Freshman Foundations: Cover Page

Content Area: **Social Studies**
Course(s):
Time Period: **1st Semester**
Length: **Semester Course**
Status: **Not Published**

Course Overview

This course aims to empower incoming freshmen to thrive in the exciting but challenging environment of Sayreville War Memorial High School. Students will engage in interactive activities and self-discovery, gaining a comprehensive understanding of the school, its staff, their classmates, and themselves.

The classroom environment will emphasize the importance of goal-setting and gratitude, and students will read "The Seven Habits of Highly Effective Teens," a fundamental resource for developing essential life skills. Additionally, students will focus on improving their reading, studying, and test-taking abilities. Beyond academics, the course will provide students with valuable life and leadership skills.

Throughout the semester, esteemed faculty members will offer their expertise as guest speakers. Administrators, guidance counselors, and various individuals and stakeholders will provide insights and support.

The course is centered around self-discovery, as students will work to identify their unique interests, strengths, and talents. Through this exploration, they will better understand their future academic path, career aspirations, and life goals. By the end of this course, students will be well-equipped to navigate the high school environment with confidence, purpose, and a vision for a successful future.

Course Name, Length, Date of Revision and Curriculum Writer

Freshman Foundations

Semester

8/18/2024, Kevin Bloom and Matthew Van Doren

Course Description

This course aims to empower incoming freshmen to thrive in the exciting, but challenging environment of Sayreville War Memorial High School. Students will engage in interactive activities and self-discovery, gaining a comprehensive understanding of the school, its staff, their classmates, and themselves.

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The course is centered around self-discovery, as students will work to identify their unique interests, strengths, and talents. Through this exploration, they will gain a clearer vision for their future academic path, career aspirations, and life goals. By the end of this course, students will be well-equipped to navigate the high school environment with confidence, purpose, and a vision for a successful future.

Table of Contents
<u>**Units**</u>

Unit 1: Introduction to Sayreville War Memorial High School & Introduction to the 7 Habits

Content Area: **Social Studies**
Course(s):
Time Period: **1st Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This curriculum unit is designed to help freshman students transition smoothly into high school by introducing them to key resources, including their school environment and The 7 Habits of Highly Effective Teens by Sean Covey. The unit will focus on building essential skills, fostering a positive mindset, and promoting personal growth. Through interactive activities and discussions, students will explore the habits that contribute to success in school and beyond. The unit concludes with a focus on paradigms and principles, emphasizing the importance of mindset and core values in personal and academic success. This unit will set a positive tone for the school year, equipping students with the tools and mindset they need to navigate high school successfully.

Enduring Understandings

1. Effective habits and principles shape our choices, interactions, and ultimately our success in school and life. Success in high school is a personal journey defined by individual goals, values, and efforts.

2. Introduce students to the high school environment, including important resources such as guidance counselors, academic support, extracurricular opportunities, and school policies. High school offers a variety of resources and opportunities that can support students in achieving their goals.

3. Familiarize students with the core concepts of The 7 Habits of Highly Effective Teens and how these habits can provide practical strategies for personal and academic growth to help enhance their high school experience

4. Develop a sense of community among freshmen through collaborative activities and discussions.

Essential Questions

1. What does it mean to be successful in high school, and how can I define success for myself?

2. What are the 7 Habits of Highly Effective Teens, and how can they help me achieve my goals?

3. How can I use the resources available at my high school to support my academic, social, and personal growth?

4. Why do we follow rules? Because it is the "right" thing to do or because we are afraid of consequences?

5. What are habits and paradigms, how do they shape our world?

Summative Assessment and/or Summative Criteria

- Verbal and Written Responses to Lesson Questioning - quality and quantity of responses
- Presentations
- Interviews
- Self-Evaluations
- Peer Evaluations
- Learning Logs
- Journaling- Based on the 7-Habbits
- Formal Assessments - tests, quizzes,
- Creation of Charts, Diagrams and other student learning evidence

Resources

The 7 Habits of Highly Effective Teens by Sean Covey

The 7 Habits of Highly Effective Teens Personal Workbook

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Introduction to Freshman Foundations, Habit, and Classroom Expectations 3-4 days	Students will gain a clear understanding of schoolwide and classroom expectations. Students will be able to identify and define the 7 effective habits	Define Habit as a class. Compile a list of classroom expectations you like and don't like. Introduction to the 7 Habits: 1. Being Proactive 2. Beginning with the End in Mind 3. Putting First Things First 4. Thinking Win-Win 5. Seeking First to Understand, Then to be Understood 6. Synergizing 7. Sharpening the Saw. A series of interactive lessons introducing each of the 7 Habits using real-life examples, short videos, and group discussions to illustrate each habit. Habit Journal Activity: students will focus on one of the habits from Covey's book. They will write in journals about how they can apply the habit to their own lives, both in school and outside of it. These reflections can be shared in small groups or with the whole class to	Completion of daily assignments Quality and quantity of student responses to daily lesson discussions Presentation skills in group projects. Vocabulary Quizzes Habit Journal Entry

		foster discussion and deeper understanding.	
Introduction to Sayreville War Memorial High School 2-3 days	Students will describe the school's key policies, including attendance, dress code, academic integrity, and technology use. Students will demonstrate an understanding of the school's disciplinary procedures and the importance of following school rules. Students will understand the differences between middle school and high school expectations, including academic rigor and personal responsibility. Students will explore the school's culture, including its values, traditions, and expectations for student behavior.	Policy Jeopardy: Create a Jeopardy-style game where students answer questions about school policies and procedures. Categories could include Attendance, Dress Code, Academic Integrity, etc. Role-Playing Scenarios: Present students with common high school situations (e.g., being late to class, using a phone during school hours) and have them role-play how they would handle each scenario according to school policies. Middle School vs. High School Comparison Chart: Have students work in groups to create a comparison chart between middle school and high school expectations. They can discuss areas such as homework, testing, teacher-student relationships, and social dynamics. Goal-Setting Workshop: Conduct a workshop where students set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals for their high school journey. Encourage them to think about both academic and personal goals and create an action plan to achieve them.	Completion of daily assignments Quality and quantity of student responses to daily lesson discussions Presentation skills in group projects.
Creating a Well-Rounded and Supported Student 2-3 days	Students will identify and explain how to access and utilize available academic support services effectively. Students will evaluate the various extracurricular	Resource List and/or Fair: Set up a mini-resource fair where representatives from various academic support services (e.g., tutoring, study groups, library services) set up booths. Students rotate through each booth to learn about the services and ask questions.	Completion of daily assignments Quality and quantity of student responses to daily lesson discussions Presentation skills in

| | | activities, clubs, and sports available, and identify those they are interested in joining.

Students will set personal goals for their high school experience and outline strategies to achieve them. | Support Service Case Study: Provide students with a case study of a struggling student. They must identify which school support services could help and explain why those services are appropriate.

Club Carousel: Host a "club carousel" where representatives from different clubs and sports teams give short presentations about their activities. Students can rotate through the presentations and sign up for any that interest them.

Culture Wall: Have students contribute to a "Culture Wall" where they post what they've learned about the school's values and traditions. They can include drawings, photos, or written descriptions. | group projects. |
|---|---|---|---|
| Introduction to OnCourse

1-2 day(s) | Students will be able to navigate Oncourse effectively. | Assignments that involve Oncourse usage. | Completion of daily assignments

Quality and quantity of student responses to daily lesson discussions |
| School Scavenger Hunt

1-2 day(s) | Help students become familiar with key locations and resources in the school. | Students will be divided into small groups and given a list of important locations (e.g., guidance counselor's office, library, gym, cafeteria). Each group will complete a scavenger hunt, finding and learning about each location. The activity will conclude with a discussion on how these resources can support their success in high school. | Completion of scavenger hunt related assignments

Quality and quantity of student responses to daily lesson discussions |
| Paradigms & Principles | Students will be able to define paradigms. | Personality "Bank Account" Activity: Students will keep track of the positive and negative actions they | Reflection journal entries on choices and consequences. |

2-3 days	Educate students on the importance of their perspectives (paradigms) and guiding values (principles) in shaping their high school experience and beyond. Students will be able to determine their life center. Students will be able to identify and analyze the principles they hold.	take during a regular day or extended period of time. Paradigm Shift Activity: A lesson on paradigms where students explore different perspectives through optical illusions, stories, or case studies, followed by a discussion on how paradigms influence behavior and decision-making. Principles Discussion and Poster Creation: Students identify their core values (principles) and create posters that visually represent these principles, explaining how they will guide their actions in high school.	Completion of daily assignments Quality and quantity of student responses to daily lesson discussions Vocabulary Quizzes

Standards

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure

| SEL.PK-12.5.5 | Identify who, when, where, or how to seek help for oneself or others when needed |
| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |

Suggested Modifications for Special Education, ELL and Gifted Students

Special Education Students:*
Collaboration between Content Education and Special Education teachers
Preferential seating
Printed and highlighted notes
Modified test/quizzes/worksheets/written assignments
Repetition of directions and refocus activities
Read test/quiz/assessment questions orally if needed
Allow for more time on assessments and assignments

ELL/MLL Students:
Collaboration between Content Education and ELL teachers
Use of audio tapes when applicable
Use of translation dictionary when applicable
Provide for oral performance
Allow use of computer or other technological device
Highlight notes
Use of graphic organizers
Peer liaison
Visual aids

Gifted Students:
Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
Provide other outside sources (media, content, community) for further study that are thematic in nature
Promote self-directed and self-initiated learning
Allow for the development of productive thinking skills to allow students to generate new knowledge

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Use

Chromebooks, OnCourse, Online textbook resources

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 2: Being Proactive

Content Area: **Social Studies**
Course(s):
Time Period: **1st Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

The unit aims to empower and help students understand the importance of taking initiative, making thoughtful choices, and assuming responsibility for their actions. Through interactive scenarios, the use of human tools, discussions, and reflective activities, students will explore the connection between choices and consequences, develop proactive behaviors, and understand the importance of taking initiative and assuming responsibility for their actions. This unit will help students apply proactive strategies in their daily lives, both in and out of school.

Enduring Understandings

1. Proactivity is a key habit that empowers individuals to take control of their lives and make intentional choices that lead to positive outcomes.

2. The choices we make directly impact the consequences we face, and taking responsibility for those choices is essential for personal growth.

3. You have the power to choose your response to any situation.

4. Understanding what is within our control allows us to focus our efforts on making proactive decisions that improve our circumstances.

5. Being proactive involves anticipating challenges and responding thoughtfully rather than reacting impulsively.

6. Assuming responsibility for our actions builds character and helps us develop resilience in the face of adversity.

Essential Questions

1. What does it mean to be proactive, and how does it differ from being reactive?

2. What influences our choices?

3. How do the choices I make affect the outcomes I experience, and why is it important to consider the consequences of my actions?

4. In what ways can I take responsibility for my actions, and how does doing so impact my personal and academic life?

5. What can I control in my life, and how can focusing on these aspects help me make better decisions?

6. How can being proactive help me achieve my goals and navigate challenges more effectively?

Summative Assessment and/or Summative Criteria

- Verbal and Written Responses to Lesson Questioning - quality and quantity of responses
- Presentations
- Interviews
- Self-Evaluations
- Peer Evaluations
- Learning Logs
- Journaling
- Formal Assessments - tests, quizzes,
- Creation of Charts, Diagrams and other student learning evidence

Resources

The 7 Habits of Highly Effective Teens by Sean Covey

The 7 Habits of Highly Effective Teens Personal Workbook

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Making Choices (5 days)	Define proactivity and its impact on success. Illustrate the connection between choices and their consequences. Recognize choices and their consequences but	Interactive scenarios - Students are presented with choice-based scenarios to act out and have to and choose their response. Follow up examination about the potential impacts of their choice and how alternative choices could alter the result of the scenario. "Circle of Control" activity - Students identify what they can influence and control. Students will gain a perspective that while many outcomes are beyond their control; making smart, logical decisions can help to minimize unintended consequences.	Reflection journal entries on choices and consequences. Presentation skills in group projects. Vocabulary Quizzes Completion of daily

			assignments
	also what is in their control.	Choice and Consequence Mapping Activity: Students will brainstorm common choices they make in school (e.g., choosing to study vs. procrastinating) and map out potential positive and negative consequences of each choice. This activity will be followed by a discussion on how being proactive can lead to better outcomes.	Quality and quantity of student responses to daily lesson discussions
	Identify areas for taking greater responsibility	"The Choice Chain Reaction" Activity: Briefly discuss how every choice we make has consequences, both positive and negative. Divide the class into pairs. Each pair gets construction paper and markers. Instruct them to create a chain reaction illustration: On the first paper, draw a person making a choice (e.g., studying for a test vs. watching TV). On subsequent papers, illustrate the consequences of each choice (e.g., good grade on test vs. low grade on test). Connect the papers with string to show the chain reaction. Have pairs share their chain reactions with the class. Ask follow-up questions like: What are some situations where you may have different choices? **Additional Activities:** Guest Speakers: Invite Counselors or Building/District Administrators to speak to students on topics related to positive decision making.	
Assuming Responsibility (5 days)	Define proactivity, recognize choices and consequences. Identify areas for taking greater responsibility.	"The Island Scenario" Activity: Briefly introduce the concept of proactivity and its meaning (taking initiative and responsibility). Imagine you're stranded on a deserted island. You have limited resources (write these on the board, e.g., water bottle, blanket, flashlight). Divide the class into small groups. Each group receives a list of additional resources that could wash ashore (e.g., fishing pole, first-aid kit, signal mirror). Each group needs to prioritize the resources in terms of their	Reflection journal entries on choices and consequences. Presentation skills in group projects.

	Compare and contrast proactive and reactive language.

Help students understand the difference between proactive and reactive behaviors. | importance for survival (most important first). Groups discuss and justify their choices using sticky notes on the whiteboard. After all groups share, discuss the concept of proactive thinking - how prioritizing resources on land demonstrates taking initiative for survival. Ask follow-up questions like: What resources could you use to find food or water? How could your choices today impact your chances of survival tomorrow? How does this scenario relate to real-life situations?

"Responsibility Spectrum" Activity: Briefly discuss the difference between proactive behavior and reactive behavior. (Proactive - taking initiative, Reactive - responding to situations). Draw a responsibility spectrum on the whiteboard with "Reactive" on one end and "Proactive" on the other. Brainstorm situations students face at school and at home (e.g., finishing homework, cleaning their room, participating in class). Using sticky notes, have students write down these situations and place them on the spectrum based on how proactive vs. reactive they are in addressing them. Discuss as a class why some situations may be more reactive and encourage suggestions on how to approach them more proactively. Ask follow-up questions like: What are some areas where you can be more proactive in your daily routine? How can taking responsibility for your actions help you achieve your goals? How can being proactive benefit both you and others around you? How can taking responsibility for your choices lead to positive consequences? Are there times when external factors affect the outcome of a choice? (e.g., unexpected illness)

Proactivity vs. Reactivity Scenarios: Help students understand the difference between proactive and reactive behaviors. Present students with various scenarios (e.g., dealing with a difficult classmate, managing time before a big test). In small groups, students will discuss how they could respond reactively or proactively to each situation. The class will then discuss the benefits of proactive responses. | Vocabulary Quizzes

Completion of daily assignments

Quality and quantity of student responses to daily lesson discussions |

		Discuss the Four Human Tools and give students a scenario to reflect on how they might handle the situation. **Additional Activities:** Guest Speakers: Invite Counselors or Building/District Administrators to speak to students on topics related to assuming responsibility and means to govern a responsible lifestyle	

Standards

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
ELA.SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships

SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Suggested Modifications for Special Education, ELL and Gifted Students

Special Education Students:*
Collaboration between Content Education and Special Education teachers
Preferential seating
Printed and highlighted notes
Modified test/quizzes/worksheets/written assignments
Repetition of directions and refocus activities
Read test/quiz/assessment questions orally if needed
Allow for more time on assessments and assignments

ELL/MLL Students:
Collaboration between Content Education and ELL teachers
Use of audio tapes when applicable
Use of translation dictionary when applicable
Provide for oral performance
Allow use of computer or other technological device
Highlight notes
Use of graphic organizers
Peer liaison
Visual aids

Gifted Students:
Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
Provide other outside sources (media, content, community) for further study that are thematic in nature
Promote self-directed and self-initiated learning
Allow for the development of productive thinking skills to allow students to generate new knowledge

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Use

iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app, Google apps, iAmerica app, Microsoft Office apps

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 3: Beginning With the End in Mind

Content Area: **Social Studies**
Course(s):
Time Period: **1st Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This unit empowers students to take ownership of their future by exploring their personal values, setting meaningful goals, and discovering career paths that align with their unique interests and talents. The unit will also focus on career exploration, helping students identify their talents and interests, and develop a personal mission statement. Through a combination of self-reflection exercises, career exploration activities, and inspiring guest speakers, students will gain clarity and a deeper understanding of themselves while discovering and developing the vast array of possibilities available to them. This unit will help students develop a strong sense of self, guiding them as they begin to make more intentional and informed decisions about their future goals and career paths.

Enduring Understandings

1. A clear vision and a set of core values are essential for setting meaningful and achievable goals.

2. Define your values and goals to guide your actions and decisions.

3. Understanding one's talents and interests is key to making informed decisions about future career paths.

4. A personal mission statement can provide direction and motivation, helping individuals stay true to their values and aspirations.

5. Effective goal-setting involves aligning goals with one's vision, values, and strengths, and using a structured approach like SMART goals to ensure success.

6. Taking the time to explore and reflect on one's interests and values early on can lead to more fulfilling and intentional life choices.

Essential Questions

1. What are my core values, and how do they influence the decisions I make and the goals I set?

2. How can understanding my talents and interests help me explore potential career paths?

3. What is a personal mission statement, and how can it guide my actions and decisions?

4. How can I set effective goals that align with my vision, values, and strengths?

5. Why is it important to explore my vision and values at this stage of my life, and how can this exploration

shape my future?

Summative Assessment and/or Summative Criteria

- Verbal and Written Responses to Lesson Questioning - quality and quantity of responses
- Presentations
- Interviews
- Self-Evaluations
- Peer Evaluations
- Learning Logs
- Journaling- Based on the 7-Habits
- Formal Assessments - tests, quizzes,
- Creation of Charts, Diagrams and other student learning evidence

Resources

The 7 Habits of Highly Effective Teens by Sean Covey

The 7 Habits of Highly Effective Teens Personal Workbook

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Vision and Values 2-3 days	Identify personal values that drive decisions.	Values Auction: Provide students with a hypothetical budget and a list of values (e.g., honesty, creativity, adventure, financial stability). Have students "bid" on the values they deem most important, encouraging them to reflect on their priorities and trade-offs. Values Collage: Ask students to create a collage representing their core values using magazine clippings, drawings, or other visuals. This allows for a creative expression of their priorities. Values in Action: Share real-life scenarios or case studies where individuals make decisions based on their values. Have students analyze those situations and discuss how	Completion of daily assignments Quality and quantity of student responses to daily lesson discussions Reflection journal entries. Socratic Seminars. Presentations on relevant topics.

		values influence choices. **Additional Activities:** Guest Speakers: Invite successful professionals from various fields to share how their success came from their values and principles. Mentorship Programs: Establish mentorship opportunities where students can connect with professionals in their fields of interest for guidance and support to establish values.	
Goal Setting 2-3 days	Craft a personal mission statement reflecting goals and aspirations.	SMART Goals Workshop: Introduce the concept of SMART goals (Specific, Measurable, Achievable, Relevant, Time-Bound) and guide students through setting personal and academic goals using this framework. Vision Board: Have students create a vision board that visually represents their goals and aspirations. This helps them visualize their future and stay motivated. Goal Tracking: Provide students with tools (e.g., journals, digital apps) to track their progress towards their goals. Encourage regular reflection on their achievements and challenges. **Additional Activities:** Guest Speakers: Invite successful professionals from various fields to share their career journeys and offer advice to students. Mentorship Programs: Establish mentorship opportunities where students can connect with professionals in their fields of interest in order to create goals and plans to reach their profession.	Completion of daily assignments Quality and quantity of student responses to daily lesson discussions Reflection journal entries. Socratic Seminars. Presentations on relevant topics.
Career Exploration	Explore career options aligned with values	Career Interest Inventory: Administer career interest inventories or assessments to help students identify	Completion of daily assignments

2-3 days	and interests.	potential career fields that align with their interests and personality.	Quality and quantity of student responses to daily lesson discussions Reflection journal entries.
		Informational Interviews: Arrange for students to interview professionals in various fields to learn about different career paths, required skills, and day-to-day responsibilities.	Socratic Seminars.
		Job Shadowing: Organize opportunities for students to shadow professionals in their workplaces to gain firsthand experience and insights into different careers.	Presentations on relevant topics.
		Career Fair: Host a career fair where professionals from diverse fields can share information and interact with students.	
		Career Exploration Project: Students will research a career that interests them, including the skills required, education needed, and potential job opportunities. They will create a presentation or report summarizing their findings, which will be shared with the class. This activity will help students connect their current interests with future possibilities.	
		Additional Activities: Guest Speakers: Invite Counselors to speak to students on topics related to career searching and selection.	
		Mentorship Programs: Establish mentorship opportunities where students can connect with professionals in their fields of interest for guidance and support.	
Mission Statement Development 2-3 days		Mission Statement Examples: Share examples of inspiring personal mission statements from various individuals. Analyze their components and discuss their effectiveness.	Completion of daily assignments
		Guided Reflection: Provide students with prompts and questions to guide	Quality and quantity of student responses to daily lesson discussions

		their reflection on their values, goals, and aspirations. Mission Statement Development: After exploring their values, strengths, and goals, students will write a personal mission statement that encapsulates their vision for who they want to be and what they want to achieve. This statement will serve as a guiding principle for their decisions and actions moving forward. Drafting and Revision: Have students draft their mission statements, providing opportunities for peer feedback and revision. **Additional Activities:** Guest Speakers: Invite successful professionals from various fields to share their career journeys and offer advice to students. Mentorship Programs: Establish mentorship opportunities where students can connect with professionals in their fields of interest for guidance and support and create a mission statement that would allow students.	Reflection journal entries. Creation of a personal Mission Statement Presentations on relevant topics.
Talent Identification 2-3 days		Strengths Assessment: Utilize strengths assessments or tools to help students identify their natural talents and abilities. Feedback from Others: Encourage students to seek feedback from trusted individuals (e.g., family, friends, teachers) on their strengths and potential career paths. Talent Showcase: Organize a talent showcase where students can share their skills and passions with their peers. **Additional Activities:** Guest Speakers: Invite guidance	Completion of daily assignments Quality and quantity of student responses to daily lesson discussions Draft a list of talents and skills Reflection journal entries. Socratic Seminars. Presentations on

| | | counselors in to speak with students about career aptitude and how to identify their skills and talents.

Mentorship Programs: Establish mentorship opportunities where students can connect with professionals in their fields of interest for guidance and support. | relevant topics. |

Standards

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
ELA.SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.

ITEC.9-12.9.4.12.K.19	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
ITEC.9-12.9.4.12.K.55	Develop a Personalized Student Learning Plan to meet career goals and objectives.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Suggested Modifications for Special Education, ELL and Gifted Students

Special Education Students:*
Collaboration between Content Education and Special Education teachers
Preferential seating
Printed and highlighted notes
Modified test/quizzes/worksheets/written assignments
Repetition of directions and refocus activities
Read test/quiz/assessment questions orally if needed
Allow for more time on assessments and assignments

ELL/MLL Students:
Collaboration between Content Education and ELL teachers
Use of audio tapes when applicable
Use of translation dictionary when applicable
Provide for oral performance
Allow use of computer or other technological device
Highlight notes
Use of graphic organizers
Peer liaison
Visual aids

Gifted Students:
Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
Provide other outside sources (media, content, community) for further study that are thematic in nature
Promote self-directed and self-initiated learning
Allow for the development of productive thinking skills to allow students to generate new knowledge

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Use

iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app, Google apps, iAmerica app, Microsoft Office apps

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 4: Putting First Things First

Content Area: **Social Studies**
Course(s):
Time Period: **1st Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This unit focuses on empowering and equipping students with essential time management, organization, and prioritization skills. Students will learn strategies and develop skills on how to effectively manage their time, organize their tasks, utilize tools efficiently, and prioritize their efforts in order to achieve their goals and enjoy both personal and academic success. Through practical activities and reflective exercises, students will develop strategies to balance their responsibilities, enhance their study habits, and stay on track with their goals. This unit will help students gain practical skills in managing their time and tasks, setting them up for success in their academic pursuits and beyond.

Enduring Understandings

1. Effective time management and organization are critical skills that enable individuals to balance their responsibilities and achieve their goals.

2. Prioritizing tasks based on their importance and urgency helps in managing time efficiently and reduces stress.

3. An organized study environment contributes to better focus, productivity, and academic performance.

4. Setting realistic goals and creating actionable plans are essential for staying on track and meeting deadlines.

5. Developing strong study habits and techniques can lead to improved academic outcomes and lifelong learning skills.

Essential Questions

1. Why is time management important, and how can I use it to achieve my academic and personal goals?

2. How can I prioritize tasks effectively to ensure I focus on what is most important?

3. What strategies can I use to organize my study materials and environment for maximum productivity?

4. How can setting realistic goals and creating action plans help me manage my workload and meet deadlines?

5. What study habits and techniques can I develop to improve my academic performance and learning experience?

Summative Assessment and/or Summative Criteria

- Verbal and Written Responses to Lesson Questioning - quality and quantity of responses

- Presentations
- Interviews
- Self-Evaluations
- Peer Evaluations
- Learning Logs
- Journaling- Based on the 7-Habbits
- Formal Assessments - tests, quizzes,
- Creation of Charts, Diagrams and other student learning evidence

Resources

The 7 Habits of Highly Effective Teens by Sean Covey

The 7 Habits of Highly Effective Teens Personal Workbook

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks / Assessments
Time Management and Organization 6-7 days	Develop effective time management strategies. Increase self-awareness of current time allocation and identify areas for improvement. Connect time management to personal goals and aspirations, fostering intrinsic motivation.	Have students track their activities for a week, noting how much time they spend on various tasks (schoolwork, extracurriculars, leisure, etc.). Discuss common time traps and brainstorm strategies for minimizing distractions and maximizing productivity. Prioritization Matrix Activity: Introduce the Eisenhower Matrix (urgent/important) and have students categorize their tasks accordingly. Have students regularly review and adjust their goals and plans, promoting adaptability and self-regulation. Study and Organization Tools: Introduce a variety of study and organization tools (calendars, planners, to-do lists, note-taking apps, etc.) and have students experiment with them. **Additional Activities:** Guest Speakers: Invite successful professionals in to discuss time management strategies that	Completion of daily assignments ; time tracking chart Quality and quantity of student responses to daily lesson discussions Reflection journal entries. Socratic Seminars. Presentations on relevant topics.

		they have leveraged in their own career.	
Prioritizing Tasks, Time, and Effort 2-3 days	Prioritize tasks based on importance and urgency. Teach students to distinguish between urgent and important tasks, enabling them to prioritize effectively.	Discuss the importance of tackling important but not urgent tasks to avoid procrastination and last-minute stress. Goal Setting and Planning Activity: Guide students through setting SMART goals (Specific, Measurable, Achievable, Relevant, Time-Bound) and creating action plans with timelines. **Additional Activities:** Guest Speakers: Invite guidance counselors in to discuss and develop executive functioning skills to students.	Reflection journal entries. Completion of daily assignments Quality and quantity of student responses to daily lesson discussions

| Effective Studying and Academic Organization

4-5 days | Utilize study and organization tools efficiently.

Empower students to find tools that suit their individual preferences and learning styles.

Provide students with a toolbox of strategies they can apply to different situations and tasks. | Study Skills Boot Camp Activity: Students will rotate through stations where they learn and practice different study skills, such as active reading, note-taking methods, test preparation, and time-efficient reviewing. The boot camp will conclude with a discussion on how to integrate these skills into their regular study routine.

Share tips for effective tool usage, such as color-coding, breaking down large tasks, and setting reminders.

Time Management Strategies Activity: Present and discuss various time management techniques (e.g., Pomodoro Technique, time blocking, batching similar tasks).

Have students create personalized time management plans incorporating the strategies they find most helpful.

Screen time Reduction Challenge
https://www.youtube.com/watch?v=4TMPXK9tw5U

Additional Activities:
Guest Speakers: Invite NHS members in to discuss effective study skills as well as academic organization skills. | Completion of daily assignments

Create unique materials to aid in studying

Quality and quantity of student responses to daily lesson discussions

Reflection journal entries.

Socratic Seminars.

Presentations on researched study methods |

Standards

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
ELA.SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
ITEC.9-12.9.4.12.K.19	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
ITEC.9-12.9.4.12.K.55	Develop a Personalized Student Learning Plan to meet career goals and objectives.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Suggested Modifications for Special Education, ELL and Gifted Students

Special Education Students:*
Collaboration between Content Education and Special Education teachers
Preferential seating
Printed and highlighted notes
Modified test/quizzes/worksheets/written assignments
Repetition of directions and refocus activities
Read test/quiz/assessment questions orally if needed
Allow for more time on assessments and assignments

ELL/MLL Students:
Collaboration between Content Education and ELL teachers
Use of audio tapes when applicable
Use of translation dictionary when applicable
Provide for oral performance
Allow use of computer or other technological device
Highlight notes
Use of graphic organizers
Peer liaison
Visual aids

Gifted Students:
Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum

Provide other outside sources (media, content, community) for further study that are thematic in nature
Promote self-directed and self-initiated learning
Allow for the development of productive thinking skills to allow students to generate new knowledge

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Use

iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app, Google apps, iAmerica app, Microsoft Office apps

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

Unit 5: Thinking Win-Win

Content Area: **Social Studies**
Course(s):
Time Period: **1st Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This unit focuses on the identifying and developing the interpersonal skills necessary for effective teamwork and communication both inside and outside of the classroom environment. Students will learn techniques for successful collaboration, explore different forms of communication, and develop strategies for resolving conflicts and problems in order to build a positive and productive classroom environment. Through interactive activities and real-world scenarios, students will gain the tools to work effectively with others, communicate their ideas clearly, and handle disagreements constructively. This unit will help students develop the interpersonal skills necessary to work effectively with others, communicate clearly, and handle conflicts in a constructive manner, preparing them for success in both academic and personal settings.

Enduring Understandings

1. Collaboration and seeking mutually beneficial solutions lead to greater success.

2. Effective collaboration and communication are essential skills for success in both academic and personal relationships.

3. Understanding and adapting communication styles can improve interactions and prevent misunderstandings.

4. Conflicts are a natural part of relationships, and having strategies to resolve them constructively is key to maintaining healthy interactions.

5. All forms of communication, especially digital, requires careful consideration of tone, context, and audience to ensure messages are clear and appropriate.

6. Peer mediation can be a valuable tool for resolving conflicts in a way that respects all parties involved.

Essential Questions

1. How can we achieve win-win outcomes?

2. Why is effective collaboration important, and how can I contribute positively to a group?

3. How can I communicate my ideas clearly and respectfully in different situations?

4. What strategies can I use to resolve conflicts in a way that is constructive and respectful?

5. How does my communication style affect my interactions with others, and how can I adapt it to different situations?

6. What are the key considerations for effective communication in digital environments?

Summative Assessment and/or Summative Criteria

- Verbal and Written Responses to Lesson Questioning - quality and quantity of responses
- Presentations
- Interviews
- Self-Evaluations
- Peer Evaluations
- Learning Logs
- Journaling- Based on the 7-Habbits
- Formal Assessments - tests, quizzes,
- Creation of Charts, Diagrams and other student learning evidence

Resources

The 7 Habits of Highly Effective Teens by Sean Covey

The 7 Habits of Highly Effective Teens Personal Workbook

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Collaboration and Communication 3-4 days	Foster a collaborative and respectful classroom environment.	"Win-Win" vs. "Win-Lose" Scenarios Activity: Present various scenarios (e.g., group projects, sharing resources, resolving disagreements) and have students identify potential win-win and win-lose outcomes. Discuss the benefits and drawbacks of each approach, highlighting how win-win solutions foster positive relationships and long-term success. "Circle of Concern" vs. "Circle of Influence" Activity: Introduce the concept of the "Circle of Concern" (things we worry about but can't control) and the "Circle of Influence" (things we can control and influence). Have students brainstorm examples for each circle and discuss how focusing on their Circle of Influence can	Completion of daily assignments Quality and quantity of student responses to daily lesson discussions Reflection journal entries. Socratic Seminars. Group presentations on relevant topics.

		lead to more proactive and positive outcomes. "Empathy Walk" Activity: Have students write down a personal challenge or conflict they've experienced. Pair students up and have them "walk in each other's shoes" by sharing their experiences and actively listening to their partner's perspective. Discuss how empathy can lead to better understanding and win-win solutions.	
Effective Communication 3-4 days	Help students understand and practice different forms of communication. Communicate effectively to resolve conflicts constructively. Teach students the importance of appropriate communication in all forms and environments, especially digital environments.	Communication Styles Workshop Activity: Students will participate in a workshop that explores various communication styles, including assertive, passive, and aggressive communication. They will engage in role-playing activities to practice effective verbal and non-verbal communication, and learn how to adapt their style based on the situation and audience. Negotiation Role-Play Activity: Assign students roles in a negotiation scenario (e.g., buyer and seller, two friends with conflicting plans). Guide them through the negotiation process, emphasizing the importance of understanding each other's needs and finding common ground. Debrief the activity, highlighting successful negotiation strategies and win-win outcomes. Digital Communication Etiquette Activity: Students will explore the do's and don'ts of digital communication, including email	Demonstrations involving positive communication skills Completion of daily assignments Quality and quantity of student responses to daily lesson discussions Reflection journal entries. Socratic Seminars. Presentations on relevant topics.

		social media, and texting. They will participate in activities that highlight the impact of tone, word choice, and timing in digital messages. Students will also discuss the importance of maintaining a positive digital footprint. **Additional Activities:** Guest Speakers: Invite guidance counselors in to discuss effective communication skills.	
Conflict/Problem Resolution 3-4 days	Identify win-win solutions in team settings. Introduce students to peer mediation as a tool for resolving conflicts.	Collaborative Problem-Solving Challenges: Divide students into groups and present them with a challenge requiring teamwork and creative solutions (e.g., building a structure with limited materials, planning a class event). Encourage students to brainstorm ideas, listen actively to each other, and find solutions that benefit everyone in the group. Peer Mediation Program Activity: Students will learn about the concept of peer mediation and how it can be used to resolve conflicts among peers. They will participate in a mock mediation session, where they will take on the roles of mediator, disputant, and observer. This activity will help students understand the process of mediation and how it can be a peaceful way to resolve disagreements. **Additional Activities:** Guest Speakers: Invite expert speakers in to discuss conflict resolution and de-escalation practices.	Demonstrations involving positive conflict resolution techniques Completion of daily assignments Quality and quantity of student responses to daily lesson discussions Reflection journal entries. Socratic Seminars. Presentations on relevant topics.

Standards

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
ELA.SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Suggested Modifications for Special Education, ELL and Gifted Students

Special Education Students:*
Collaboration between Content Education and Special Education teachers
Preferential seating
Printed and highlighted notes
Modified test/quizzes/worksheets/written assignments
Repetition of directions and refocus activities
Read test/quiz/assessment questions orally if needed
Allow for more time on assessments and assignments

ELL/MLL Students:
Collaboration between Content Education and ELL teachers
Use of audio tapes when applicable
Use of translation dictionary when applicable
Provide for oral performance
Allow use of computer or other technological device
Highlight notes
Use of graphic organizers
Peer liaison
Visual aids

Gifted Students:
Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
Provide other outside sources (media, content, community) for further study that are thematic in nature
Promote self-directed and self-initiated learning
Allow for the development of productive thinking skills to allow students to generate new knowledge

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Use
iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app, Google apps, iAmerica app, Microsoft Office apps

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice
9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 6: Seeking First to Understand, Then to Be Understood

Content Area: **Social Studies**
Course(s):
Time Period: **1st Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This unit focuses deeper into the essential communication skills, especially the skills of active listening and empathy. Students will learn how to enhance their interpersonal interactions through learning how to actively listen, understanding others' perspectives, and demonstrating empathy in different types of social situations. Through a combination of reflective exercises, role-playing, and discussions, students will explore how these skills contribute to building strong relationships and navigating social norms effectively. This unit will help students develop the communication skills necessary to build strong, empathetic relationships and successfully navigate the social complexities of high school and beyond.

Enduring Understandings

1. Effective communication begins with genuine listening.

2. Active listening is a vital communication skill that helps individuals understand and connect with others, leading to stronger relationships.

3. Empathy allows individuals to relate to others' experiences, fostering deeper understanding and compassion.

4. Effective communication, rooted in active listening and empathy, is essential for navigating social norms and building positive interactions.

5. Self-awareness and reflection on communication habits can lead to personal growth and improved relationships.

Essential Questions

1. How do we become better listeners and why is active listening so important in communication?

2. What is empathy, and how can I use it to better understand and connect with others?

3. How can effective communication help me communicate ideas clearly and help navigate social norms and expectations?

4. In what ways can I improve my communication habits to build stronger, more meaningful relationships?

5. How can reflecting on my communication experiences contribute to my personal growth?

Summative Assessment and/or Summative Criteria

- Verbal and Written Responses to Lesson Questioning - quality and quantity of responses
- Presentations
- Interviews
- Self-Evaluations
- Peer Evaluations
- Learning Logs
- Journaling- Based on the 7-Habbits
- Formal Assessments - tests, quizzes,
- Creation of Charts, Diagrams and other student learning evidence

Resources

The 7 Habits of Highly Effective Teens by Sean Covey

The 7 Habits of Highly Effective Teens Personal Workbook

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Active Listening and Listening to Understand 3-5 days	Develop active listening skills in order to more effectively communicate with others. Teach students the key components of active listening and provide opportunities to practice.	Listening Bingo: Create bingo cards with squares containing phrases like "body language", "eye contact", "summarizing", etc. Students listen to pre-recorded conversations (teacher, podcast) and mark squares when they hear these elements of active listening. Discuss the importance of each element. "Mirror, Mirror" Activity: Divide students into pairs. One student shares a problem or frustration while the other student practices active listening. The listener then rephrases what they heard using the "mirror" technique (e.g., "So it sounds like you're feeling frustrated because..."). This helps students confirm their understanding before offering advice. Active Listening Exercises Activity: Students will participate in exercises where they practice	Completion of daily assignments Quality and quantity of student responses to daily lesson discussions Reflection journal entries. Socratic Seminars. Presentations on relevant topics.

		active listening in pairs. One student will share a story or opinion while the other listens without interrupting, asks clarifying questions, and provides feedback. After the exercise, students will discuss what made them feel heard and understood. **Additional Activities:** Guest Speaker: Invite a school counselor or communication specialist to discuss the importance of active listening in building relationships and resolving conflicts. Field Trips: Organize field trips to colleges, universities, and businesses to expose students to different educational and career opportunities. Mentorship Programs: Establish mentorship programs where students can connect with professionals in their fields of interest for guidance and support.	
Effective Communication Techniques 3-5 days	Identify and develop effective communication techniques	"I Messages" Workshop: Teach the concept of "I messages" (e.g., "I feel frustrated when..." instead of accusatory statements). Students practice formulating "I messages" to express needs and feelings effectively. This can involve role-playing with peers or writing down scenarios. Non-Verbal Communication Game: Divide the class into small groups. One person acts out an emotion (e.g., angry, happy) without words or sounds. The other team members try to guess the emotion based solely on body language and facial expressions. This activity highlights the importance of non-verbal communication in understanding others.	Completion of daily assignments Quality and quantity of student responses to daily lesson discussions Reflection journal entries. Socratic Seminars. Presentations on relevant topics.

		Role-Playing Scenarios: Prepare scenarios with communication breakdowns (e.g., arguing over a project, misunderstanding teacher instructions). Have students role-play the scenario once where they don't listen actively and another time where they employ active listening techniques. Discuss the difference in outcomes and the benefits of understanding before being understood. **Additional Activities:** Guest Speaker: Invite a school counselor or communication specialist to discuss the importance of active listening in building relationships. Mentorship Programs: Establish mentorship programs where students can connect with professionals in their fields of interest to develop professional communication techniques.	
Communication and Empathy 3-5 days	Understand the power of empathy in communication Help students develop empathy by exploring different perspectives. Encourage self-reflection on personal communication habits and growth.	Empathy Scavenger Hunt: Send students on a scavenger hunt around the school looking for situations where empathy is needed (e.g., someone struggling with homework, a student feeling lost). Students then discuss how they could show empathy in those situations. Empathy Mapping Activity: Students will create empathy maps for different characters in hypothetical scenarios, focusing on what the character might be thinking, feeling, saying, and doing. This activity will encourage students to step into others' shoes and understand their experiences more deeply.	Completion of daily assignments Quality and quantity of student responses to daily lesson discussions Reflection journal entries. Socratic Seminars. Presentations on relevant topics.

| | | Empathy in Media Analysis Activity: Students will watch clips from movies or TV shows that depict empathy in action. They will analyze the characters' behaviors, discuss how empathy influenced the outcomes, and reflect on how they can apply similar behaviors in their own lives.

Movie Analysis Activity: Choose a movie scene with a misunderstanding or communication breakdown. Students analyze the scene, identifying what went wrong and how the situation could have been improved by applying active listening and empathy.

Reflective Journaling Activity: Throughout the unit, students will keep a journal where they reflect on their experiences with active listening and empathy. They will write about situations where they applied these skills, challenges they faced, and how they plan to improve.

Additional Activities:
Guest Speaker: Invite a school counselor or communication specialist to discuss the importance of empathy and recognizing other people's emotion. | |

Standards

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
ELA.SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior

SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
ITEC.9-12.9.4.12.K.19	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Suggested Modifications for Special Education, ELL and Gifted Students

Special Education Students:*
Collaboration between Content Education and Special Education teachers
Preferential seating
Printed and highlighted notes
Modified test/quizzes/worksheets/written assignments
Repetition of directions and refocus activities
Read test/quiz/assessment questions orally if needed
Allow for more time on assessments and assignments

ELL/MLL Students:
Collaboration between Content Education and ELL teachers
Use of audio tapes when applicable
Use of translation dictionary when applicable
Provide for oral performance
Allow use of computer or other technological device
Highlight notes
Use of graphic organizers
Peer liaison

Visual aids

<u>Gifted Students:</u>
Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
Provide other outside sources (media, content, community) for further study that are thematic in nature
Promote self-directed and self-initiated learning
Allow for the development of productive thinking skills to allow students to generate new knowledge

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Use

iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app, Google apps, iAmerica app, Microsoft Office apps

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 7: Synergizing

Content Area: **Social Studies**
Course(s):
Time Period: **1st Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This unit builds on the previous focus on communication skills by teaching students how to synergize their efforts within a team setting. Students will learn the principles of recognizing individual strengths, collaborating effectively, effective teamwork techniques, how to resolve conflicts within a team, and strategies for building stronger, more cohesive groups. Through collaborative activities and problem-solving exercises, students will explore the dynamics of teamwork and develop the skills needed to work effectively as part of a team. This unit will help students develop the skills needed to work effectively within teams, understand the power of synergy, and navigate the challenges of group dynamics, setting them up for success in collaborative environments.

Enduring Understandings

1. The whole is greater than the sum of its parts. Teamwork and collaboration lead to innovation.

2. Synergy in a team setting allows individuals to combine their strengths, resulting in outcomes that are greater than what could be achieved individually.

3. Effective teamwork requires understanding and respecting different roles and contributions within a group.

4. Conflicts within a team are natural, and having strategies to resolve them constructively is essential for maintaining a strong and cohesive team.

5. Continuous reflection and feedback are important for personal growth and improving team dynamics.

Essential Questions

1. What is synergy, and how can it enhance the effectiveness of a team?

2. How can we leverage individual strengths for group success?

3. How can understanding and fulfilling different roles within a team contribute to its success?

4. What strategies can be used to resolve conflicts within a team and maintain a positive group dynamic?

5. Why is reflection and feedback important in teamwork, and how can it lead to continuous improvement?

Summative Assessment and/or Summative Criteria

- Verbal and Written Responses to Lesson Questioning - quality and quantity of responses
- Presentations
- Interviews
- Self-Evaluations

- Peer Evaluations
- Learning Logs
- Journaling- Based on the 7-Habbits
- Formal Assessments - tests, quizzes,
- Creation of Charts, Diagrams and other student learning evidence

Resources

The 7 Habits of Highly Effective Teens by Sean Covey

The 7 Habits of Highly Effective Teens Personal Workbook

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Teamwork and Synergy 4-6 days	Recognize individual strengths and their role in team dynamics. Increase self-awareness of personal strengths and their potential contributions to a team. Demonstrate the power of synergy by showing how a team can achieve more than the sum of its parts. Foster self-awareness and continuous improvement in teamwork.	Strengths Identification & Appreciation Activity: Have students complete a strengths assessment (e.g., Clifton Strengths, VIA Character Strengths) or brainstorm a list of their own strengths. Facilitate group discussions where students share their strengths and identify how different strengths complement each other in a team setting. "Synergy in Action" Project Activity: Assign a project that requires students to work in teams, leveraging their individual strengths to create a final product or presentation. Have each team reflect on their experience, highlighting how they utilized each other's strengths and collaborated to achieve their goals. Group Reflection and Feedback Activity: After completing group projects or activities, students will engage in a reflection and feedback session. They will discuss what worked well, what challenges they faced, and how	Completion of daily assignments Quality and quantity of student responses to daily lesson discussions Reflection journal entries. Socratic Seminars. Presentations on relevant topics.

		they can improve their teamwork skills. This activity will encourage students to think critically about their teamwork experiences and apply lessons learned in future collaborations. **Additional Activities:** Guest Speakers: Invite successful professionals and administration who can speak on the importance of teamwork. TIGS and other school clubs will be asked to speak on the importance of teamwork and leadership. Field Trips: Organize field trips to a leadership retreat.	
Resolving Problems and Conflicts Within a Team 3-5 days	Apply collaborative problem-solving techniques. Provide opportunities for students to practice brainstorming, critical thinking, and decision-making within a team context Equip students with the skills to navigate conflicts within a team in a positive and constructive manner.	Collaborative Problem-Solving Challenges Activity: Present students with real-world or hypothetical problems that require collaborative solutions (e.g., designing a school improvement project, resolving a community conflict). Have groups present their solutions, emphasizing the process they used and the benefits of collaborative problem-solving. Conflict Resolution Strategies Activity: Teach students effective conflict resolution strategies, such as active listening, compromise, and finding common ground. Role-play scenarios where students practice applying these strategies to resolve conflicts. **Additional Activities:** Guest Speakers: Invite successful professionals from various fields, both in the school and beyond to share their career	Completion of daily assignments Quality and quantity of student responses to daily lesson discussions Reflection journal entries. Socratic Seminars. Presentations on relevant topics.

		journeys and offer leadership advice to promote leadership and teamwork.	
Building Stronger Teams and Groups

3-5 days | Develop strategies for effectively working within a team environment.

Help students understand the importance of diverse roles within a team and how each role contributes to overall success.

Foster teamwork, trust, and communication skills in a fun and engaging way. | "Team Roles" Activity: Introduce different team roles (e.g., leader, communicator, researcher, creative thinker) and have students identify their preferred roles. Form groups with a mix of roles and have them complete a task, reflecting on how their individual roles impacted the team's performance.

Team Building Activities: Engage students in various team-building activities that require collaboration, communication, and problem-solving (e.g., escape rooms, trust falls, building challenges). Debrief the activities, highlighting the importance of each team member's contribution and the power of synergy in achieving a shared goal.

Additional Activities:
Guest Speakers: Invite successful professionals and administration who can speak on the importance of teamwork. TIGS and other school clubs will be asked to speak on the importance of teamwork and leadership.

Field Trips: Organize field trips to a leadership retreat. | Completion of daily assignments

Quality and quantity of student responses to daily lesson discussions

Reflection journal entries.

Socratic Seminars.

Presentations on relevant topics. |

Standards

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

ELA.SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
ITEC.9-12.9.4.12.K.19	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Suggested Modifications for Special Education, ELL and Gifted Students

Special Education Students:*
Collaboration between Content Education and Special Education teachers
Preferential seating
Printed and highlighted notes
Modified test/quizzes/worksheets/written assignments

Repetition of directions and refocus activities
Read test/quiz/assessment questions orally if needed
Allow for more time on assessments and assignments

ELL/MLL Students:
Collaboration between Content Education and ELL teachers
Use of audio tapes when applicable
Use of translation dictionary when applicable
Provide for oral performance
Allow use of computer or other technological device
Highlight notes
Use of graphic organizers
Peer liaison
Visual aids

Gifted Students:
Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
Provide other outside sources (media, content, community) for further study that are thematic in nature
Promote self-directed and self-initiated learning
Allow for the development of productive thinking skills to allow students to generate new knowledge

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Use

iPads, Chromebooks, Google Classroom, online textbook resources, iCitizens app, Google apps, iAmerica app, Microsoft Office apps

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Unit 8: Sharpening the Saw

Content Area: **Social Studies**
Course(s):
Time Period: **1st Semester**
Length: **Semester**
Status: **Not Published**

Summary of the Unit

This unit will focus on empowering students to explore various strategies to maintain physical and mental health, develop healthy habits, and manage stress effectively. Recognizing the interconnectedness of physical, mental, social/emotional, and spiritual well-being, students will gain a deeper understanding of how self-care contributes to their overall health and success. By also examining the importance of self-care and balance, students will learn how to prioritize their well-being as they navigate the challenges of high school. Through reflective activities, discussions, and practical exercises, students will gain the tools needed to build a foundation for lifelong health and wellness. This unit will provide students with strategies to take charge of their physical and mental health, develop healthy habits, and manage stress effectively, setting them on a path toward lifelong well-being.

Enduring Understandings

1. Physical and mental health are interconnected, and maintaining both is essential for overall well-being.

2. Healthy habits, including proper nutrition, regular exercise, and adequate sleep, are foundational to a balanced life.

3. Effective stress management requires a combination of proactive strategies and self-awareness.

4. Self-care is a critical component of maintaining balance and preventing burnout.

5. Prioritizing health and wellness is a lifelong commitment that requires ongoing effort and reflection.

Essential Questions

1. How can we invest in our physical, mental, emotional, and spiritual well-being?

2. How do physical and mental health influence each other, and why is it important to maintain both?

3. How can we effectively manage stress and prevent it from negatively impacting our lives?

4. What does self-care mean, and how can we incorporate it into our daily routine?

5. Why is maintaining balance important, and how can we ensure that we are prioritizing our health and wellness in a busy society?

Summative Assessment and/or Summative Criteria

- Verbal and Written Responses to Lesson Questioning - quality and quantity of responses
- Presentations
- Interviews

- Self-Evaluations
- Peer Evaluations
- Learning Logs
- Journaling- Based on the 7-Habbits
- Formal Assessments - tests, quizzes,
- Creation of Charts, Diagrams and other student learning evidence

Resources

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Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments
Physical Health Awareness 3-5 days	Develop strategies for maintaining physical health.	Nutrition & Exercise Workshop: Invite a nutritionist or fitness expert to discuss the importance of healthy eating and regular exercise. Engage in a fun physical activity or create healthy snack recipes together. Sleep Hygiene: Discuss the importance of quality sleep and good sleep hygiene practices. Create a sleep diary to track sleep patterns and identify areas for improvement. Healthy Habits Activity: Students will participate in a workshop that covers key aspects of physical health, including nutrition, exercise, and sleep. They will create personal health plans that outline specific goals and actions they can take to improve their habits. The workshop will also include discussions on how to maintain these habits amidst the demands of school and social life. **Additional Activities:** Guest Speakers: Invite physical fitness professionals and/or nutritionists to share their expertise	Completion of daily assignments Quality and quantity of student responses to daily lesson discussions Reflection journal entries. Socratic Seminars. Presentations on relevant topics.

		to students.	
Mental Health Awareness

2-3 days | Develop strategies for maintaining mental health. | Mindfulness & Meditation: Introduce mindfulness and meditation techniques to help students cultivate inner peace and focus. Practice simple breathing exercises or guided meditations.

Gratitude Practice: Introduce the concept of gratitude and its positive impact on mental health. Have students write gratitude letters or keep a gratitude journal.

Additional Activities:
Guest Speakers: Invite mental health professionals to share their expertise to students. | Completion of daily assignments

Quality and quantity of student responses to daily lesson discussions

Reflection journal entries.

Socratic Seminars.

Presentations on relevant topics. |
| Stress Management

1-2 days | Explore healthy habits and stress management techniques.

Help students identify common stressors and explore effective coping strategies. | Stress Management Techniques: Explore various stress management techniques, such as journaling, deep breathing exercises, or progressive muscle relaxation. Have students create a personalized stress management toolbox.

Stressors and Coping Strategies Activity: In small groups, students will discuss common sources of stress in their lives, such as academic pressure, social relationships, or extracurricular commitments. They will then brainstorm and share coping strategies that have worked for them or that they plan to try. The discussion will highlight the importance of recognizing stressors early and taking proactive steps to manage them.

Additional Activities:
Guest Speakers: Invite mental health professionals and or life coaches to share their career journeys and offer advice to students. | Completion of daily assignments

Quality and quantity of student responses to daily lesson discussions

Reflection journal entries.

Socratic Seminars.

Presentations on relevant topics. |
| Self-Care and | Recognize the | Digital Detox Challenge: Encourage | Completion of |

| Balance 2-3 days | importance of balance and self-care for overall well-being. | students to take a break from technology and engage in activities that promote well-being.

Self-Care Plan: Guide students in creating personalized self-care plans that incorporate activities they enjoy and that nourish their physical, mental, social/emotional, and spiritual well-being.

Additional Activities:
Guest Speakers: Invite Student Assistance Counselor in to discuss dangers of screentime overload and how to take care of one's self. | daily assignments

Quality and quantity of student responses to daily lesson discussions

Reflection journal entries.

Socratic Seminars.

Presentations on relevant topics. |

Standards

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SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others

SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
ITEC.9-12.9.4.12.K.19	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Suggested Modifications for Special Education, ELL and Gifted Students

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Promote self-directed and self-initiated learning
Allow for the development of productive thinking skills to allow students to generate new knowledge

*Consistent with individual plans, when appropriate.

Suggested Technological Innovations/Use

Chromebooks, Google Classroom, online textbook resources, Word processing apps

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.