Black Horse Pike Regional School District

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

Freshman Seminar

Credits: 5.0 Full Year Course

2022-2023 Syllabus

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Curriculum Revision Writers:
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Freshman Seminar is conducted with a dynamic approach to instruction. Students will have two instructional pillars of the course: **Personal Skills and Attributes** and **Study Skills and Academic Preparation** for the first three marking periods. During the fourth marking period, students will develop and implement a **Community Service Project** while preparing for their State and end-of-course assessments in other courses.

In the Personal Skills and Attributes pillar, students will participate in learning activities that promote self-awareness, self-management, character development, social awareness, relationship skills, responsible decision-making, and education and career awareness, exploration, and preparation. In the Study Skills and Academic Preparation pillar, students will learn the necessary principles for learning, establish strong study skills and utilize those skills in periodic structured mini independent studies with their Mathematics, Science, English or Social Studies content, and develop an academic plan for their high school experience.

First Marking Period

Personal Skills and Attributes Focus: Self-Awareness, Self-Management, and Character Development

Students will be introduced to healthy mindfulness practices through the "Learning to breathe" curriculum (body, reflection, emotions, attention, tenderness, habits, empowerment) to help equip them with tools to self-regulate their emotions and reduce internal stressors. In this pillar, students will learn positive characteristics to promote healthy intrapersonal skills.

Emphasis will be on the following:
- the layout of the school
- school personnel and available services
- the rotating schedule
- acceptable use of social media
- opportunities for involvement in extracurricular clubs and sports
- effective time-management skills
- positive character traits
- building self-awareness.

Study Skills and Academic Preparation Focus: The Principles of Learning

Students will engage in activities to discover their own learning style preferences, multiple intelligences, and metacognition and use tools learned with content from their Mathematics, Science, English, and Social Studies courses in mini-structured study halls. In this pillar, students will learn the general expectations and skills (applicable to all courses) to assist them in navigating through their daily high school life.

Emphasis will be on the following:
- The layout of the school
  - ❖ Highland / Triton / Timber Creek
- School personnel and available services
  - ❖ Highland / Triton / Timber Creek
- The rotating schedule
- Rules and regulations of the school and District
- Current course assessment graduation requirements
- Library Media Center resources
  - ❖ Highland / Triton / Timber Creek
- Google Suite communication and organizational applications
- Google Suite productivity applications
- The honor code and consequences of plagiarism
- Effective note-taking skills

Second Marking Period

Personal Skills and Goals Focus: Social Awareness, Relationship Skills and Responsible Decision Making In this pillar, students will learn positive character traits to promote positive interpersonal skills. Students will continue to engage in mindfulness activities in the B.R.E.A.T.H.E curriculum as they relate to social awareness.

Emphasis will be on the following:
- characteristics of healthy and unhealthy relationships
- recognizing and avoiding stereotyping
- employing strategies to address harassment, intimidation, and bullying
- identifying steps to prevent and resolve conflict
- recognizing signs of domestic/dating violence
- identifying safe practices while communicating over the Internet
- managing their own digital footprint
- exploring positive roles of digital media on individuals: locally and globally
- differentiating between credible and not credible information
- exploring search engine inquiry methods to protect their own identify over the Internet
- analyzing responsible digital citizenship

Study Skills and Academic Preparation Focus: Establish Strong Study Skills

In this pillar, students will learn how they learn best and build their skills for learning. Students will engage in activities to use tools learned with content from their Mathematics, Science, English, and Social Studies courses in mini-structured study halls.

Emphasis will be on the following:
- grade point average (GPA); purpose & calculation
- general test-taking strategies
- techniques to reduce general nervousness
- selectivity & association
- visualization & elaboration
- concentration & recitation
- intention & big and little picture
- feedback & organization
- time on task & ongoing review
- brainstorming
- chapter tours
- concept mapping
- anticipation guides
- connect two
- interactive reading guides
- author say/I say activities
- character quotes
- different perspectives for reading
- first person reading
- follow the character
- analogy charting
- discussion webs
- double-entry diaries
- guided imagery

Third Marking Period

Personal Skills and Goals Focus: Career and Education Awareness, Exploration, and Preparation In this pillar, students will explore their own attributes and focus on their own personal interests and goals. Students will continue to engage in mindfulness activities in the B.R.E.A.T.H.E curriculum.

Emphasis will be on the following:
- identify personal post-secondary goals
- inherent aptitudes
- exploring post-secondary options
- academic requirements for future goals
- financial requirements for future goals
- local and global economics
- societal trends
- cultural trends
- Possible linguistic needs
- transferable skills
- resume foundations

Study Skills and Academic Preparation Focus: Developing and Academic Plan for High School In this pillar, students will begin to plan for the second and subsequent years of high school. Students will develop their own academic plan while engaging in memory-building activities to improve their own learning and use tools learned with content from their Mathematics, Science, English, and Social Studies courses in mini-structured study halls.

Emphasis will be on the following:
- required courses courses
- elective options
- Specific graduation requirements
- personal academic goals
- Reflection of current academic   performance
- hands-on reading
- magnet summaries
- math reading keys
- K-W-L Plus
- mind mapping
- science connection overview
- vocabulary overview guide
- inquiry chart
- pyramid diagram
- questioning the author
- story mapping
- history change frame
- story impressions
- three-level reading guides

Fourth Marking Period

Focus: Community Service Project & High Stakes Assessment Awareness and Preparation
In this pillar, students will engage in a collaborative community service project. During this unit, students will learn how to prepare for State and end-of-year assessments. They will explore practice problems and utilize the online platform to build their online test-taking skills and reduce their test-anxiety associated with big stakes assessments.

Emphasis will be on the following:
- research and identify concerns or issues affecting their school, local, or global community
- recognize individual talents
- develop a project management plan
- determine budgetary constraints
- utilize media to publish their plan and course of action
- culminating community service event

Grading Policy Resources

70% Participation (Class Activities/Assignments)

20% Minor Reflection Assessments In-District Specialists

10% Summative Reflection Assessment

Note: There is no homework in this course. Choices Magazines

Late Assignment Submission Policy

The teacher will post make-up due dates in the "parent comments" section of the gradebook. In general, in-class assignments submitted after the due date will incur a 10% reduction per school day for up to five school days. That period may be extended for the completion of long term minor or summative reflections at the discretion of the teacher based on length of absence (on an individual basis and/or specific to the reason for absence when clearly communicated with the teacher).

Black Horse Pike Regional School District

FRESHMAN SEMINAR CURRICULUM

MISSION STATE OF THE BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT:

The mission of the Black Horse Pike Regional School District is to educate a diverse population in an atmosphere consistent with the ideals of a free and democratic society. We are committed to an exemplary educational program, based upon the New Jersey Student Learning Standards as adopted by the State Board of Education. It is the expectation of this district that all pupils achieve the New Jersey Student Learning Standards, NJ Common Core Standards and Next Generation Science Standards, at all levels. We will continue to improve students' and teachers' technological literacy as a means of preparing for the future with confidence and creativity. Our schools will ensure the safety and security of all students and strive to provide the best learning environment. We will enhance our students' growth by providing them with a creative, purposeful, and ethical atmosphere. We are dedicated to providing our students an opportunity to achieve academic goals, develop good citizenship skills, and make a positive contribution to society.

VISION STATEMENT OF THE BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT:

The Black Horse Pike Regional School District is a community of lifelong learners nurturing the development of critical thinkers and involved citizens prepared to lead fulfilling lives in a changing world.

Black Horse Pike Regional School District

FRESHMAN SEMINAR DOMAINS & UNITS:

PERSONAL SKILLS & ATTRIBUTES	STUDY SKILLS & ACADEMIC PREPARATION
• **UNIT 1:** Self-Awareness, Self-Management & Character Development 　　o Brain Science • **UNIT 2:** Social Awareness, Relationship Skills & Responsible Decision-Making • **UNIT 3:** Education and Career Awareness, Exploration, and Preparation	• **UNIT 1:** The Principles for Learning • **UNIT 2:** Establishing Strong Study Skills • **UNIT 3:** Developing an Academic Plan for High School o Courses of Study 　　o Pathways 　　o Personal Goals
• **UNIT 4:** Community Service & High Stakes Assessment Awareness & Preparation Career Ready Practices	

FRESHMAN SEMINAR PACING GUIDE:

PERSONAL SKILLS & ATTRIBUTES	STUDY SKILLS & ACADEMIC PREPARATION	TIME FRAME
Unit 1: Self-Awareness, Self Management & Character Development	**Unit 1:** The Principles for Learning	Marking Period 1 (Approx. 10 Weeks)
Unit 2: Social Awareness, Relationship Skills & Responsible Decision-Making	**Unit 2:** Establishing Strong Study Skills	Marking Period 2 (Approx. 10 Weeks)
Unit 3: Education and Career Awareness, Exploration, and Preparation	**Unit 3:** Developing an Academic Plan for High School	Marking Period 3 (Approx. 10 Weeks)
Unit 4: Community Service Project & High Stakes Assessment Awareness and Preparation		Marking Period 4 (Approx. 10 Weeks)

Black Horse Pike Regional School District

PERSONAL SKILLS & ATTRIBUTES
Unit 1: Self-Awareness, Self-Management & Character Development

Essential Questions	Enduring Understandings
1. How do students successfully transition to high school? 2. Under what circumstances is social media a detriment to self and why is it important to think critically when utilizing social media or messaging? 3. Why is it important to be involved in activities? 4. How can strong time-management skills impact learning? 5. Why is character education development important? 6. What is the difference between self esteem & self worth? 7. How does understanding oneself helps one to set and maintain personal boundaries? 8. How can role models be a positive influence on society? 9. How can personality type and positive attributes lead to academic and personal success? 10. What is social-emotional development and why is it important? 11. Why is it important to recognize & manage emotions? 12. How can being mindful of one's feelings reduce any difficult feelings? 13. How can listening to your body help you reduce stress?	1. It is important for students to become familiar with and identify key school personnel and understand their roles as a resource to the student population. 2. One should be aware of potential risks that are associated when communicating on social media or via electronic messaging. 3. Being part of an extracurricular activity supports the development of social skills, increased academic achievement, a sense of community and sense of wellbeing. 4. Good time management skills have a positive impact on school performance. Allocating time effectively will help to enhance the quality of their school work and overall success. 5. It is important for students to understand that the foundation of good character is directly related to personal traits such as trustworthiness, respect, responsibility, fairness, caring, and citizenship. 6. Self Esteem is how you feel about and see yourself; self worth is the sense of one's own value or worth as a person. 7. Understanding one's personal boundaries enables one to maintain personal integrity and aids in fostering healthy relationships 8. Positive role models provide guidance (directly or indirectly) to influence future decisions for self and the larger global community. 9. Understanding your personality type and possessing positive assertiveness allows one to react to both positive and negative emotions without aggression or passivity. 10. Social-emotional development is important to student success. Social-emotional development motivates students to learn critical skills such as the ability to communicate, connect with others, resolve conflict, self-regulate, display kindness and empathy and cope with challenges. 11. Awareness of emotions can lead to the identification and prevention of future triggers and can stop the negative spiraling effect of emotions. 12. Feelings such as annoyance, anger, boredom, disappointment, jealousy, or sadness rise and fall, but pass. 13. Being able to identify messages in the body can help pinpoint stressors and one can apply techniques to reduce unwanted stress.

UNIT 1: Self-Awareness, Self-Management & Character Development

Learning Target	Standards

1. Students will transition successfully into high school by…
    a. becoming familiar with both the interior & exterior facilities of the school and locate important common areas.
    b. learning what services are available to them through the administrative staff, nurse, and support services (school counselor, mental health assistance counselor, child study team members, student assistance coordinator, etc.).
    c. understanding the rotating bell schedule and how to use common time effectively for enrichment and/or co-curricular activity purposes
 2. Students will be able to identify positive social media interactions to avoid consequences in school or with local law enforcement.
 3. Students will be able to identify extracurricular activities and/or sports available through the school.
 4. Students will explore multiple ways to improve their time-management skills.
 5. Students will identify the character traits that frame good morals, values and healthy habits.
 6. Students will be able to create a list of acceptable personal boundaries; intimate, personal, and social.
 7. Students will be able to recognize role models in today's society, identify the character traits they possess and relate these traits with their own character traits.
 8. Students will use the knowledge gained through character traits and role models to identify their personal self-worth and how they value themselves.
 9. Students will identify their own personality types and positive attributes that lead to academic and personal success by…
    a. applying assertive techniques that will benefit personal growth;
    b. demonstrate self-advocacy by responding to real-life situations through role play.
 10. Students will describe the role of brain science and how our feelings play in our sense of wellness, balance and inner strength.
 11. Students will identify feelings/emotions that they experience and discuss strategies for handling those emotions mindfully.
 12. Students will understand what mindfulness is and the possible benefits of developing healthy mindfulness habits through the "Learning to breathe" curriculum to cultivate their own emotion regulation, attention & performance.
 13. Students will be able to identify the long and short-term effects stress has on the body and explore strategies for coping with stress. Students will utilize the skills of how to ingrain awareness of thoughts, feelings and bodily sensations as a method to respond to stressors.
 *Instruction for topics in red will be provided by a guest speaker (mental health counselor).
	1. SEL.PK-12.1.4
	 2. SEL.PK-12.3.4; HPE.2.1.12.E.CS1; HPE.2.1.12.E.2; HPE.2.2.12.A.CS2;
	 3. HPE.2.2.12.A.2
	 4. SEL.PK-12.1.4
	 5. SEL.PK-12.2.1
	 6. HPE.2.2.12.C.CS2; HPE.2.2.12.C.2
	 7. HPE.2.1.12.A.CS1; HPE.2.1.12.A.1
	 8. HPE.2.2.12.C.CS2; HPE.2.2.12.C.2
	 9. HPE.2.2.12.C.CS2; HPE.2.2.12.C.2
	 10. SEL.PK-12.1.3; SEL.PK-12.5.5;
	 11. HPE.2.1.12.A.CS1; HPE.2.1.12.A.1
	 12. SEL.PK-12.1.1
	 13. HPE.2.1.12.A.CS1; HPE.2.1.12.A.1
	 14. HPE.2.1.12.A.CS1; HPE.2.1.12.A.1
	 15. HPE.2.1.12.E.CS2; HPE.2.1.12.E.4

ACCOMMODATION/MODIFICATION OPTIONS: General Classes; Special Education; 504 Students; At Risk Students; Gifted & Talented

STUDY SKILLS & ACADEMIC PREPARATION
Unit 1: The Principles for Learning

Essential Questions	Enduring Understandings
1. How can a positive school climate affect students' success in high school?	1. In order for students to be successful at the high school level, they should understand the rules, policies and procedures of the school that provide standards for learning, safety, accountability and positive school climate.
2. What should a student expect to learn over a four-year high school experience?	2. An understanding of the graduation requirements and course work at the high school level provide students with pertinent information needed to become successful students while in school and after graduation.
3. What resources are available in the school's Library Media Center?	3. The school library plays a unique role in promoting, protecting, and educating students about intellectual freedom and provides students with access to a wide variety of resources, both in print and online..
4. How does technology enhance communication in the learning environment?	4. By using technology in the classroom, students are able to improve organizational skills, communication, and collaborative skills in the learning environment.
5. How does technology enhance productivity in the learning environment?	5. By using technology in the classroom, students are able to improve productivity and enhance personal skills in the learning environment.
6. How can one maintain academic integrity?	6. Turnitin.com checks for multiple forms of plagiarism and teaches students the value of academic integrity, proper attribution, and authentic writing.
7. What are the consequences of academic dishonesty?	7. It is important for students to understand the significance of academic integrity and the consequences they may face if they cheat or plagiarize.
8. Why is the Cornell Note-Taking method helpful?	8. Cornell Note-Taking is an effective method of notetaking. This methods includes note-taking as well as steps for students to formulate questions, recite, reflect and review.
9. How can awareness of one's learning styles positively impact learning?	9. Identifying and being aware of one's learning styles can help an individual work, learn and live more efficiently in the classroom.
10. How can knowing my intelligence modality preferences help me become a better learner?	10. Multiple intelligences suggests that students can improve their learning outcomes by embracing their personal strengths and preferences for learning.
11. Why is metacognition important?	11. Students maximize their learning potential when the are aware of and understand their own thought processes and how they learn best.

Unit 1: The Principles for Learning

Learning Target	Standards
1. Students will understand how a positive school climate affects student success by exploring the school's student handbook, including those District policies and regulations that are specifically related to attendance and conduct. 2. Students will explore the purpose for high school and understand the current graduation requirements for attendance, content credits, and State assessments. 3. Students will identify which credible Library Media Center resources are available to address their learning needs in all content areas and utilize those resources to enhance productivity on assignments. 5. Students will understand the basics of Google Suite communication and organizational applications to enhance personal communication all their academic courses (Email, Drive, Classrooms, Calendar, and Hangout). 6. Students will understand the basics of Google Suite productivity applications to enhance personal learning in all their academic courses (Docs, Sheets, Slides, Forms) 4. Students will learn how to write authentically and avoid plagiarism by properly utilizing features of Turnitin.com. 5. Students will become familiar with the District's policy and regulation regarding academic dishonesty to avoid plagiarism in the academic realm. 6. Students will explore all steps of the Cornell Note-Taking method to enhance learning in their academic courses: (Record, Questions, Recite, Reflect, Review.) 7. Students will evaluate personal learning styles on Naviance. 8. Students will be able to describe the theory of multiple intelligences and identify their strongest intelligences (musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic). 9. Students will be able to utilize a variety of learning strategies in multiple content areas to maximize their own learning. *Instruction for topics in red will be provided by a guest speakers (Vice-Principal, ELA/Mathematics Coach, LMC Specialist, Technology Specialist, school counselor).	1. SEL.PK-12.1.4 2. SEL.PK-12.2.2 3. TECH.8.1.12.D.CS1; TECH.8.1.12.D1 4. TECH.8.1.12.E.CS3 5. TECH.8.1.12.E.CS3 6. TECH.8.1.12.D.CS1; TECH.8.1.12.D1 7. TECH.8.1.12.D.CS1; TECH.8.1.12.D1 8. CRP.K-12.CRP2 9. SEL.PK-12.1.3 10. SEL.PK-12.1.3 11. SEL.PK-12.1.3; SEL.PK-12.4.1

ACCOMMODATION/MODIFICATION OPTIONS: General Classes; Special Education; 504 Students; At Risk Students; Gifted & Talented

PERSONAL SKILLS & ATTRIBUTES
Unit 2: Social Awareness, Relationship Skills & Responsible Decision-Making

Essential Questions	Enduring Understandings
1. What are the characteristics of healthy interpersonal relationships? 2. Why is it important to recognize unjust stereotypes? 3. What factors intensify harassment, intimidation, and bullying? 4. What interventions or prevention strategies are available to stop all forms of harassment, intimidation and bullying? 5. How can conflict resolution be helpful? 6. What can be done to identify and prevent domestic/dating violence? 7. What is Internet safety? 8. What does it mean to be a good digital citizen? 9. How do you know if information online is reputable/credible? 10. What are the similarities and differences between digital and social media? 11. What are the possible benefits of social media to adolescents? 12. What is a digital footprint and what are the consequences associated with a digital footprint?	1. Developing positive and healthy interpersonal skills is essential for everyday communication and interaction with others. 2. Unjust stereotypes can lead to unfair and/or false assumptions about a person or groups of people. 3. Exploring the effects of in-person and/or online cruelty leads to a greater understanding that all parties are negatively impacted. 4. Everyone has a responsibility to oppose harassment, intimidation, and bullying in all its forms. 5. It is important to recognize that every conflict can resolve a disagreement in a healthful, safe, legal, respectful and nonviolent manner (reactive vs. proactive). 6. Understanding the signs of domestic violence help protect individuals from becoming potential victims or help witnesses report such signs in order to prevent or protect potential victims who might feel helpless to report. 7. An individual's right to privacy extends to the Internet and individuals should be aware of behaviors that support healthy interactions. 8. Good digital citizenship includes thinking critically, behaving safely, and participating responsibly while on the Internet to positively represent and respect the rights and privacy of self and others. 9. Indicators to consider when determining credible websites include evidence of an author, with dates and sources posted, as well as domain types, site designs, and writing styles. 10. Digital media utilizes an electronic device to create, view, or share information while social media is a subcategory specifically created to provide opportunities for individuals to socialize online. 11. Possible benefits of healthy social media may include identity development, aspirational development, and peer engagement. 12. A digital footprint is a history (or trail) of information that is left behind when using technology. It opens the door for hacking, data mining by companies, and can result in legal ramifications for inappropriate postings or searches while on the Internet.

Unit 2: Social Awareness, Relationship Skills & Responsible Decision-Making

Learning Target	Standards
1. Students will be able to distinguish and compare the characteristics of healthy and unhealthy relationships. 2. Students will be able recognize unjust stereotypes and be able to debate common age-related stereotypes. 3. Students will identify various actions that constitute harassment, intimidation and bullying discuss its effects on oneself and peers. 4. Students will be to employ strategies for recognizing allegations of harassment, intimidation and bullying and identify resources for reporting such allegations to help protect themselves and others. 5. Students will identify the steps to prevent and resolve a conflict when they occur in ones everyday life. 6. Students will be able to recognize the signs of domestic/dating violence and discuss strategies for getting help through school and local resources. 7. Students will identify safe practices when using the internet when communicating with others. 8. Students will cultivate and manage their digital identity and reputation and will be aware of the permanence of their actions in the digital world. 9. Students differentiate between credible and not credible information provided online. 10. Students will explore the role that digital media plays in their daily lives. 11. Students will be able to describe the positive role social media has on individual, local and global levels. 12. Student will learn search engine queries for monitoring their own digital footprint. *Instruction for topics in red will be provided by a guest speaker (student assistance counselor).	1. SEL.PK-12.3.1; SEL.PK-12.5.1; HPE.2.4.12.A.CS1; HPE.2.4.12.A.3 2. SEL.PK-12.3.3; HPE.2.2.12.A.CS1; HPE.2.2.12.A.1 3. SEL.PK-12.3.3; SEL.PK-12.5.4; HPE.2.2.12.A.CS1; HPE.2.2.12.A.1 4. SEL.PK-12.3.3; SEL.PK-12.5.4; HPE.2.2.12.A.CS1; HPE.2.2.12.A.1; SEL.PK-12.5.5 5. SEL.PK-12.5.4; HPE.2.2.12.A.CS2; HPE.2.2.12.A.2 6. HPE.2.4.12.A.CS1; HPE.2.4.12.A.5 7. SEL.PK-12.5.2; HPE,2,1,12,A,CS1; HPE.2.1.12.A.2; HPE.2.2.12.A.CS3; HPE.2.2.12.A.3; HPE.2.4.12.A.CS2; HPE.2.4.12.A.6 8. SEL.PK-12.4.3; PE.2.2.12.A.CS3; HPE.2.2.12.A.3 9. TECH.8.1.12.D.CS3; TECH8.1.12.D.4 10. TECH.8.1.12.C.CS1 11. HPE.2.1.12.E.CS1; HPE.2.1.12.E.2 12. TECH.8.1.12.D.CS3; TECH8.1.12.D.4

ACCOMMODATION/MODIFICATION OPTIONS: General Classes; Special Education; 504 Students; At Risk Students; Gifted & Talented

STUDY SKILLS & ACADEMIC PREPARATION
Unit 2: Establishing Strong Study Skills

Essential Questions	Enduring Understandings
1. When is a GPA significant? 2. How can test anxiety be reduced? 3. How do retrieval cues access long-term memory and bring them to conscious awareness? 4. What learning strategies and tools are available to help students learn?	1. GPA is very important because it provides a comprehensive look at your academic strengths and weaknesses and ability to challenge yourself. 2. Test-anxiety can interfere with the quality of an individual's performance. Being able to identify and apply strategies to manage test anxiety before and during a stressful test, can greatly reduce symptoms and increase test performance. 3. Retrieval is the process of assessing information stored in long-term memory. Retrieval cues acts as the stimuli to assist in memory retrieval. 4. Teaching students how to effectively utilize learning strategies enhances their own study habits.

Unit 2: Establishing Strong Study Skills	
Learning Target	**Standards**
1. Students will understand how a positive school climate affects student success by exploring the school's student handbook, including those District policies and regulations that are specifically related to attendance and conduct. 2. Students will explore the purpose for high school and understand the current graduation requirements for attendance, content credits, and State assessments. 3. Students will identify which credible Library Media Center resources are available to address their learning needs in all content areas and utilize those resources to enhance productivity on assignments. 4. Students will understand the basics of Google Suite communication and organizational applications to enhance personal communication all their academic courses (Email, Drive, Classrooms, Calendar, and Hangout). 5. Students will understand the basics of Google Suite productivity applications to enhance personal learning in all their academic courses (Docs, Sheets, Slides, Forms) 6. Students will learn how to write authentically and avoid plagiarism by properly utilizing features of Turnitin.com. 7. Students will become familiar with the District's policy and regulation regarding academic dishonesty to avoid plagiarism in the academic realm. 8. Students will explore all steps of the Cornell Note-Taking method to enhance learning in their academic courses: (Record, Questions, Recite, Reflect, Review.) 9. Students will evaluate personal learning styles on Naviance. 10. Students will be able to describe the theory of multiple intelligences and identify their strongest intelligences (musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic). 11. Students will be able to utilize a variety of learning strategies in multiple content areas to maximize their own learning. *Instruction for topics in red will be provided by a guest speakers (Vice-Principal, ELA/Mathematics Coach, LMC Specialist, Technology Specialist, school counselor).	1. SEL.PK-12.1.4 2. SEL.PK-12.2.2 3. TECH.8.1.12.D.CS1; TECH.8.1.12.D1 4. TECH.8.1.12.E.CS3 5. TECH.8.1.12.E.CS3 6. TECH.8.1.12.D.CS1; TECH.8.1.12.D1 7. TECH.8.1.12.D.CS1; TECH.8.1.12.D1 8. CRP.K-12.CRP2 9. SEL.PK-12.1.3 10. SEL.PK-12.1.3 11. SEL.PK-12.1.3; SEL.PK-12.4.1

ACCOMMODATION/MODIFICATION OPTIONS: General Classes; Special Education; 504 Students; At Risk Students; Gifted & Talented

PERSONAL SKILLS & ATTRIBUTES
Unit 3: Career and Education Awareness, Preparation & Exploration

Essential Questions	Enduring Understandings
1. What skills are required for my personal interests and goals? 2. What inherent aptitudes or values might be required to meet specific options? 3. Why is it important to be involved in volunteer, extracurricular, or athletic activities during high school? 4. What institutions offer the training and preparation for ones post-secondary options? 5. What academic requirements are needed in order to attain one's post-secondary goals? 6. What financial costs and supports might be associated with specific options? 7. Does your projected income for your post-secondary goal cover the cost of your anticipated debt for your choice? 8. What local or global economic or societal trends may impact your post-secondary goal(s)? 9. What transferable career skills might be needed to adjust to economic or societal trends? 10. What transferable communication skills might be required to extend your job opportunities?	1. High School exposes students to the necessary college, career, civil service, and job ready skills needed upon graduation based on personal interest and goals. 2. Being realistic about one's goals begins with recognizing one's possession of the general aptitudes required for such a goal. 3. Volunteer work, participation in extracurricular activities, and/or participation in athletics can enhance the high school experience through healthy interpersonal relationships, develop a sense of belonging in the school community, and may improve opportunities for postsecondary options. 4. Understanding that all post-secondary options are different and that one needs to explore all options before making a choice for training and preparation of their goals. 5. Awareness of requirements for postsecondary options in advance supports one's ability to make decisions to successfully meet those requirements. 6. Understanding the financial costs and supports associated with one's goals helps one measure the realistic attainability of those goals. 7. It is important to avoid unnecessary debt when making post-secondary choices. 8. Knowledge of current employment statistics regarding specific career goals is important to realistically estimate future job opportunities and projected income goals. 9. Transferable skills, also known as "portable skills," are qualities that can be transferred from one job to another. Portable skills include communication, dependability, teamwork, organization, adaptability, leadership, and technology literacy. 10. In both a local and global market, employers value strong communicators who possess the ability to work with others and move projects forward.

Unit 3: Career and Education Awareness, Preparation & Exploration	
Learning Target	**Standards**
1. Students will identify their personal interests and goals and identify a post-secondary option for themselves. 2. Students will identify and evaluate their aptitude for their higher education goals. 3. Students will explore opportunities for involvement in school and community groups that align to their post-secondary options. 4. Students will explore different types of post-secondary institutions available and compare those institutions that align with their personal post-secondary goals. 5. Students will recognize the academic requirements and the skills required for their post-secondary option(s). 6. Students will explore the financial costs and monetary supports associated with their post-secondary goals. 7. Students will engage in a reflective analysis to determine if goals are realistic or need to be adjusted. 8. Students will explore local and global trends associated with their goal. 9. Students will be able to identify their strengths and weaknesses with regard to their own transferable skills sets. 10. Students will be able to identify their strengths and weaknesses with regard to their own communication skills to address future job opportunities in the local and global workplace. *Instruction for topics in red will be provided by a guest speaker (career counselor).	1. SEL.PK-12.1.3; SEL.PK-12.2.2; CRP.K-12.CRP10; CAEP.9.2.12.C1; CAEP.9.2.12.C2 2. SEL.PK-12.2.2; CAEP.9.2.12.C6 3. SEL.PK-12.1.4 4. CRP.K-12.CRP7 5. CAEP.9.2.12.C1 6. CRP.K-12.CRP3 7. SEL.PK-12 2.3; CRP.K-12.CRP3 8. CAEP.9.2.12.C4 9. CAEP.9.2.12.C3 10. CAEP.9.2.12.C5

ACCOMMODATION/MODIFICATION OPTIONS: General Classes; Special Education; 504 Students; At Risk Students; Gifted & Talented

STUDY SKILLS & ACADEMIC PREPARATION
Unit 3: Developing an Academic Plan for High School

Essential Questions	Enduring Understandings
1. What inherent aptitudes or actions might be required to meet current academic goals? 2. What are good personal goals? 3. What is a SMART goal? 4. What course selections are available to help you meet your personal academic goals? 5. What learning strategies and tools are available to help students learn?	1. It is important for students to reflect on current study skills and performances in order to make necessary adjustments to stay on track to meet current academic goals. 2. Identifying personal skills, interests, and values helps one to establishing good personal goals. 3. Writing personal goals that are specific (significant), measurable (meaningful), attainable (action-oriented), relevant (rewarding), and time-bound (trackable) is essential to achieving personal goals. 4. Participating in course selection (including electives) can lead to meeting personal goals or developing new ones based on interest. 5. Teaching students how to effectively utilize learning strategies enhances their own study habits.

Unit 3: Developing an Academic Plan for High School	
Learning Target	**Standards**
1. Students will complete a self-assessment on effective study skills that work for them or are needed in their current course. 2. Students will identify personal interests by completing the Career Interest Survey in Naviance. 3. Students will create a short and long-term goals using the SMART goal method. 4. Students will review the program of studies and utilize the Genesis Next Year Scheduling feature to identify and select the courses for the upcoming year that meet their academic goals. 5. Students will improve their study habits by effectively utilizing study tools relevant to specific content. *Instruction for topics in red will be provided by a guest speakers (school counselor).	1. SEL.PK-12.1.3 2. SEL.PK-12.2.2; CRP.K-12.CRP10, 3. CAEP.9.2.12.C1 4. CAEP.9.2.12.C2 5. CAEP.9.2.12.C2 6. SEL.Pk-12.2.3; HPE.2.1.12.A.CS1; HPE.2.1.12.A.1

ACCOMMODATION/MODIFICATION OPTIONS: General Classes; Special Education; 504 Students; At Risk Students; Gifted & Talented

Unit 4: Community Service & High Stakes Assessment Awareness & Preparation

Essential Questions	Enduring Understandings
1. What is community service and why is it important? 2. What service projects would benefit our school or local community? 3. Based on our student group, what skills and talents do our students members have? 4. How do we develop a plan to successfully accomplish our project goals? 5. What budgetary needs are required and is fundraising an option? 6. How will you market your project to the greater school or local community? 7. How can collaboration bring positive change and serve a community? 8. Why does test anxiety exist? 9. How do you prepare for high stakes assessments?	1. Engaging students in community service is essential to helping them become an active citizen, acquiring the necessary life skills and knowledge to assist others in need within our school, local, or global society. 2. Understanding the needs of our school, local, or global society helps us determine what actions may be necessary to positively address those needs. 3. Every individual is unique and can contribute to the common goals of a collective group. 4. Develop an action plan is key to the effective implementation and success of the plan. 5. Understanding financial constraints of a project is necessary to determine the project's attainability as well as what additional resources might be accessible to overcome any limitations to the project. 6. Sharing expectations of your project to the school, local or global community helps you serve as a leader in raising awareness and support while helping to prevent such needs from arising in the future. 7. A sense of community begins with a group of people working towards a common interest. 8. Many people are nervous before taking an exam, however, when the anxiety interferes with test performance, this is known as test-anxiety. Recognizing symptoms of test-anxiety can help individuals work towards reducing stress related to certain triggers. 9. To successfully graduate from high school in New Jersey, students must know and understand how to utilize technology to engage in successful assessment practices.

Unit 4: Community Service & High Stakes Assessment Awareness & Preparation	
Learning Target	**Standards**
1. Students will be able to define what community service is and why it is needed in our school, local, or global communities. 2. Students will be able to identify important concerns or issues affecting our school, local, or global communities. 3. Students will be able to work collaboratively employing individual talents and skills available to collect data to address identified concerns or issues. 4. Students will develop a project management plan to address identified concerns or issues. 5. Students will develop a budget to support their project management plan. 6. Students will establish a plan and publish news of their project with the school, local, or global community. 7. Students will implement their project and reflect on how their group collaboration brought positive change to the school, local or global community. 8. Students will be able to distinguish between nervousness and test-anxiety, reduce stress, and avoid triggers to help reduce their level of test anxiety. 9. Students will effectively implement test-taking strategies in English, Mathematics, and Science while utilizing the TestNav platform, practice tests, and previously released problems. *Guest speakers may include District Supervisors of Math, English, and Science, Principals, Counselors, or Community Leaders	1. CRP.K-12.CRP1 2. SEL.PK-12 4.1; CRP.K-12.CRP2; CRP.K-12.CRP8; CRP.K-12.CRP12; TECH.8.1.12.F.CS1, TECH.8.1.12.F.CS2 3. TECH.8.1.12.F.CS3 4. CRP.K-12.CRP6; TECH.8.1.12.F.CS2 5 CRP.K-12.CRP5 5. CRP.K-12.CRP4; TECH.8.1.12.CS1; 6. TECH.8.1.12.CS2 7. CRP.K-12.CRP9 8. SEL.PK-12.1.2; HPE.2.1.12.E.CS2; HPE.2.1.12.E.4 9. SEL.PK-12.1.2; HPE.2.1.12.E.CS2; 10. HPE.2.1.12.E.4

ACCOMMODATION/MODIFICATION OPTIONS: General Classes; Special Education; 504 Students; At Risk Students; Gifted & Talented

Black Horse Pike Regional School District

NEW JERSEY SOCIAL AND EMOTIONAL LEARNING (SEL) Standards:

New Jersey SEL Competencies & Sub-Competencies

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

NEW JERSEY STUDENT LEARNING STANDARDS (NJSLS):

The 12 Career Ready Practices
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

21st Century Life and Careers - Career Awareness, Exploration, and Preparation
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Comprehensive Health and Physical Education
The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities.

Technology
"Advances in technology have drastically changed the way we interact with the world and each other. The digital age requires that we understand and are able to harness the power of technology to live and learn". - International Society for Technology in Education.

NEW JERSEY SOCIAL AND EMOTIONAL STANDARDS

Self-Awareness (SEL.PK-12.1)

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.

Self-Management (SLE.PK-12.2)

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.

Social Awareness (SEL.PK-12.3)

SEL.PK-12.3.1 Recognize and identify the thoughts, feelings and perspectives of others.
SEL.PK-12.3.2 Demonstrate an awareness of the differences among individuals, groups and other's 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.

Responsible Decision-Making (SEL.PK-12.4)

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.

Relationship Skills (SEL.PK-12.5)

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.

NJSLS - 21ST CENTURY LIFE AND CAREERS THE 12 CAREER READY PRACTICES
Standards (CRP.K-12.CRP)
CRP.K-12.CRP1: Act as a responsible and contributing citizen and employee. **CRP.K-12.CRP2:** Apply appropriate academic and technical skills. **CRP.K-12.CRP3:** Attend to personal health and financial well-being. **CRP.K-12.CRP4:** Communicate clearly and effectively and with reason. **CRP.K-12.CRP5:** Consider the environmental, social and economic impacts of decisions. **CRP.K-12.CRP6:** Demonstrate creativity and innovation. **CRP.K-12.CRP7:** Employ valid and reliable research strategies. **CRP.K-12.CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them. **CRP.K-12.CRP9:** Model integrity, ethical leadership and effective management. **CRP.K-12.CRP10:** Plan education and career paths aligned to personal goals. **CRP.K-12.CRP11:** Use technology to enhance productivity. **CRP.K-12.CRP12:** Work productively in teams while using cultural global competence.

NJSLS - 21ST CENTURY LIFE AND CAREERS CAREER AWARENESS, EXPLORATION, AND PREPARATION
Standards (CAEP.9.2.12.C)
CAEP.9.2.12.C1: Review career goals and determine the steps necessary for attainment. **CAEP.9.2.12.C2**: Modify Personalized Student Learning Plans to support declared goals. **CAEP.9.2.12.C3**: Identify transferable career skills and design alternate career plans. **CAEP.9.2.12.C4**: Analyze how economic conditions and societal changes influence employment trends and future education. **CAEP.9.2.12.C5**: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. **CAEP.9.2.12.C6**: Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. **CAEP.9.2.12.C7**: Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. **CAEP.9.2.12.C8**: Assess the impact of litigation and court decisions on employment laws and practices. **CAEP.9.2.12.C9**: Analyze the correlation between personal and financial behavior and employability.

NJSLS - COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

Personal Growth and Development (HPE.2.1.12.A) All students will acquire health promotion concepts and skills to support a healthy active lifestyle.

HPE.2.1.12.A.CS1 - [*Content Statement*] **-** Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.A.1 - [*Cumulative Progress Indicator*] **-** Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.A.2 - [*Cumulative Progress Indicator*] - Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

Social and Emotional Health (HPE.2.1.12.E) All students will acquire health promotion concepts and skills to support a healthy active lifestyle.

HPE.2.1.12.E.CS1 - [*Content Statement*] - Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.1.12.E.1 - [*Cumulative Progress Indicator*] - Predict the short- and long-term consequences of unresolved conflicts.
HPE.2.1.12.E.2 - [*Cumulative Progress Indicator*] - Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.
HPE.2.1.12.E.CS2 - [*Content Statement*] - Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.1.12.E.3 - [*Cumulative Progress Indicator*] - Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
HPE.2.1.12.E.4 - [*Cumulative Progress Indicator*] - Develop a personal stress management plan to improve/maintain wellness.

Interpersonal Communication (HPE.2.2.12.A) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

HPE.2.2.12.A.CS1 - [*Content Statement*] - Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.A.1 - [*Cumulative Progress Indicator*] - Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.2.12.A.CS2 - [*Content Statement*] - Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.12.A.2 - [*Cumulative Progress Indicator*] - Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.A.CS3 - [*Content Statement*] - Technology increases the capacity of individuals to communicate in multiple and diverse ways.
HPE.2.2.12.A.3 - [*Cumulative Progress Indicator*] - Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

Decision-Making and Goal Setting (HPE.2.2.12.B) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

HPE.2.2.12.B.CS1 - [*Content Statement*] - Developing and implementing an effective personal wellness plan contributes to healthy decision-making over one's lifetime.
HPE.2.2.12.B.1 - [*Cumulative Progress Indicator*] - Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
HPE.2.2.12.B.2 - [*Cumulative Progress Indicator*] - Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

Character Development (HPE.2.2.12.C) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

HPE.2.2.12.C.CS1 - [*Content Statement*] - Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.
HPE.2.2.12.C.1 - [*Cumulative Progress Indicator*] - Analyze the impact of competition on personal character development.
HPE.2.2.12.C.CS2 - [*Content Statement*] - Core ethical values impact behaviors that influence the health and safety of people everywhere.
HPE.2.2.12.C.2 - [*Cumulative Progress Indicator*] - Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
HPE.2.2.12.C.3 - [*Cumulative Progress Indicator*] - Analyze current issues facing the disability community and make recommendations to address those issues.

Relationships (HPE.2.4.12A) All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

HPE.2.4.12.A.CS1 - [*Content Statement*] - Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.
HPE.2.4.12.A.1 - [*Cumulative Progress Indicator*] - Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.
HPE.2.4.12.A.2 - [*Cumulative Progress Indicator*] - Compare and contrast the current and historical role of life commitments, such as marriage.
HPE.2.4.12.A.3 - [*Cumulative Progress Indicator*] - Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
HPE.2.4.12.A.4 - [*Cumulative Progress Indicator*] - Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
HPE.2.4.12.A.5 - [*Cumulative Progress Indicator*] - Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).
HPE.2.4.12.A.CS2 - [*Content Statement*] - Technology impacts the capacity of individuals to develop and maintain interpersonal relationships.
HPE.2.4.12.A.6 - [*Cumulative Progress Indicator*] - Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

NJSLS - TECHNOLOGY

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (TECH.8.1.12.C)

TECH.8.1.12.C.CS1: [*Content Statement*] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2: [*Content Statement*] - Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3: [*Content Statement*] - Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4: [*Content Statement*] - Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.C.1: [*Cumulative Progress Indicator*] - 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.

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. (TECH.8.1.12.D)

TECH.8.1.12.D.CS1 - [*Content Statement*] - Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.1 - [*Cumulative Progress Indicator*] - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.D.CS2 - [*Content Statement*] - Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.D.2 - [*Cumulative Progress Indicator*] - Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
TECH.8.1.12.D.3 - [*Cumulative Progress Indicator*] - Compare and contrast policies on filtering and censorship both locally and globally.
TECH.8.1.12.D.CS3 - [*Content Statement*] - Exhibit leadership for digital citizenship.
TECH.8.1.12.D.4 - [*Cumulative Progress Indicator*] - Research and understand the positive and negative impact of one's digital footprint.
TECH.8.1.12.D.5 - [*Cumulative Progress Indicator*] - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Students apply digital tools to gather, evaluate, and use information. (TECH.8.1.12.E)

TECH.8.1.12.E.CS1 - [*Content Statement*] - Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2 - [*Content Statement*] - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3 - [*Content Statement*] - Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.E.CS4 - [*Content Statement*] - Process data and report results.
TECH.8.1.12.E.1 - [*Cumulative Progress Indicator*] - 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
TECH.8.1.12.E.2 - [*Cumulative Progress Indicator*] - Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (TECH.8.1.12.F)

TECH.8.1.12.F.CS1 - [*Content Statement*] - Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS2 - [*Content Statement*] - Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS3 - [*Content Statement*] - Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.F.CS4 - [*Content Statement*] - Use multiple processes and diverse perspectives to explore alternative solutions.
TECH.8.1.12.F.1 - [*Cumulative Progress Indicator*] - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.