

**CURRICULUM**

**FOR**

**PEER GROUP  
CONNECTION**

**GRADES 11-12**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Dr. Susan Dube, Supervisor of Science, Technology Education, Business, and World Languages**

The Board acknowledges the following who contributed to the preparation of this curriculum.

**Carly Romeo**

**Dr. Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
**Peer Group Connection**  
**Grades 11-12**

Date of Board Adoption:  
**September 15, 2020**

**RAHWAY PUBLIC SCHOOLS CURRICULUM**  
PEER Group Connection  
Grades: 11 & 12

***PACING GUIDE***

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	The First Four Weeks: Getting Ready for Activity Day	4 weeks
2	Team Building	4 weeks
3	Checking In	4 weeks
4	Communication and Family Night	4 weeks
5	Culture of Personality	4 weeks
6	Seniors Lead the Way	13 weeks
7	It's So Hard to Say Goodbye	7 weeks

## ACCOMMODATIONS

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> </ul>

<ul style="list-style-type: none"> <li>● Assign group research and presentations to teach the class.</li> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> <li>● Allow copying from paper/book.</li> <li>● Give student a copy of the class notes.</li> <li>● Provide written and oral instructions.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Shorten assignments.</li> <li>● Read directions aloud to student.</li> <li>● Give oral clues or prompts.</li> <li>● Record or type assignments.</li> <li>● Adapt worksheets/packets.</li> <li>● Create alternate assignments.</li> <li>● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.</li> <li>● Allow student to resubmit assignments.</li> <li>● Use small group instruction.</li> <li>● Simplify language.</li> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Demonstrate concepts possibly through the use of visuals.</li> <li>● Use manipulatives.</li> <li>● Emphasize critical information by highlighting it for the student.</li> <li>● Use graphic organizers.</li> <li>● Pre-teach or pre-view vocabulary.</li> <li>● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li> <li>● Provide audio versions of the textbooks.</li> <li>● Highlight textbooks/study guides.</li> <li>● Use supplementary materials.</li> <li>● Give assistance in note taking</li> <li>● Use adapted/modified textbooks.</li> <li>● Allow use of computer/word processor.</li> <li>● Allow student to answer orally, give extended time (time-and-a-half).</li> <li>● Allow tests to be given in a separate location (with the ESL teacher).</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Read question to student to clarify.</li> <li>● Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li> <li>● Modify the format of assessments.</li> <li>● Shorten test length or require only selected test items.</li> <li>● Create alternative assessments.</li> <li>● On an exam other than a spelling test, don't take points off for spelling errors.</li> </ul>
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# RAHWAY PUBLIC SCHOOLS CURRICULUM

## *UNIT OVERVIEW*

**Content Area:** Freshman Seminar PGC Outreach Sessions

**Unit Title:** The First Four Weeks; Preparing for Activity Day

**Target Course/Grade Level:** Senior/Junior Peer Leaders, 9th Grade Seminar Class

**Unit Summary:** This unit will focus on the student Peer Leaders reconnecting with each other and seeing how the experiences shared on the Summer Retreat have shaped them and prepared them for the upcoming school year. This unit will also provide the Peer Leaders with instruction and lessons for the upcoming PGC Activity Day which will kick off the start of the 9th Grade Outreach Sessions.

**Approximate Length of Unit:** 4 weeks (September)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **Social and Sexual Health:**

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

#### **Career Readiness, Life Literacies, and Key Skills**

##### **Global and Cultural Awareness:**

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

##### **Creativity and Innovation:**

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

##### **Critical Thinking and Problem Solving:**

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

##### **Career Awareness and Planning:**

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

## **Interdisciplinary Connections and Standards:**

### **Social Studies:**

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good

### **NJS NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- LSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### **Unit Understandings:**

*Students will understand that...*

- Groups will contain all types of personalities.
- Organization and preparation are important for success.
- Listening to and following directions are directly related to success.
- Active listening is key to understanding your group and identifying its needs.

### **Unit Essential Questions:**

- What makes it so important to remember the names of people with whom you go to school; people you work with, etc?
- What happens when you forget or mispronounce someone's name? What do you do?
- What does it feel like when someone forgets or mispronounces your name?
- What can group members and co-leaders do to make sure we have the best possible experience in the PGC outreach sessions?
- What do you hope happens this year?
- What do you hope does not happen this year?
- Why is it always helpful to establish rules when you work with others in a group?
- What is a risk?
- What are some risky behaviors that have positive consequences?
- What makes people afraid to take risks?
- What was risky about participating in the Blindfold Adventure activity?

### **Knowledge and Skills:**

*Students will know.....*

- How to create scenarios to introduce their lessons.
- How to work as a group to problem solve.

- How to hone their leadership skills.
- How to create a safe and comfortable learning environment for the 9th graders.

*Students will be able to ...*

- identify risky behaviors that have positive consequences
- identify what makes people afraid to take risks
- explain what a risk is
- explain why it is helpful to establish rules when working in groups

## ***EVIDENCE OF LEARNING***

### **Assessment:**

- **End of Unit Assessment:**
  - Students will create scenarios to introduce their lessons.
- Class Participation
- Journal Entries
- Homework

### **Learning Activities:**

- What's in a Name? (PGC Freshman Outreach Handbook; Activity Day Session #3)
- Expectation Sharing (PGC Freshman Outreach Handbook; Activity Day Session #2)
- All Aboard
- Blindfold Adventure
- Hot Dog
- Barnyard
- Sock Toss (PGC Freshman Outreach Handbook; Activity Day Session #4)
- Garbage Pail
- Boundary Breaking (PGC Freshman Outreach Handbook; Activity Day Session #8)
- Dinosaur Egg
- Supreme Being
- Human Knot (PGC Freshman Outreach Handbook; Activity Day Session #9)
- Interlock (PGC Freshman Outreach Handbook; Activity day Session #6)
- Back To Back

## ***RESOURCES***

### **Teacher Resources:**

- PGC Freshman Outreach Handbook

- Duct Tape
- Masking Tape
- Poster Board
- Index Cards
- Pens/Pencils
- Tennis Balls

**Equipment Needed:**

- Group Tarps
- Dinosaur Egg Sets
- Rope
- Blindfolds
- Beanie Babies
- Coffee Cans
- Hats
- Platform 3 x 3
- “Garbage” can (bin/hat/etc)

# RAHWAY PUBLIC SCHOOLS CURRICULUM

## *UNIT OVERVIEW*

**Content Area:** Freshman Seminar PGC Outreach Sessions

**Unit Title:** Team Building

**Target Course/Grade Level:** Junior & Senior Peer Leaders & 9th grade seminar classes

**Unit Summary:** This unit will focus on the Peer Leaders working with freshman to become a collaborative team. They will establish the rules for working together in a group, while learning about each other to help build bonds and connections. They will also discuss and understand the importance of being present at the PGC outreach sessions every week.

**Approximate Length of Unit:** 4 weeks (October)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **Social and Sexual Health:**

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

#### **Career Readiness, Life Literacies, and Key Skills**

#### **Global and Cultural Awareness:**

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

#### **Creativity and Innovation:**

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

#### **Critical Thinking and Problem Solving:**

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

#### **Career Awareness and Planning:**

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

## **Interdisciplinary Connections and Standards:**

### **Social Studies:**

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### **Unit Understandings:**

*Students will understand that...*

- Groups need ground rules in order to function effectively.
- Diversity within the group needs to be respected.
- Listening to and following directions are directly related to success.

### **Unit Essential Questions:**

- Why are ground rules important?
- What would groups be like if we did not have rules to follow?
- In what ways was it helpful to establish rules for our class together?
- What do you think showing up has to do with graduation rates?
- How does not showing up for your part of the activity influence your ability to participate?
- What are some reasons why it is important for all of us to come to PGC sessions each week?
- In what ways is attendance at class and school related to graduation from high school?
- As you think about being a member of this group, how important is it for you to graduate with the other group members?

### **Knowledge and Skills:**

*Students will know.....*

- How to create a safe and productive working environment by developing ground rules.
- How to learn more about their Peer leader and classmates.

- How to understand the importance of being present, listening and following directions when in class.
- How to practice social skills as they learn more about their peers.
- How to understand the importance of the PGC Outreach sessions and how they relate to the Freshman Seminar.

*Students will be able to ...*

- Explain why rules are important.
- Identify how showing up and being present impacts various aspects of life.
- Explain their role within the class and within the group.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

- **End of Unit Assessment:**
  - Students will develop ground rules for the working environment.
- Class Participation
- Journal entries
- Homework

### **Learning Activities:**

- *Ground Rules*
- *Activity Day (PGC Freshman Outreach Handbook; Activity Day)*
- *Showing Up (PGC Freshman Outreach Handbook; Session #3)*
- *Four Corners*
- *Pass the Penny*
- *Character Drawings*
- *Coordination Jump*
- *Mr. D's Game*
- *Car Pool*
- *T-Puzzle*

## ***RESOURCES***

### **Teacher Resources:**

- PGC Freshman Outreach Handbook
- High School Diploma Handout

- Poster Boards
- Index Cards
- Pencils
- Masking Tape
- Group Norms handouts
- Activity Day Packet

**Equipment Needed:**

- Group Tarps
- Rope
- Beanie Babies/Socks
- Pillow
- Colored Markers
- Garbage Bags

# RAHWAY PUBLIC SCHOOLS CURRICULUM

## *UNIT OVERVIEW*

**Content Area:** Freshman Seminar PGC Outreach Sessions

**Unit Title:** Checking In

**Target Course/Grade Level:** 9th grade seminar classes

**Unit Summary:** This unit will focus on students understanding the impact their words and decisions have on themselves and to those around them as well. Students will build various skills to help them effectively communicate and make decisions.

**Approximate Length of Unit:** 4 weeks (November)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **Social and Sexual Health:**

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

#### **Career Readiness, Life Literacies, and Key Skills**

##### **Global and Cultural Awareness:**

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

##### **Creativity and Innovation:**

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

##### **Critical Thinking and Problem Solving:**

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

##### **Career Awareness and Planning:**

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

## **Interdisciplinary Connections and Standards:**

### **Social Studies:**

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### **Unit Understandings:**

*Students will understand that...*

- Ground rules need to be reiterated on a regular basis to help ensure maximum productivity while in class.
- Decisions can have effects that go far beyond your own person.
- Diversity within the group needs to be respected.
- Listening to and following directions are directly related to success.

### **Unit Essential Questions:**

- Why are ground rules important?
- What did you learn about the decision making process?
- What is challenging about this process that could possibly stop you from using it?
- What steps will you take in order to reach your short term goals?
- How can you overcome your fears about the future?
- Why should we consider how we say things to others?
- What insights did you gain from participation in the IALAC exercise?
- What can we do to develop a friendlier more positive atmosphere at our school?

### **Knowledge and Skills:**

*Students will know.....*

- How to understand the importance of communication and how others can perceive and interpret what you say.
- How to learn more about their Peer leaders and classmates.

- How to understand the importance of being present, listening to and following directions when in class.
- How to practice social skills as they learn more about their peers.

*Students will be able to ...*

- Work effectively in a group setting.
- Identify their goals and how they will work toward achieving them.
- Communicate in a positive way.
- Express their thoughts and feelings effectively.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

- **End of Unit Assessment:**
  - Students will practice social skills in a real world setting.
- Class Participation
- Journals
- Homework

### **Learning Activities:**

- The Party
- I Am Lovable and Capable (PGC Freshman Outreach Handbook; Session #4 Activity 2)
- Going on a Picnic
- Numbers Game
- Squeak Piggy Squeak
- Coordination Jump

## ***RESOURCES***

### **Teachers Resources:**

- PGC Freshman Outreach Handbook
- Poster Board
- IALAC Signs
- Group Ground Rules (specific to each outreach classroom)
- Party readings
- Party handouts

- Index cards

**Equipment Needed:**

- Masking tape
- Yarn
- Markers
- Pig Pillow

# RAHWAY PUBLIC SCHOOLS CURRICULUM

## *UNIT OVERVIEW*

**Content Area:** Freshman Seminar PGC Outreach Sessions

**Unit Title:** Communication and Family Night

**Target Course/Grade Level:** Junior & Senior Peer Leaders, 9th Grade Seminar Class

**Unit Summary:** This unit will focus on helping the 9th graders communicate more effectively. This unit focuses on learning various skills associated with communication and building healthy relationships. Through this unit students will learn how to be clear, listen effectively, and respond appropriately. The peer leaders will also prepare to assist at school events to help inform parents and visitors about the program and create a strong sense of community.

**Approximate Length of Unit:** 3-4 weeks (December)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **Social and Sexual Health:**

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

#### **Career Readiness, Life Literacies, and Key Skills**

#### **Global and Cultural Awareness:**

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

#### **Creativity and Innovation:**

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

#### **Critical Thinking and Problem Solving:**

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

**Career Awareness and Planning:**

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

**Interdisciplinary Connections and Standards:****Social Studies:**

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good

**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Unit Understandings:**

*Students will understand that...*

- Relationships are tricky
- Peer pressure affects everyone and is always around us.
- Listening to and following directions is directly related to success.
- Differences in relationships can be overcome through straight talk.
- Communication is the key to success.

**Unit Essential Questions:**

- What are some of the things we feel pressured by others to do?
- What are the ways we are influenced to do things that we don't agree with?
- What are some things that can hinder clear communication?
- What do you think you might do differently as a result of practicing your communication skills in pressure situations?
- How might you use straight talk strategies to help you stand by the positive decisions that you make yourself?

**Knowledge and Skills:**

*Students will know.....*

- How to communicate effectively and get more of what they want and less of what they don't.

- That clear communication will improve relationships with peers, parents, teachers and others.
- The critical communication skill of negotiation, straight talk and refusal.
- How to be able to show parents and caregivers what PGC is all about.
- How to improve communication skills.
- How to help parents and caregivers become more active in school related activities.
- How to build a stronger community within their PGC class and the school.

*Students will be able to ...*

- Identify what they feel pressured by.
- Communicate clearly within the group and outside of the group.
- Make positive decisions they are comfortable with.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

- **End of Unit Assessment:**
  - Students will host parents and the community in school related activities.
- Class Participation
- Journals
- Homework

### **Learning Activities:**

- Back to Back
- Holiday Memories
- People to People
- Clear Communication (PGC Freshman Outreach Handbook; Session #10 Activity 2)
- Pressure Zone (PGC Freshman Outreach Handbook; Session #11 Activity 1)
- The Dating Game

## ***RESOURCES***

### **Teacher Resources:**

- PGC Freshman Outreach Handbook
- Duct Tape
- Masking Tape
- Poster Board

- Ground rules Poster
- Back to Back drawings

**Equipment Needed:**

- Pens/pencils
- Index cards
- Blank paper

# RAHWAY PUBLIC SCHOOLS CURRICULUM

## *UNIT OVERVIEW*

**Content Area:** Freshman Seminar PGC Outreach Sessions

**Unit Title:** Culture of Personality

**Target Course/Grade Level:** Junior & Senior Peer Leaders, 9th Grade Seminar Class

**Unit Summary:** This unit will help students evaluate the progress of their goals, identify their personality types and identify cultural influences that comprise their identities. They will develop an appreciation for not only differences in personality types but cultural differences as well.

**Approximate Length of Unit:** 4 weeks (January)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **Social and Sexual Health:**

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

#### **Career Readiness, Life Literacies, and Key Skills**

##### **Global and Cultural Awareness:**

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

##### **Creativity and Innovation:**

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

##### **Critical Thinking and Problem Solving:**

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

**Information and Media Literacy:**

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

**Career Awareness and Planning:**

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

**Digital Citizenship:**

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

**Interdisciplinary Connections and Standards:**

**Social Studies:**

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Unit Understandings:**

*Students will understand that...*

- Personalities are complex
- Cultures are made up of many different categories.
- People have more in common than they realize.

**Unit Essential Questions:**

- What do you think we mean by personality as a type?
- How do you see your personality as something that influences how you act?
- What aspects of your personality get you in trouble?
- What parts of your personality would you consider an asset?
- What is one thing you have found during this session to be useful?
- What is culture? What makes up your culture?

- How does your culture influence your choices in life?
- How does this class appreciate and value our cultural diversity?
- How does this school appreciate and value our cultural diversity?
- What can we do to increase our school/community's appreciation of cultural diversity?
- What is getting in the way of you being able to achieve your goals?
- What is helping you achieve your goals?
- How have you changed since September?
- What positive/negative factors have led to this change?

**Knowledge and Skills:**

*Students will know.....*

- Three cultural factors that have influenced their life.
- One relevant cultural factor for each member of their Peer group.
- How to describe one way they can help create a school climate that values and appreciates cultural differences.
- How to identify their personality response type.
- How to describe two characteristics of their response type that they identify with.
- How to describe two characteristics of their response type that they identify with.
- How to explain their personal progress towards achieving their goals, including one success and one setback that they have had.
- One action they will take towards achieving their goals.
- How to describe how a decision related to the use of time can impact progress towards achieving goals.

*Students will be able to ...*

- Identify personality traits and how personality can impact other areas of life.
- Identify what culture is.
- Share aspects of their culture with others.
- Identify various values.
- Explain how they plan to achieve their goals and how they will overcome obstacles.
- Compare/Contrast who they were when they entered school in September until now.

<b><i>EVIDENCE OF LEARNING</i></b>
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**Assessment:**

**End of Unit Assessment:**

- Students will describe two characteristics of their response type and explain their personal progress towards achieving their goals.
- Class Participation
- Journals
- Homework

**Learning Activities:**

- What's Your Type? (PGC Freshman Outreach Handbook; Session #13 Activity 1)
- Culture Cake (PGC Freshman Outreach Handbook; Session #15)
- It's About Time ((PGC Freshman Outreach Handbook; Session #16)
- Garbage Pail: Goals and Fears at the Half Year
- Ain't Nobody Got Time for That
- The Parable

<i><b>RESOURCES</b></i>
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**Teacher Resources:**

- PGC Freshman Outreach Handbook
- Duct Tape
- Masking Tape
- Poster Board
- Ground Rules Poster
- Back to Back drawings
- Ain't Nobody Got Time for That Cards
- The Parable reading

**Equipment Needed:**

- Pens/pencils
- Index cards
- Hat or container
- Blank paper

# RAHWAY PUBLIC SCHOOLS CURRICULUM

## *UNIT OVERVIEW*

**Content Area:** Freshman Seminar PGC Outreach Sessions

**Unit Title:** Seniors Lead the Way

**Target Course/Grade Level:** Junior & Senior Peer Leaders, 9 th Grade Seminar Class

**Unit Summary:** This unit will allow the Senior Peer Leaders to create their own lesson plans for Freshman Outreach. These lessons will be created with a focus on the makeup of each Peer Leader's class. Lessons will touch upon a variety of topics including racism, peer pressure, decision making, rumors, teamwork, problem solving and jealousy.

**Approximate Length of Unit:** 13 weeks (February, March, April)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **Social and Sexual Health:**

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

#### **Career Readiness, Life Literacies, and Key Skills**

#### **Global and Cultural Awareness:**

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

#### **Creativity and Innovation:**

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

#### **Critical Thinking and Problem Solving:**

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

### **Information and Media Literacy:**

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

### **Career Awareness and Planning:**

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

### **Digital Citizenship:**

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

### **Interdisciplinary Connections and Standards:**

#### **Social Studies:**

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### **Unit Understandings:**

*Students will understand that...*

- People will make bad decisions in life, and it is ok as long as they learn from them.
- Freshmen have a lot to take in during their first year of high school.
- Everyone has a chance to succeed and make the right decisions.

### **Unit Essential Questions:**

- What is a rumor?
- How and why do rumors spread?
- What is a stereotype? How are they created?

- Why is being responsible an important part of being a successful high school student?
- How can trust be regained? Can it ever be regained?
- How do the choices we make shape who we become?
- What is the most embarrassing thing that has ever happened to you?
- When was the last time you were truly happy?
- Have you ever told a lie to conform?
- Have you ever been lied to? How did you feel? Why?
- If you feel bad, why do you lie?
- Is there ever a right time to lie? When is it okay to lie?
- How does a lie affect a relationship?
- Why do people lie?
- Final question: Looking back at these lies, do you regret telling that person that lie? Will you think again before lying to anyone?

**Knowledge and Skills:**

*Students will know.....*

- How to open up to the group and share personal moments and thoughts.
- The value of honesty and integrity.
- How damaging a rumor can be.
- Why it is important not to judge someone before you get to know them.
- How to keep an open mind in all situations.
- That trust is very difficult to get back once it has been lost.

*Students will be able to ...*

- Identify what a rumor is.
- Explain how rumors are spread and the impact they have on people.
- Identify what a stereotype is.
- Identify the importance of trust.
- Explain how our choices shape who we become.
- Explain what a lie is and how it affects relationships.

<b><i>EVIDENCE OF LEARNING</i></b>
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**Assessment:**

- **End of Unit Assessment:**
  - Students will explain the importance of honesty and integrity and why it is important to keep an open mind in all situations.
- Class Participation
- Journals
- Homework

**Learning Activities:**

- Will be created by the Senior PGC Leaders

**Activities will include the following topics/types:**

Rumors	First Impressions	Team Building
Decision Making	Goals	Responsibilities
Stereotypes	Peer Pressure	Lying/Truth
Communication	Listening Skills	High School Problems
Problem Solving	Building Trust	Relationships

***RESOURCES***

**Teacher Resources:**

Pens/pencils

- Index cards
- Hat or container
- Blank paper

**Equipment Needed:**

- PGC Freshman Outreach Handbook
- Duct Tape
- Masking Tape
- Poster Board
- Ground Rules poster

# RAHWAY PUBLIC SCHOOLS CURRICULUM

## *UNIT OVERVIEW*

**Content Area:** Freshman Seminar PGC Outreach Sessions

**Unit Title:** It's So Hard to Say Goodbye

**Target Course/Grade Level:** Junior & Senior Peer Leaders, 9th Grade Seminar Class

**Unit Summary:** This unit will focus on closure for the Junior & Senior Peer Leaders and the Freshman in the Freshman Outreach periods. Peer Leaders will begin to close out the school year together and be given time to reflect on the skills they've gained and bonds they have built. They will also have the opportunity to close out the school year with their freshman. The Peer Leaders will meet with the incoming freshman class to introduce themselves and introduce the PGC program.

**Approximate Length of Unit:** 7 weeks (May & June)

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **Social and Sexual Health:**

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

#### **Career Readiness, Life Literacies, and Key Skills**

#### **Global and Cultural Awareness:**

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

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#### **Creativity and Innovation:**

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#### **Critical Thinking and Problem Solving:**

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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**Career Awareness and Planning:**

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

**Digital Citizenship:**

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

**Interdisciplinary Connections and Standards:**

**Social Studies:**

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good

**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Unit Understandings:**

*Students will understand that...*

- Saying goodbye is difficult, but part of a group's lifecycle.
- People grow and evolve sometimes more than they show in the group.
- Listening to and following directions is directly related to success.
- Moving onto the next phase in life can be difficult, but also exciting at the same time.

**Unit Essential Questions:**

- How do you say goodbye?
- Was it satisfying?

- How did you feel about the group?
- What did you like most about Outreach?
- What is one thing you would like to say to everyone before the year is over?
- Describe how you have changed since you first walked into Outreach?
- How do you feel about the group now that the year is almost over?
- What will you always remember about PGC?
- What advice would you have to the incoming Freshman?
- What did you like most about Outreach?
- What did you like least about Outreach?
- What would you change about Outreach?

**Knowledge and Skills:**

*Students will know.....*

- How to create goodbye lessons
- How to introduce the incoming Freshman to PGC
- How to organize and run interview programs for the incoming PGC class.

*Students will be able to ...*

- Give a proper goodbye.
- Explain their feelings about the program and outreach classes.
- Describe how they have changed over the course of the year.
- Identify what you liked most about PGC.
- Identify what you liked least about PGC.
- Explain something you would change or do differently.

<b><i>EVIDENCE OF LEARNING</i></b>
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**Assessment:**

- **End of Unit Assessment:**
  - Students will explain the importance of honesty and integrity and why it is important to keep an open mind in all situations.
- Class Participation
- Journals
- Homework

**Learning Activities:**

- Goodbye Lesson (PGC Freshman Outreach: Session #29; Activity 3)
- Colors
- Spiderweb
- What I'll Miss Most About You...
- Would You Be a Good Witness

- Procrastinations
- Moving Up Day for the Eighth Graders
- Interview for incoming Peer Advisors

## *RESOURCES*

### **Teacher Resources:**

- PGC Freshman Outreach Handbook
- Duct Tape
- Masking Tape
- Poster Board
- Ground Rules poster
- Legacy items (Seniors)
- What I Will Miss About You Most...signs
- String

### **Equipment Needed:**

- Pens/pencils
- Index cards
- Card Stock
- Hat or container
- Blank paper