PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Department of College and Career Readiness

Freshmen Seminar Curriculum

2.5 Credits

Unit Four

PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

Freshmen Seminar

Course Description

Freshman Seminar is a course offered during their freshman year of HS. It is designed to address and remedy possible challenges the student may face in acclimating to high school. In-depth lessons use a variety of both innovative and traditional teaching techniques including: long-range projects, cooperative learning activities, and reflective journal writing. Students practice note-taking, time management, study, social and human relations skills they need every day in their academic and elective subjects and in their "real" lives outside of school. They learn about themselves and their futures in the worlds of post- secondary education and careers as they prepare to choose a career path. Each activity contains a suggested time length, required materials, and daily behavioral objectives.

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Freshmen Seminar

	Pacing Guide	
Unit	**Topic**	**Suggested Timing**
Unit 1	Academic and Social Skills in High School	approx. 5 weeks
Unit 2	Critical Thinking Skills/ Conflict Resolution	approx. 5 weeks
Unit 3	Planning for a Successful Future	approx. 4 weeks
Unit 4	Job Search Skills and Skills Implementation	approx. 4 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

➢ **Technology Operations and Concepts**
- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

➢ **Creativity and Innovation**
- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

➢ **Communication and Collaboration**
- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➢ **Digital Citizenship**
- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

➢ **Research and Information Literacy**
- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

➢ **Critical Thinking, Problem Solving, Decision Making**
- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. **Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready

Career Ready Practices

individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding

Career Ready Practices

in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

Time/General	Processing	Comprehension	Recall
• Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	**Tests/Quizzes/Grading**	**Behavior/Attention**	**Organization**
• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements

- Evaluate Vocabulary

- Elevated Text Complexity

- Additional Projects

- Independent Student Options

- Projects completed individual or with Partners

- Self Selection of Research

- Tiered/Multilevel Activities

- Learning Centers

- Individual Response Board

- Independent Book Studies

- Open-ended activities

- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts
- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies
- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language
- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math
- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts
- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science
- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

Common Core State Standards (CCSS)

RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.5 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

L.9-10.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Course: Freshmen Seminar **Unit:** 4 – Job Search Skills and Skills Implementation **Grade Level:** 9-12	**Unit Overview:** Reflecting on Fundamental Issues/Skills Taught Throughout the Year (End of the Year Projects)

New Jersey Student Learning Standards (NJSLS): 6.1, 8.1, 9.1, 9.2

Common Core State Standards (CCSS): RL.9-10.1; RI.9-10.5; SL.9-10.1; SL.9-10.4; SL.9-10.5; SL.9-10.6; L.9-10.1; L.9-10.2; L.9-10.3; L.9-10.4; L.9-10.6; W.9-10.2; W.9-10.5; W.9-10.6; W.9-10.7; W.9-10.8; W.9-10.10

Student Learning Objectives (SLOs)	**Essential Questions**	**Skills & Indicators**	**Resources**	**Sample Activities**

1. **College / Tech School Application process**
• College application Process checklist
• Components of effective application
• Financial Aid Application Process
STANDARD 9.2 (Consumer, Family, and Life Skills) All students
	What does student need to effectively apply for post secondary education?
	What is the Financial aid process?
		• Social Development
		   ◦ College Preparation
		
		Career Awareness
			Websites:
			• http://www.remc11.k12.mi.us/bcisd/classres/webquest.htm
			• http://www2.remc11.k12.mi.us/connect/adventure/index.htm
			
			• http://www.quintcareers.com/student.html
			
			• http://www.remc11.k12.mi.us/bcisd/
				1. . Students will be directed to choose two careers and to research
				
				   Using the Career handout as a guide.
				2. Students will create a table using Microsoft Excel to exhibit the following information:
				
				• Internet Address
				
				• Title

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
will demonstrate critical life skills in order to be functional members of society. **STANDARD 8.1** (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems. **STANDARD 8.2** (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.			classres/ http://mappingyourfuture.org/planyourcareer/careership/index.cfm	• Brief Description of Site • Name of Career Path • Name of Career • Type of education or training needed • Starting salaries 3. Students will write a summary of information included in the career table. **See Link Below for Sample Lesson Plan** https://www.dropbox.com/sh/l15tl4yoqe24ben/AAD8ZRkI65E0RUFDIAi32w7ca?dl=0
2. **Resume Writing and Development**	What makes an effective resume?	• Study Skills ○ Research • Computer &	Free Resume Builder websites:	• Students will write resume and sample

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities

• Components of effective Resume
• Formatting
• Cover Letters
 	
STANDARD 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.
	How can my Resume standout form others?	Technology Skills
		   o PowerPoint
		   o Excel
		
		Publisher
			• http://www.livecareer.com/resume-builder
			• https://www.myperfectresume.com/
			• Cover Letter and Resume Rubric
			
			(See appendix)
				cover letter for Dream Job.
				
				See Link Below for Sample Lesson Plan

3. **Interview Skills/ Mock Interview** • Public Speaking techniques • Interview	What soft and hard skills are necessary for effective Interview? How can the students learn from interview	• Confidence in speaking in front of people /interviews Professional dress	5 Simple Interview Tips: • http://www.jobinterviewtools.com/?gclid=CKuW5-	• Interview with Instructor • Interview with School Staff

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
wardrobe **STANDARD 3:** (Workplace Readiness) All students will use critical thinking, decision making and problem-solving skills.	experiences?	awareness	W_mcYCFVMXHwod wlsA9Q 12 Interview Tips Forbes Magazine: • http://www.forbes.com/fdc/welcome_mjx.shtml Oral presentation rubric (See Appendix)	• Interview with guest Professional(s) Post Interview debrief
4. **Supplemental Reading "The Pact"** • Rationale • Study Guide • Discussion Questions • Pact # 1 Success • Pact # 2 Influences • Pact # 3 My Pact • Pact Discussion Questions and research Paper **STANDARD 9.2**	How does this book reflect on the Urban Student and their unique experience? What can the students take away from this book and use in their own career quest?	• Goal setting • Research Skillset • Collaboration	• **Book "The Pact"** • The Pact #1 Success • The Pact #2 Influence • The Pact #3 Influence • The Pact #4 My Pact • The Pact Study Guide • The Pact Discussion Q (See Appendix)	• Read "The Pact " and Reflect on story through structured worksheets **See Link Below for Sample Lesson Plans** https://www.dropbox.com/sh/l15tl4yoqe24ben/AAD8ZRkI65E0RUFDIAi32w7ca?dl=0

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
(Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society. **STANDARD 3:** (Workplace Readiness) All students will use critical thinking, decision making and problem-solving skills.				
5. **Community Service Project** • **Examples**: litter, parking, public spaces, crime, loss of business, after school activities, and day care. **STANDARD 9.2**		• Projects • Social Development ○ Community Awareness		

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Resources	Sample Activities
(Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society. **STANDARD 3:** (Workplace Readiness) All students will use critical thinking, decision making and problem-solving skills.				

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Suggested Unit Projects	
Choose At Least One	
Community Service is an essential part of a school program as well as an important aspect of character development. This activity will ask the students to identify a problem in their community and eventually develop a plan to rectify or improve the situation. The community could be defined as their city, block, culture, or school.	**Examples**: Litter/Graffiti Parking Problems Lack of Public Spaces Crime/Gang Violence Loss of businesses in Community After school activities Day Care/Pre-Natal Care

Rubrics and Resources
https://www.dropbox.com/sh/27go8wohm02maub/AADVl8AfuFFhgzEPsA3i3yaZa?dl=0

Field Trip Ideas	
Food Bank	Homeless Shelter
Home for the Aged	Great Falls National Park