

Senior Seminar

Grade 12

Prepared by:

Joann Manicone

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on

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Senior Seminar

Course Description:

Senior Seminar is an enrichment course focusing on College and Career Readiness. This course is designed to work in conjunction with the Guidance Department to supplement and extend the activities that students will be completing with their counselors to prepare for the college application process or careers.

This course will support students as they begin the college application process or begin investigating careers, military, or trades after high school. Students will cover a variety of college and career readiness topics including, but not limited to: navigating Naviance and the Common Application, composing supplemental college application materials, requesting letters of recommendation, applying for scholarships, preparing for standardized tests (ASVAB, Accuplacer), developing interview skills, and practicing business and technical writing.

Course Sequence:

Unit 1:College Application, Career Goals, & Expectations: 4 weeks

Unit 2:Composing Supplemental Application Materials: 3 weeks

Unit 3:Interviewing Skills: 2 weeks

Unit 4:Business and Technical Writing: 3 weeks

Unit 5:Standardized Test Preparation: 3 weeks

Unit 6:Scholarship Research and Application: 2 weeks

Prerequisites: none

Unit #1 - Overview**Content Area: English****Unit Title: College Application, Career Goals, and Expectations****Grade Level: 12****Unit Summary:** Students will cover a variety of college and career readiness topics including, but not limited to: navigating Naviance and the Common Application, and exploring careers and determining future goals.**Unit #1 - Standards****Standards (Content and Technology):****CPI#:** **Statement:****NJSLS Standards- Career Awareness, Exploration & Preparation
21st century themes and skills (standard 9)**

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 Identify transferable career skills and design alternate career plans

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices

9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

Career Ready Practices

CRP1 Act as a responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP3 Attend to personal health and financial well-being.

CRP4 Communicate clearly and effectively and with reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP10 Plan education and career paths aligned to personal goals.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Educational Technology Standards

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Interdisciplinary Connection

ELA: Connections to basic forms of speech (nouns, verbs, adjectives), vocabulary, connections also to how to research and interpret information.

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

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Intercultural Statements (Amistad, Holocaust, LGBT,)

Gender / LGBT

All videos and programs will contain people/characters that highlight individuality and are neutral

Unit Essential Question(s):

- How do I prepare for college?
- How do I apply to college?
- How can I improve my college applications?
- What are some alternatives to college?
- What careers am I interested in?
- How do I meet my goals necessary for my career choices?

Unit Enduring Understandings:

- Research the college application process
- Discuss college application process
- Describe sources of college information
- Research ways to discover which college is right for me
- Discuss college trends, complete self-assessments
- Understand alternatives to college
- Complete college analysis; positive and negative aspects of college choices

Unit Learning Targets/Objectives: Students will...

- Cover a variety of college and career readiness topics
- Navigate Naviance and the Common Application
- Compose supplemental college application materials
- Request letters of recommendation
- Review applications

Evidence of Learning

- **Formative Assessments:**
- Comprehension questions
- Written examples
- Class and group discussion
- Exit Slips to check for daily understanding

Summative/Benchmark Assessment(s):

- Final product production (application)

Resources/Materials : Naviance**Modifications:***Special Education Students*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

At-Risk Students

- Provide extended time to complete tasks

- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

504 Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions and permit drawing as an explanation
- Accept participation on any level, even one word
- Consult with Case Managers and follow 504 accommodations/modifications

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
•Navigate Naviance and the Common Application	Utilize Naviance and the personal inventories to guide the college application process.	5 days
•Compose/gather college application materials	Research and prepare activities list for common application	5 days
•Request letters of recommendation	Prepare and request letters of recommendation geared for specific applications	4 days
•Review applications	Review and proofread applications before submission	3 days
•Investigate careers	Research careers and investigate options to achieve career goals	3 days

Teacher Notes:

Additional Resources:

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
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<ul style="list-style-type: none"> • Offer ways of customizing the display of information. • Offer alternatives for auditory information. • Offer alternatives for visual information. 	<ul style="list-style-type: none"> • Vary the methods for response and navigation. • Optimize access to tools and assistive technologies. 	<ul style="list-style-type: none"> • Optimize individual choice and autonomy. • Optimize relevance, value, and authenticity. • Minimize threats and distractions
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Unit #2 - Overview

Content Area: English

Unit Title: Composing Supplemental Application Materials

Grade Level: 12

Unit Summary: Students will review the supplemental application materials required on college applications and develop the applications thoroughly. Students will develop a “brag sheet” of past and current accomplishments.

Unit #2 - Standards

Standards (Content and Technology):

CPI#:	Statement:
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**NJSLS Standards- Career Awareness, Exploration & Preparation
21st century themes and skills (standard 9)**

9.2.12.C.1	Review career goals and determine steps necessary for attainment.
9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
9.2.12.C.3	Identify transferable career skills and design alternate career plans
9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace
9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices
9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Career Ready Practices

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

Educational Technology Standards	
	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Connection	
	ELA: Connections to basic forms of speech (nouns, verbs, adjectives), vocabulary, connections also to how to research and interpret information.
	WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
Intercultural Statements (Amistad, Holocaust, LGBT,)	
	Gender / LGBT All videos and programs will contain people/characters that highlight individuality and are neutral

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● What supplemental information do my college applications need for admission? ● Where should I include my brag sheet? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Research supplemental application requirement ● Discuss ways to enhance application ● Discuss the best way to present one’s best self on paper and develop a strong brag sheet ● Complete college application
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<p>Unit Learning Targets/Objectives: Students will...</p> <ul style="list-style-type: none"> ● Navigate Naviance and the Common Application for additional information / requirements needed ● Compose supplemental college application materials ● Create a brag sheet of past and present accomplishments ● Finalize applications
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Evidence of Learning

<ul style="list-style-type: none"> ● Formative Assessments: ● Comprehension questions ● Written examples ● Class and group discussion ● Exit Slips to check for daily understanding

<p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Final product production (application) <p>Resources/Materials : Naviance</p>

<p>Modifications:</p> <p><i>Special Education Students</i></p> <ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications <p><i>English Language Learners</i></p> <ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking
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- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

504 Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions and permit drawing as an explanation
- Accept participation on any level, even one word
- Consult with Case Managers and follow 504 accommodations/modifications

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
•Navigate Naviance and the Common Application	Review any additional requirements for applications.	4 days
•Compose supplemental college application materials and brag sheet	Write supplemental essays and prepare activities list for common application; create personal brag sheet to supplement application	6 days
•Finalize applications	Review and proofread applications before submission	5 days

Teacher Notes:

Additional Resources:

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
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<ul style="list-style-type: none"> • Offer ways of customizing the display of information. • Offer alternatives for auditory information. • Offer alternatives for visual information. 	<ul style="list-style-type: none"> • Vary the methods for response and navigation. • Optimize access to tools and assistive technologies. 	<ul style="list-style-type: none"> • Optimize individual choice and autonomy. • Optimize relevance, value, and authenticity. • Minimize threats and distractions
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Unit #3 - Overview

Content Area: English

Unit Title: Interviewing Skills

Grade Level: 12

Unit Summary: Students will research the interview process, engage in mock interviews, such as job interviews, college interviews, and prepare for the different types of them (traditional, panel, video, group, etc.)

Unit #3 - Standards

Standards (Content and Technology):

CPI#:	Statement:
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**NJSLS Standards- Career Awareness, Exploration & Preparation
21st century themes and skills (standard 9)**

9.2.12.C.1	Review career goals and determine steps necessary for attainment.
9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
9.2.12.C.3	Identify transferable career skills and design alternate career plans
9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace
9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices
9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Career Ready Practices

CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
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CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

Educational Technology Standards

	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Connection	
	ELA: Connections to basic forms of speech (nouns, verbs, adjectives), vocabulary, connections also to how to research and interpret information.
	WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
Intercultural Statements (Amistad, Holocaust, LGBT,)	
	Gender / LGBT All videos and programs will contain people/characters that highlight individuality and are neutral

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How do I prepare for interviews? ● What are the different types of interviews? ● How do I search for available employment? ● What questions should I expect and prepare for in an interview? ● How can practicing interviewing help me be more successful during an actual interview? ● What is the proper method to follow up with a specific job interview? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Research how to prepare for a career ● Know the importance of marketable job skills ● Understand how the marketable job skills contribute to employment chances ● Learn how to complete a job application, create a resume, obtain references, and successfully interview for a position.
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<p>Unit Learning Targets/Objectives: Students will...</p> <ul style="list-style-type: none"> ● Understand the job interview process ● Prepare for a mock interview ● Research the different types of interviews and determine how to effectively prepare for them. ● Review protocol for communication before and after the interview.

Evidence of Learning
<ul style="list-style-type: none"> ● Formative Assessments: ● Comprehension questions ● Written examples ● Class and group discussion ● Exit Slips to check for daily understanding <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Final mock interview evaluation <p>Resources/Materials : Naviance and online resources, such as Indeed and LinkedIn.</p>

<p>Modifications:</p> <p><i>Special Education Students</i></p> <ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions, and permit drawing, as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers and follow IEP accommodations/modifications <p><i>English Language Learners</i></p> <ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking
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- Accept participation at any level, even one word

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

504 Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions and permit drawing as an explanation
- Accept participation on any level, even one word
- Consult with Case Managers and follow 504 accommodations/modifications

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Understand the job interview process	Students will research the interview process	2 days
Research the different types of interviews and determine how to effectively prepare for them.	Review traditional, video, group, behavioral interviews (and others) and review questions associated with each.	3 days
Prepare for a mock interview	Students will prepare answers to commonly asked interview questions	3 days
Review protocol for communication before and after the interview.	Students will engage in written and oral communication for preparation and conclusion of the interview.	2 days

Teacher Notes:

Additional Resources:

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
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<ul style="list-style-type: none"> • Offer ways of customizing the display of information. • Offer alternatives for auditory information. • Offer alternatives for visual information. 	<ul style="list-style-type: none"> • Vary the methods for response and navigation. • Optimize access to tools and assistive technologies. 	<ul style="list-style-type: none"> • Optimize individual choice and autonomy. • Optimize relevance, value, and authenticity. • Minimize threats and distractions
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Unit #4 - Overview	
Content Area: English	
Unit Title::Business and Technical Writing	
Grade Level: 12	
Unit Summary: Students will develop critical written communication skills that are extremely important in professional workplace settings. Students will develop the skills and confidence necessary to prepare clear, concise, and effective written communication. Students will develop effective business and technical writing skills through practice.	
Unit #4 - Standards	
Standards (Content and Technology):	
CPI#:	Statement:
NJSLS Standards- Career Awareness, Exploration & Preparation 21st century themes and skills (standard 9)	
9.2.12.C.1	Review career goals and determine steps necessary for attainment.
9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
9.2.12.C.3	Identify transferable career skills and design alternate career plans
9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace
9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices
9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.

CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.
Educational Technology Standards	
	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Connection	
	ELA: Connections to basic forms of speech (nouns, verbs, adjectives), vocabulary, connections also to how to research and interpret information.
	WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
Intercultural Statements (Amistad, Holocaust, LGBT,)	
	Gender / LGBT All videos and programs will contain people/characters that highlight individuality and are neutral

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● Why is technical writing important? ● Where is technical writing utilized? ● What is business writing? ● Why is business writing essential in the workplace? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Understand importance of effective communication ● Apply technical writing in specific writing ● Organize information in a logical sequence ● Analyze miscommunication problems ● Edit and proofread confidently ● Use the proper format for memos, letters, and emails
<p>Unit Learning Targets/Objectives: Students will...</p> <ul style="list-style-type: none"> ● Explain the real purpose of communication ● Apply basic writing techniques for clear and concise communication ● Organize information in a logical sequence ● Analyze miscommunication problems ● Edit and proofread confidently ● Use the proper format for memos, letters, and email 	
Evidence of Learning	
<ul style="list-style-type: none"> ● Formative Assessments: ● Comprehension questions ● Written examples ● Class and group discussion ● Exit Slips to check for daily understanding <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Final product production (application) 	

Resources/Materials : Emails, Gmail**Modifications:***Special Education Students*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
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At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
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Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Technical writing overview	Understanding the writing of the science, engineering and technology world.	4 days
Uses of technical writing	Review the use of typical documents including specifications, manuals, data sheets, research papers, field reports and release notes.	3 days

Business writing overview	Understanding that business writing is just about any other kind of writing people do at work, except journalism and creative writing.	4 days
Business writing uses	Review reports, emails, proposals, white papers, minutes, business cases, letters, copywriting, bids and tenders.	4 days
Teacher Notes:		
Additional Resources		

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
<ul style="list-style-type: none"> • Offer ways of customizing the display of information. • Offer alternatives for auditory information. • Offer alternatives for visual information. 	<ul style="list-style-type: none"> • Vary the methods for response and navigation. • Optimize access to tools and assistive technologies. 	<ul style="list-style-type: none"> • Optimize individual choice and autonomy. • Optimize relevance, value, and authenticity. • Minimize threats and distractions

Unit #5 - Overview

Content Area: English
Unit Title: Standardized Test Preparation
Grade Level: 12
Unit Summary: Students will prepare and research standardized tests for future career planning.

Unit #5 - Standards

Standards (Content and Technology):	
CPI#:	Statement:
NJSLS Standards- Career Awareness, Exploration & Preparation 21st century themes and skills (standard 9)	
9.2.12.C.1	Review career goals and determine steps necessary for attainment.
9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
9.2.12.C.3	Identify transferable career skills and design alternate career plans
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9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace

9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices
9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
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Educational Technology Standards	
	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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	ELA: Connections to basic forms of speech (nouns, verbs, adjectives), vocabulary, connections also to how to research and interpret information.
	WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
Intercultural Statements (Amistad, Holocaust, LGBT,)	
	Gender / LGBT All videos and programs will contain people/characters that highlight individuality and are neutral

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● What standardized tests do I need to prepare for in my future? ● What is the ASVAB? ● What are college entrance tests given after admission? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Research test preparation ● Prepare for tests
<p>Unit Learning Targets/Objectives: Students will...</p> <ul style="list-style-type: none"> ● Investigate standardized testing specific to their personalized career goals. 	
<p>Evidence of Learning</p>	
<ul style="list-style-type: none"> ● Formative Assessments: ● Comprehension questions ● Written examples ● Class and group discussion ● Exit Slips to check for daily understanding 	

Summative/Benchmark Assessment(s):

- Successful scoring on practice tests

Resources/Materials : online resources

Modifications:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
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- Accept participation at any level, even one word

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

504 Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions and permit drawing as an explanation
- Accept participation on any level, even one word
- Consult with Case Managers and follow 504 accommodations/modifications

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Review standardized tests needed after acceptance.	Students will practice other types of standardized tests given after high school.	5 days

Review ASVAB and Accuplacer tests	Students will research potential tests applicable to them individually.	5 days
Teacher Notes:		
Additional Resources:		

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
<ul style="list-style-type: none"> Offer ways of customizing the display of information. Offer alternatives for auditory information. Offer alternatives for visual information. 	<ul style="list-style-type: none"> Vary the methods for response and navigation. Optimize access to tools and assistive technologies. 	<ul style="list-style-type: none"> Optimize individual choice and autonomy. Optimize relevance, value, and authenticity. Minimize threats and distractions

Unit #6 - Overview

Content Area: English
Unit Title: Scholarship Research and Application
Grade Level: 12
Unit Summary: Students will review scholarships and complete any applications available.

Unit #6 - Standards

Standards (Content and Technology):	
CPI#:	Statement:
NJSLS Standards- Career Awareness, Exploration & Preparation	
21st century themes and skills (standard 9)	
9.2.12.C.1	Review career goals and determine steps necessary for attainment.
9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
9.2.12.C.3	Identify transferable career skills and design alternate career plans
9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace
9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices
9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
Career Ready Practices	
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.

CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.
Educational Technology Standards	
	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Interdisciplinary Connection	
	ELA: Connections to basic forms of speech (nouns, verbs, adjectives), vocabulary, connections also to how to research and interpret information.
	WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
Intercultural Statements (Amistad, Holocaust, LGBT,)	
	Gender / LGBT All videos and programs will contain people/characters that highlight individuality and are neutral

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● What scholarships am I eligible for? ● What is the process for applying for scholarships? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Identify the process for applying for scholarships ● Determine the materials needed for scholarship eligibility ● Review financial impact of scholarships
<p>Unit Learning Targets/Objectives: Students will...</p> <ul style="list-style-type: none"> ● Search for scholarship opportunities ● Apply for scholarships ● Review materials needed for eligibility 	
Evidence of Learning	
<ul style="list-style-type: none"> ● Formative Assessments: ● Comprehension questions ● Written examples ● Class and group discussion ● Exit Slips to check for daily understanding <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Final product production (applications) <p>Resources/Materials : Naviance</p>	

Modifications:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students’ intrinsic motivations
- Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

504 Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions and permit drawing as an explanation
- Accept participation on any level, even one word
- Consult with Case Managers and follow 504 accommodations/modifications

Suggested Pacing Guide

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Scholarship Search	Search for potential scholarship applications	5 days
Scholarship Application	Apply for eligible scholarships	5 days

Teacher Notes:

Additional Resources:

Midland Park Public Schools

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
<ul style="list-style-type: none">● Offer ways of customizing the display of information.● Offer alternatives for auditory information.● Offer alternatives for visual information.	<ul style="list-style-type: none">● Vary the methods for response and navigation.● Optimize access to tools and assistive technologies.	<ul style="list-style-type: none">● Optimize individual choice and autonomy.● Optimize relevance, value, and authenticity.● Minimize threats and distractions