SELF-MANAGEMENT

Grade 9: Unit 2

Title of Unit: Self-Management
Course Description

This course examines essential habits necessary for high school students dealing with tough issues and life-changing decisions. Throughout the course, teachers focus to help students resist peer pressure, develop a positive self-image, build relationships, and communicate with family members in a productive manner. The students will be educated on strategies needed to deal with difficult moments in their lives while growing as health, happy, goal oriented contributing adults who are prepared for success.
<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>CCSS/CRP</th>
<th>Instruction: 9 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <em>grades 9-10 topics, texts, and issues</em>, building on others’ ideas and expressing their own clearly and persuasively.</td>
<td>SL.9-10.1</td>
<td>The Personal Bank Account – 7 weeks</td>
</tr>
<tr>
<td>2</td>
<td>Write Narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
<td>W.9-10.3</td>
<td>The Personal Bank Account Project – 2 weeks</td>
</tr>
<tr>
<td>3</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>W.9-10.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
<td>W.9-10.5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>SL.9-10.4</strong>: Present information, findings, and supporting evidence clearly, concisely and logically (<em>using appropriated eye contact, adequate volume, and clear pronunciation</em>) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (<em>e.g., argument, narrative, informative, responses to literature presentations</em>).</td>
<td>SL.9-10.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Communicate clearly and effectively and with reason.</td>
<td>CRP4</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Work productively in teams while using cultural global competence.</td>
<td>CRP12</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Act as a responsible and contributing citizen and employee.</td>
<td>CRP1</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Consider the environmental, social and economic impacts of decisions.</td>
<td>CRP5</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Attend to personal health and financial well-being.</td>
<td>CRP3</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</td>
<td>RL.9-10.1</td>
<td></td>
</tr>
</tbody>
</table>
## Effective Pedagogical Routines/Instructional Strategies

<table>
<thead>
<tr>
<th>Collaborative problem solving</th>
<th>Word Study Drills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing to learn</td>
<td>Flash cards</td>
</tr>
<tr>
<td>Making thinking visible</td>
<td>Interviews</td>
</tr>
<tr>
<td>Note-taking</td>
<td>Role playing</td>
</tr>
<tr>
<td>Rereading &amp; rewriting</td>
<td>Diagrams, charts and graphs</td>
</tr>
<tr>
<td>Establishing text-based norms for discussions &amp; writing</td>
<td>Storytelling</td>
</tr>
<tr>
<td>Establishing metacognitive reflection &amp; articulation as a regular pattern in learning</td>
<td>Coaching</td>
</tr>
<tr>
<td></td>
<td>Reading partners</td>
</tr>
<tr>
<td>Quick Writes</td>
<td>Visuals</td>
</tr>
<tr>
<td>Pair/trio sharing</td>
<td>Reading Aloud</td>
</tr>
<tr>
<td>Turn and Talk</td>
<td>Model (I Do), Prompt (We Do), Check (You Do)</td>
</tr>
<tr>
<td>Charting</td>
<td>Mind Mapping</td>
</tr>
<tr>
<td>Gallery Walk</td>
<td>Trackers</td>
</tr>
<tr>
<td>Reader’s/Writer’s Notebooks</td>
<td>Multiple Response Strategies</td>
</tr>
<tr>
<td></td>
<td>Choral Reading</td>
</tr>
</tbody>
</table>
Educational Technology Standards


- **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.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **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.
# Computer Skills

## Basic Computer Skills
- Turn the monitor and computer on and off
- Log on and off of the computer
- Log on to the computer with user ID
- Verbally identify and use all computer parts

## Word Processing Skills
- Locate and use Function Keys
- Type, edit and print simple sentences
- Capital letter at beginning of sentence
- Spacebar once between words and sentences
- Period/Question Mark at the end of sentence

## Keyboarding Skills
- Demonstrate awareness of home row keys
- Demonstrate proper fingering of home row keys

## Programs
- Microsoft Word
Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td></td>
<td>Color code materials</td>
</tr>
</tbody>
</table>
## Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on individual student needs.

### Seeking to build each learner’s capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

### Additional Activities

- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, 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
- Accountable Talk
- Student Conferencing
- Exit Slips
<table>
<thead>
<tr>
<th>Grade: Nine</th>
<th>Unit: 2 (Two)</th>
<th>Topics: The Personal Bank Account</th>
</tr>
</thead>
</table>

**New Jersey Core Curriculum Content Standards (NJCCSS):**

**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.

**W.9-10.3:** Write Narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**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.

**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 (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, responses to literature presentations), audience, and task.
## Career Ready Practices:

- **CRP1**: Act as a responsible and contributing citizen and employee.
- **CRP3**: Attend to personal health and financial well-being.
- **CRP4**: Communicate clearly and effectively and with reason.
- **CRP5**: Consider the environmental, social and economic impacts of decisions.
- **CRP12**: Work productively in teams while using cultural global competence.

### Essential Questions

- Where do I begin to make my change?
- What is a Personal Bank Account?
- How do I deposit into my Personal Bank Account?
- What is a poor Personal Bank Account?
- How do I deposit into someone else’s Personal Bank Account?
- What are the benefits of maintaining a healthy Personal Bank Account?

### Resource

- Book: *7 Habits of Highly Effective Teens*. Sean Covey

### Interdisciplinary Connections

- **ELA – Reading**: Cite evidence to support analysis of literature
- **ELA – Writing**: produce clear and coherent writing
  
  Students perform journal writing of personal experiences and reflections
- **ELA – Speaking and Listening**: participate in collaborative discussion and presentation of information concisely and logically
  
  Students debate the use of effective habits using text evidence
<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Resource</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
</table>
|                     |          | **Math** – learn fundamentals of deposits and withdrawals
|                     |          | **Technology** – create a document with text using a word processing program
|                     |          | **Performing Arts** – role playing using case studies and scripts |
STANDARDS/SAMPLE ACTIVITIES AND LESSON STARTERS

- Students analyze and interpret “The Man in the Mirror”, by Siedah Garrett and Glen Ballard, on page 32. Share with the class. (RL.10-1; CRP4)

- After reading Sean Covey’s decision about his college career football career, on pages 31-33, and respond to what it means to change from the inside out. (CRP1, CRP3, CRP5)

- In pairs, students analyze and interpret the writings of an Anglican bishop on page 33. Share/discuss with the class. (RL.9-10.1; CRP3, CRP4, CRP5, CRP12)

- Explain how bank accounts work (deposits and withdrawals). Students will keep track of their bank account based on page 35. (CRP3)

- Students work with a partner or group to create a skit or scenario depicting symptoms of a poor PBA. Act out in front of class and classmates guess which poor PBA is being represented. (W.9-10.3,4,5; SL.9-10.1,4; CRP1, CRP3, CRP4, CRP5, CRP12)

- Students work with a partner or group to create a skit or scenario depicting symptoms of a healthy PBA. Act out in front of class and classmates guess which healthy PBA is being represented. (W.9-10.3,4,5; SL.9-10.1,4; CRP1, CRP3, CRP4, CRP5, CRP12)

- After reviewing PBA deposits and withdrawals, have students write about a time when they’ve made deposits and when they have made withdrawals. (CRP1, CRP3, CRP5)

- Students create a piggy bank using various materials (shoebox, paper bag, etc.) to be used as their bank. On slips of paper they write down types deposits and withdrawals. Whenever they make a deposit, they place it in their bank. If they make a withdrawal, that slip of paper must be of
taken out of their “bank”. Regularly review balances with students. Compare to real life bank accounts. (CRP3)

- Journal thoughts pertaining to Bryce’s experience from pages 42-44. Share with the class. (SL.9-10.1; CRP3, CRP4, CRP5)
- Students choose at least 3 baby steps to work on from page 45. (CRP1, CRP3, CRP5)
<table>
<thead>
<tr>
<th>The Personal Bank Account Projects (Suggested)</th>
</tr>
</thead>
</table>

Students create illustrated bar graph depicting PBA deposits and withdrawals over the course of the unit.

Students create illustrated books marks with information pertaining to the topic of the unit.