONAL CARE SERVICES

9-12.9.4.12.J.(3).9 Interpret and evaluate client satisfaction and propose solutions, procedures, and products to enhance future services and client interactions.

9.4 SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

CONTENT AREA: CTE

STRAND O : Technology is used to access, manage, integrate and disseminate Information.

9-12.9.4.12.O.22 Employ technological tools to expedite workflow.

9.4 EDUCATION & TRAINING

CONTENT AREA: CTE

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

STRAND ED-ADMIN : Administration and Administration Support

9.3.12.ED-ADM.8 Apply internal and external resources to meet the learning organization's objectives and learner needs.

STRAND ED-PS : Professional Support Services

9.3.12.ED-PS.2 Implement methods to enhance learner success.

9.3.12.ED-PS.3 Identify resources and support services to meet learners' needs.

9.3.12.ED-PS.4 Identify resources and support services available in the learning organization to enhance the learning environment.

STRAND ED-TT : Teaching/Training

9.3.12.ED-TT.5 Establish a positive climate to promote learning.

CAREER EDUCATION AND CONSUMER, FAMILY

CONTENT AREA: NJ Standards Clarification

      STRAND WORK: Career Awareness and Planning

            WORK.K-12.9.1.A.b Why do I need a career plan? How do I communicate this information to post-secondary institutions and employers?

      STRAND WORK: Critical Thinking

            WORK.K-12.9.2.A.a How do I decide or make choices?

      STRAND WORK: Employability Skills

            WORK.K-12.9.1.B.2 Personal actions today and tomorrow may have an effect on future employment.

            WORK.9-12.9.1.12 B.4.a How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers?

            WORK.9-12.9.1.12 B.4.f

      STRAND WORK: Self-Management

            WORK.K-12.9.2.B.1 Personal attitudes, behaviors, knowledge and skills promote self awareness, personal responsibility and self-direction.

            WORK.9-12.9.2.12 B.3

      STRAND WORK: Interpersonal Communication

            WORK.K-12.9.2.C.a How do I best communicate?

K-12 COUNSELING STANDARDS ASCA

CONTENT AREA: COUNSELING

      STRAND PERS.K.12.PS:A1 : Acquire Self-Knowledge

            K-12.PS:A1.6 Distinguish between appropriate and inappropriate behavior

K-12 COLLEGE AND CAREER-READINESS STANDARDS FOR EVERY STUDENT

CONTENT AREA: AMERICAN SCHOOL COUNSELOR ASSOCIATION MINDSETS AND BEHAVIORS FOR STUDENT SUCCESS

      STRAND PERS.K.12.1 : Mindset Standards

            K-12.1.6 -Positive attitude toward work and learning

      STRAND PERS.K-12.2.B : Self-Management Skills

            K-12.2.B.7 Demonstrate effective coping skills when faced with a problem

      STRAND PERS.K-12.2.C :Social Skills

            K-12.2.C.8 Demonstrate advocacy skills and ability to assert self, when Necessary

Comprehensive Health and Physical Education

Standard 2.1 Wellness:

   Strand A Personal Growth and Development

   HPE.2.1.12.A.CS1 Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

   HPE.2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness

   Strand E Social and Emotional Health

   HPE.2.1.12.E.CS1 Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.

   HPE.2.1.12.E.1 Predict the short- and long-term consequences of unresolved conflicts

   HPE.2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis

   HPE.2.1.12.E.CS2 Stress management skills impact an individual's ability to cope with different types of emotional situations.

   HPE.2.1.12.E.4 Develop a personal stress management plan to improve/maintain wellness

Standard 2.2 Integrated Skills

   Strand A. Interpersonal Communication

   HPE.2.2.12.A.CS2 Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

   HPE.2.2.12.A.2 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

   Strand B Decision Making and Goal Setting

   HPE.2.2.12.B.CS1 Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.

   HPE.2.2.12.B.2 Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

   Strand C Character Development

   HPE.2.2.12.C.CS2 Core ethical values impact behaviors that influence the health and safety of people everywhere.

Standard 2.4 Human Relationships and Sexuality

Strand A Relationships

HPE.2.4.12.A.CS1 Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.

HPE.2.4.12.A.CS2 Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.

HPE.2.4.12.A.5 Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).

Standard 2.5.B Strategy

2.5.12.B.2 Apply a variety of mental strategies to improve performance.

8.1 Educational Technology

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.B.CS2 Create original works as a means of personal or group expression.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.C.CS1 Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.12.C.CS2 Communicate information and ideas to multiple audiences using a variety of media and formats.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.

E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.12.E.CS2 Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.12.E.CS3 Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.

TECH.8.2.12.A.CS1 The characteristics and scope of technology.

B. Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.

TECH.8.2.12.B.CS1 The cultural, social, economic and political effects of technology

TECH.8.2.12.B.5 Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.