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Content Area: **Sample Content Area**
Course(s): **Sample Course**
Time Period:
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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

9th Grade

School Counseling

Belleville Board of Education

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9th Grade Monthly Units

CCSS/NJCCCS

LA.9-10.CCSS.ELA-Literacy.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.9-10.CCSS.ELA-Literacy.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.9-10.CCSS.ELA-Literacy.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Exit Skills

1. Problem Solving

2. Decision Making

3. Tolerence

4. Goal Setting

5. Self Advocacy

6. Reasoning

7. Study Skills

8. Evaluating Skills

9. Self Respect

10. Anger Management

11. Self Esteem

Enduring Understanding

Essential Questions

Month	Essential Questions
September	What are my responsibilites to my school and my role in helping cultivate a positive school environment?
October	What is HIB, how do we create an environment where everyone knows this is not tolerated?
November	What are the relationships with peers and adults built on and how how do they impact decision making and choices?
December	How do the decisions I make affect my future?
January	Are some behaviors more appropraite in some environments and not others? What are the differences between long and short term goals?
February	What makes you a unique and worthy individual?
March	Should you treat others the way you want to be treated? Who or why not?
April	How is being fair to others also showing fairness to yourself?
May	What quaities would you look for in a person that you would hire to work for you?

June	How can you prepare to be successful in the remaining years of high school?

Learning Objectives

Month	Objective
September	Acknowledge change and utilize skills to address transition
October	Understand legal issues related to harassment and discrimation
November	Discuss the importance of responsibilty, dependability, punctuality, integrity, and the effort in the workplace
December	Identify and analyze the importance of generating alternatives to decisions they make
January	Recognize that everyone has rights and responsibilities
February	Recognize, accept and appreciate individual and cultural differences
March	Identify attitudes and behaviors that influence successful learning
April	Demonstrate cooperative behavior in groups
May	Learn about a variety of traditional and non traditional occupations
June	Identify personal skills, interests and abilities and relate them to current career choices

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State

Standards http://www.state.nj.us/education/modelcurriculum/success/math/k2/

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)

- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- marking students’ correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- Admit Tickets
- Anticipation Guide
- Common benchmarks

- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

Pre-Referral Inervention Manual

Occupation Outlook Handbook

Belleville Program of Studies

Navaince

Powerschool

ASCA

Sample Lesson

One Lesson per Curriculum must bein this lesson plan template. I.e. one lesson in one unit

Unit Name:

CCSS/NJCCCS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: