



Westampton Township School District



Westampton Township School District

Guidance

Career Education and Life Skills, Character Education
Curriculum and Program Guide

Kindergarten – Eighth Grade

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Introduction

District Mission Statement

The Westampton School District, in partnership with its Community, shall do whatever it takes to ensure that every child achieves or exceeds proficiency in the current New Jersey Student Learning Standards.

Be open! Be creative! Be accountable!

Vision Statement

To create a climate where the Community and District support the instructional process by incorporating an effective, comprehensive communication system that incorporates the whole child as its driving force involving parents, staff, and the Community by utilizing appropriate data to challenge the students and teachers to maximize each student's level of achievement.

Curriculum and Instruction Vision Statement

Westampton Township School District's Office of Curriculum and Instruction is committed to supporting, implementing, and supervising K – 8 curriculum that is rigorous, meaningful, differentiated, culturally responsive, and academically challenging to ensure that students receive high-quality instruction that promotes excellence and high expectations, prepares all students for the rigors of high school and postsecondary education and produces dynamic student achievement and lifelong learners.

Guidance Program Philosophy

The Westampton School Board believes that the school counseling program is an integral part of the life long learning process / education of each student. The school counseling program is rooted in a comprehensive, developmental, and proactive model. From the very first day of kindergarten through eighth grade graduation, the counseling program addresses the academic, personal, social, and career/life planning needs of our students. It is integrated throughout thy academic curriculum, available to all students, delivered by teachers and counselors, and supported by parents, administrators, and community members. It recognizes the unique nature of students and the importance of providing a child-centered learning environment that supports their interests and abilities, and addresses their academic, emotional, and social needs.

School counselors face the challenge of preparing students to meet the expectations of increasing academic standards and to become productive and contributing members of society. School counseling programs that are comprehensive and proactive are effective in supporting the whole student. A comprehensive school-counseling program includes a curriculum, which is the shared responsibility of teachers, administrators, counselors, parents, and community members. It includes opportunities for developmental programs, individual and small group counseling, crisis responsive services, and system support by certified school counselors.

Complex social, emotional, physical, and academic challenges and problems increasingly confront today's youth. As the nature and scope of societal demands have grown, it becomes increasingly necessary for

school counselors to address these issues. There are dramatic increases in family pattern changes, and a frightening increase in school violence. Issues involving substance abuse, suicidal ideation, eating disorders, self harming behaviors and other emotional and social problems are on the rise. The result is that the school community is involved in many of the roles and responsibilities that were previously viewed only as belonging within the domain of other institutions such as the family unit.

The purpose of Westampton Township Schools Counseling Services is to provide a comprehensive, developmental, preventive / proactive program of counseling services to all students and the school community. As student advocates, we recognize the uniqueness and personal worth of each child. The K-8 Developmental Counseling Program will focus on each student's potential for growth within the context of his or her individual, family, societal, and cultural perspectives.

Systematic monitoring and evaluation of students and program outcomes are provided. Modification and changes are made as needed in order to assist students to master the proper competencies in all needed areas. On-going professional development is included.

Program Rationale / Benefits

Comprehensive developmental school counseling programs positively impact students, parents, teachers, administrators, boards and departments of education, school counselors, postsecondary institution, student service personnel, business and industry, and the community. The benefits include the following:

Benefits for Students

1. Prepares students for the challenges of the 21st century through academic, career, and personal/social development.
2. Relates educational program to future success
3. Facilitates career exploration and development
4. Develops decision-making and problem-solving skills
5. Assists in acquiring knowledge of self and others, and assists in developing interpersonal relationship skills
6. Enhances personal development and fosters resiliency factors for students
7. Encourages facilitative, cooperative peer interactions
8. Assists in academic placement
9. Enhances articulation and transition of students to other schools
10. Provides advocacy for students and assures equitable access to educational opportunities

Benefits for Parents

1. Provides support for parents in advocating for their child's academic, career, and personal/social development
2. Develops a system for their child's long-range planning and learning
3. Increases opportunities for parent/school interaction
4. Enables parents to access school and community resources
5. Provides interpretation and analysis of standardized assessments

Benefits for Teachers

1. Provides an interdisciplinary team effort to address student needs and educational goals
2. Provides skill development for teachers in classroom management, teaching effectiveness, and affective education
3. Provides consultation to assist teachers in addressing the needs/concerns of their students

Benefits for Administrators

1. Integrates school counseling with the academic mission of the school
2. Provides a program structure with specific content
3. Assists administration to use school counselors effectively to enhance learning and development for all students

Benefits for Boards and Departments of Education

1. Provides rationale for implementing a comprehensive developmental counseling program in the school system
2. Provide assurance that a quality counseling program is available to all students
3. Supports appropriate credentialing and staffing
4. Provides a basis for determining funding allocations for school counseling programs
5. Furnishes program information to the community
6. Gives information about standards attained through school counseling program efforts

Benefits for School Counselor

1. Provides a clearly defined role and function
2. Provides a tool for program planning, management and evaluation
3. Enhances the role of the school counselor as a student advocate
4. Ensures involvement in the academic mission of the school

Benefits for the Community and Business

1. Creates community awareness and visibility of the school counseling program
2. Connects the community to the needs of the school and the school to the needs of the community
3. Provides a potential workforce with decision-making skills, pre-employment skills, and increased worker maturity
4. Provides an increased opportunity for collaboration and participation of community members and businesses with the school program

Professional Standards

This comprehensive, developmental counseling program is based on NJ Student Learning Standards & The American School Counseling Association National Standards. (ASCA)

2014 New Jersey Student Learning Standards - The Guidance Curriculum grade-level units are aligned with the 2014 New Jersey Student Learning Standards for social and emotional health, decision making, interpersonal skills, character development, and career readiness practices. The New Jersey Student Learning Standards were designed to describe what students need to know to develop skills necessary to be a functioning member of society.

Career Readiness 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

* The state of New Jersey has mandated an anti-bullying policy in all school districts. As with character education, successful implementation of anti-bullying is a collaborative effort between the entire school and community. In Westampton, we use the umbrella of character education to stress programs such as anti-bullying. The Six Pillars of Character Education, specifically respect and responsibility, provide the foundation needed for a district focus on anti-bullying. Additionally, we use Morning Meeting at the elementary level and Advisory period at the middle school level to address character education and life and career readiness skills.

American School Counselor Association National Standards for School Counseling Programs - The purpose of a counseling program in a school setting is to promote and enhance the learning process. To that end, the School Counseling Program facilitates student development in three broad areas: Academic Development, Career Development, and Personal/Social Development.

I. Academic Development:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

II. Career Development:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

III. Personal / Social Development:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Program Components

Curriculum

This includes the group or classroom activities through which the National Standards for School Counseling Program competencies related to academic, career, and personal/social development are delivered and taught. Teachers and counselors collaborate to integrate activities from the counseling curriculum into classroom lessons and into school-wide program, such as Morning Meeting and Advisory period. When planning a school-counseling program, counselors conduct needs assessments of their particular school's strengths and weaknesses. An important part of continual program planning is the collection of data that illustrate which services are effective and which program areas need to be changed.

Student Appraisal and Assessment

Counselors use strategies to assist in this area such as: helping students plan their educational program, interpreting test data with teachers, and sharing occupational information. School counselors meet individually with students to analyze how their interests, abilities, and achievements interface with educational planning, academic achievement, and career information. At the K-8 grade levels this involves the transition to high school.

Responsive Services

This is the counseling component for which school counselors receive graduate level preparation and training. It includes confidential individual and small group counseling. Consultation with teachers, parents, and agencies that can assist students and families is included in this component.

Consultation

Counselors consult with parents, teachers, and others to determine the most appropriate ways to help students. School counselors often refer students to public and private agencies and practitioners outside the school who can meet their needs on a long-term basis.

System Support

This includes program coordination and outreach activities to promote partnerships within the school and community that support the development of students.

Professional Development

Counselors must stay current in their profession through counselor development workshops, conferences, and continued coursework.

Program Goals

The Westampton township Public School's counseling goals are to foster learning in the areas of:

- I. Academic Achievement
- II. Career awareness and Work Place readiness
- III. Personal growth / Social Development / Character Education Awareness

Academic

Our technological age requires crucial skills such as decision-making, problem-solving, critical thinking, goal setting, organization, management and interpersonal communication (*American School Counseling Association, 2014 New Jersey Student Learning Standards for social and emotional health, interpersonal communication, decision making, character development, and career readiness practices.*)

The academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning.

- Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school across the life span.
- Students will complete school with the academic preparation essentials to choose from a wide range of substantial post- secondary options, including college.
- Students will understand the relationship of academics to the world of work and to life at home in the community. (The American school Counselors Association's National Standards for School Counseling Programs.)

Career

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. This promotes the development of a positive attitude toward work, an awareness of career options, school and training requirements, and an understanding of how these relate to personal values, aptitudes, interests, abilities and personalities. (*American School Counseling Association, 2014 New Jersey Student Learning Standards for social and emotional health, interpersonal communication, decision making, character development, and career readiness practices.*)

Program standards for career development serve as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes, and knowledge that enables students to make a successful transition from school to the world of work.

- Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Students will employ strategies to achieve future career success and satisfaction.
- Students will understand the relation between personal qualities, education and training and the world of work. (The American School Counselors Association's National Standards for School Counseling Programs.)

Personal/Social

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others. This assists students in the development of skills necessary for interacting with individuals and groups. It is based on standards that relate to educational, career and life success. (*American School Counseling Association and 2014 social and emotional health, interpersonal communication, decision making, character development, and career readiness practices*).

Program standards for personal / social development provide a guide for the creation of strategies and activities in the teaching of key personal / social values to assist students in becoming responsible members of their school community and society.

- Students will learn and understand the concepts of respecting self, others and property.
- Students will learn and understand the concepts of being responsible for own behaviors
- Students will learn and understand the concepts of manners, eye contact. Including others, working as part of a team.
- Students will learn and understand the concepts listening skills, following directions, develop a sense of fairness, taking turns.
- Students will learn and understand the concepts caring for each other, understanding feelings and expressing of feelings in an appropriate manner.
- Students will learn and understand the concepts, accepting differences, giving and receiving compliments, and develop empathy skills.
- Students will learn and understand the concepts of problem solving, asking for help, learning to converse with others, understanding pace of conversation, interrupting – when is it appropriate,
- Students will learn and understand the concepts trusting others and developing trust in your peers.

Character Education

Character Education is the teaching of key social values, which enable students to become positive, self-directed adults and responsible members of society. The six pillars of character education, adopted by the State of New Jersey, are shared values that affirm our dignity, promote the good of the individual and the group, and protect our human rights---values that are recognized by all civilized people and taught by all creeds.

The professional school counselor, as part of the school community, takes an active role by working cooperatively with the teachers and administration in providing character education in the schools as an integral part of the school curriculum and activities. (*American School Counseling Association, 2014 New Jersey Student Learning Standards for social and emotional health, interpersonal communication, decision making, character development, and career readiness practices*).

Program standards for developing good character becomes a shared responsibility between home and school as we all face the deeper challenges of raising moral and ethical children in our complex society.

Principles of character education

- Promotes core ethical values as the basis of good character
- Teaches students to understand, care about, and act upon these core values
- Encompasses all aspects of the school culture in all phases of school life
- Fosters a caring community
- Offers opportunities for moral action
- Supports academic achievement
- Develops intrinsic motivation rather than extrinsic consequences
- Includes whole staff involvement
- Requires positive leadership of staff and students
- Involves parents and community members as full partners
- Assess results and strives to improve

The Westampton School Board of Education, Administration, School Counselor, and advisory council (teachers, CST, nurse, etc.) will review the program's outcomes and make modifications as needed to ensure that the goals and objectives of the program are efficient and obtainable by every student.

School Counselors Role/ Function

Specific functions:

- Design and manage comprehensive development guidance programs to help students acquire skills in the social, personal, educational and career areas.
- Provides the district administrators with information on funding, programs and evaluation needs.
- Works with the administration to plan, develop and implement the counseling program.
- Encourages and maintains cooperative working relationships with all school personnel whose roles and responsibilities affect the development and implementation of the school counseling program.
- Coordinates all curricula counseling activities.
- Coordinates the school counseling program and the resources provided by school staff and others.
- Promotes a comprehensive pupil services model delivery system.
- School Counselors spent 80% of their time in direct services to students.
- Coordinate all standardized testing
- Assist with the development of students' schedules and transition in, and schedule all new students.

Delivery of Counseling Services

	INDIVIDUAL	GROUP	SCHOOL-WIDE
DEVELOPOMENTAL	<p>Assist with individual development concerns regarding normal issues of childhood.</p> <p>Consult with teachers, parents, I&RS, CST about student needs and appropriate interventions.</p> <p>Meet with new students to develop rapport.</p> <p>Schedule 8th grade students for high school.</p>	<p>Conduct classroom lessons. Examples:</p> <ul style="list-style-type: none"> ▪ Conflict mediation ▪ Social skills ▪ Team building ▪ Communication ▪ Stress management ▪ Career inventory ▪ High school transition 	<p>Provide developmental counseling K-8.</p> <p>School counselor advocacy</p> <p>Counselor professional growth activities</p> <p>Conduct staff development activities</p> <p>Community outreach activities. Examples:</p> <ul style="list-style-type: none"> ▪ Municipal Alliance ▪ PTA forums ▪ Back to school nights ▪ Newsletters ▪ Brochure ▪ Parent Education
PREVENTATIVE	<p>Hold individual counseling sessions with students exhibiting at risk behaviors</p> <p>Consult with parents, teachers, I&RS, CST, nurse, etc.</p> <p>Refer to outside counseling resources</p>	<p>Assess and develop group counseling programs.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ Divorce & Separation ▪ Social skills ▪ Study skills ▪ Grief and loss ▪ New students ▪ Anger management ▪ Self concept ▪ Assertiveness 	<p>Consult with staff regarding at risk students</p> <p>Support/mentor new staff</p> <p>Participate in I&RS</p> <p>Collaborate with CST and administration</p>
CRISIS	<p>Counsel students experiencing crisis</p> <p>Consult and follow-up with parent, teacher, administrator, and CST about crisis involved student</p> <p>Refer to outside counseling resources</p>	<p>Counsel groups of students exhibiting at-risk behaviors</p> <p>Provide crisis intervention assistance for school, teachers, parents, and community</p>	<p>Plan crisis intervention strategies for the school district</p> <p>Implement district procedures in the event of crisis</p> <p>Collaborate with CST and administrators</p>

Theme Overview

Theme/Unit: Coping Skills / Coping with Loss	Suggested Sequence: September through June
<p>NJSLS: (K-4) CRP1. Act as a responsible and contributing citizen and employee. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>ASCA: (K-4) Academic Development – Standard A, B, Career Development – Standard C Personal / Social Development Standard A, B, C</p>	
<p>NJSLS: (5 –8) CRP1. Act as a responsible and contributing citizen and employee. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>ASCA: (5-8) Academic Development – Standard A, B, C Career Development – Standard A, B, C Personal / Social Development Standard A, B, C</p>	
<p>NJSLS: (K-8) 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children. 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation. 2.1.6.E.3 Compare and contrast ways that individuals, families and communities cope with change, crisis, rejection, loss, and separation. 2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p>	
<p>Big Ideas: The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community decisions. Understand the various aspects of feelings and expressing them effectively, understanding how feelings can effect decisions and choices. Understanding the relationship between feelings and when things don't go your way or as things were planned. How to adapt to changes that are out of your control. All students will demonstrate critical life skills in order to be functional members of society.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I decide or make choices? • How can I learn to stand for what I believe and communicate my feelings in a productive manner. • Do my beliefs alienate others? • How is my character formed? • What aspects of my character can be changed? • Why do I need to be accountable? • How do I best communicate? • How do family, school, community and workplace influence an individual's character 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Choices we make as individuals affect self, family, community and the world. • Developing self – esteem, resiliency, tolerance and coping skills to support social and emotional health. • Effective communication skills enhance a person's ability to express and defend their beliefs. • Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.

and ethics?

- Character is who you are and what you do when no one else is looking.
- Personal attitudes, behaviors, knowledge and skills promote self awareness, personal responsibilities and self direction.
- Effective communication skills are necessary to convey meaning and understanding to others.
- One's character and ethics are constantly being challenged and are ever-changing and evolving.

Knowledge, Skills, and Instructional Objectives:

Students will learn:

- Steps and develop an understanding of the Decision Making Process
- To adjust to loss, identify feelings regarding loss, understand the grief process, look at other alternatives,
- Develop Skills for safety in varied environments
- To adapt to change in many environments
- Who in their lives they can seek assistance
- Conflict resolution skills

Instructional Materials/Resources:

- Group gathering area – rug or desk clusters
- Chart paper – dry erase board
- Various materials specific to group activity – i.e. spinner, cards to select topics, character education games.
- Various counseling references, character education references

Suggested Vocabulary:

Classroom rules, sharing, group activities, morning meeting rules/procedures

Technology:

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 to create and communicate knowledge.
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Model how to share information with peers, teachers
- Model appropriate behaviors for group activity participation
- Model problem solving techniques if conflicts arise during group activities

Extension Strategies/Activities:

- Increase challenge level of group activities – decrease time
- Increase length of group activity, increase size of group
- Increase challenge of the problem / topic of the day / provide follow up “homework” for the week between classroom sessions

Modification Strategies/Activities:

- Decrease the challenge level or length of group activity
- Decrease group size
- Rephrase or repeat directions for activities
- Model group activities before requiring student participation.
- Have students repeat, rephrase understanding of instructions and goal of activity.
- Have students respond or participate in activity with a partner
- Shorten the length / time of activity
- Use proximity to instructor for certain student

Cross-curricular Connections/Standards:

* Incorporate skills and concepts from other content areas through selection of topics and concepts

*Science,
Social studies
Health
Art
Technology
Library
World languages
Language arts
Reading
Health & Phys. Ed

* Incorporate skills and concepts from Health Curriculum including Morning Meeting Theme and Advisory Period Themes

NJSLS:

- 2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
- 2.2.4.C.1 Determine how an individual’s character develops over time and impacts personal health.
- 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
- 2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
- 2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.
- 2.2.6.C.2 Predict situations that may challenge an individual’s core ethical values.
- 2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
- 2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.
- 2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.
- 2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

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.

Suggested Assessments:

Performance Task:

- Effective and age appropriate assessments and activities – in small groups, classroom groups, and individual
- Counseling interventions and sessions.

Other Assessment Evidence:

- Teacher, staff, administration, parent / caregiver observation (s) and feedback in areas of social / emotional growth
- Reduced referrals to counselor and disciplinary actions

Theme/Unit: Developing Positive Relationships	Suggested Sequence: September through June
<p>NJSLS: (K – 4) CRP1. Act as a responsible and contributing citizen and employee. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP9. Model integrity, ethical leadership and effective management. ASCA: (K-4) Academic Development – Standard A, B, C Career Development – Standard A, C Personal / Social Development Standard A, B, C</p>	
<p>NJSLS: (5 –8) CRP1. Act as a responsible and contributing citizen and employee. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP9. Model integrity, ethical leadership and effective management. ASCA: (5-8) Academic Development – Standard A, B, C Career Development – Standard A, B, C Personal / Social Development Standard A, B, C</p>	
<p>NJSLS: (K-8) 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations. 2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations. 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. 2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. 2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</p>	
<p>Big Ideas: Skills for forming and maintaining positive relationships will help students in many aspects of their lives. Self esteem and positive self concepts are foundations for rewarding personal relationships. Understanding personal and group responsibilities are important aspects of character development.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do I need to be accountable? • How do I best communicate? • How do family, school, community and workplace influence an individual’s character and ethics? • What are the similarities and differences between me and my peers? • Can I identify when there is a problem and can I follow the problem solving steps / strategies? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Choices we make as individuals affect self, family, community and the world. • Personal attitudes, behaviors, knowledge and skills promote self awareness, personal responsibilities and self direction. • Effective communication skills are necessary to convey meaning and understanding to others. • One’s character and ethics are constantly being challenged and are ever-changing and evolving. • Understanding myself and appreciating my gifts

and what I have to offer will help me understand the many differences and appreciate these differences between people in the world.

- Becoming a problem solver and evaluating choices are critical life long skills that can be adapted to any situation.

Knowledge, Skills, and Instructional Objectives:

Students will learn:

- Communications skills for specific situations, learn their own personal communication style
- Conflict resolution skills and when to seek help in conflicts
- The concept of tolerance of others and appreciating the differences and similarities we share
- To develop and maintain positive relationships and understand the need for positive relationships in our lives
- To identify situations of peer pressure and how to resist peer pressure and seek assistance
- The concepts of anger management, where and how to express anger in certain situations, understand various environments and how to express anger in those environments
- Group and personal responsibility
- Problem solving steps and skills
- Concepts of self-esteem and positive self concept

Instructional Materials/Resources:

- Group gathering area – rug or desk clusters
- Chart paper – dry erase board
- Various materials specific to group activity – i.e. spinner, cards to select topics
- Various counseling references, character education references

Suggested Vocabulary:

Classroom rules, sharing, group activities, morning meeting rules/procedures

Technology:

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 to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Model how to share information with peers, teachers
- Model appropriate behaviors for group activity participation
- Model problem solving techniques if conflicts arise during group activities

Extension Strategies/Activities:

- Increase challenge level of group activities – decrease time
- Increase length of group activity, increase size of group
- Increase challenge of the problem / topic of the day / provide follow up “homework” for the week between classroom sessions

Modification Strategies/Activities:

- Decrease the challenge level or length of group activity
- Decrease group size
- Rephrase or repeat directions for activities
- Model group activities before requiring student participation.
- Have students repeat, rephrase understanding of instructions and goal of activity.
- Have students respond or participate in activity with

a partner

- Shorten the length / time of activity
- Use proximity to instructor for certain students

Cross-curricular Connections/Standards:

* Incorporate skills and concepts from other content areas through selection of topics and concepts

*Science,
Social studies
Health
Art
Technology
Library
World languages
Language arts
Reading
Health & Phys. Ed

* Incorporate skills and concepts from Health Curriculum including Morning Meeting Theme and Advisory Period Theme

NJSLS:

- 2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
- 2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.
- 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
- 2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
- 2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.
- 2.2.6.C.2 Predict situations that may challenge an individual's core ethical values.
- 2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
- 2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.
- 2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.
- 2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

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.

Suggested Assessments:

Performance Task:

- Effective and age appropriate assessments and activities – in small groups, classroom groups, and individual
- Counseling interventions and sessions.

Other Assessment Evidence:

- Teacher, staff, administration, parent / caregiver observation (s) and feedback in areas of social / emotional growth
- Reduced referrals to counselor and disciplinary actions

Theme/Unit:
Personal Growth

Suggested Sequence:
September through June

NJSLS: (K – 8)

- 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.
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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.

ASCA: (K-8)

- Academic Development – Standard A, B, C
- Career Development – Standard A, B, C
- Personal / Social Development Standard A, B, C

NJSLS: (K –8)

- 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.
- 2.2.2.B.2 Relate decision-making by self and others to one’s health.
- 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.
- 2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.
- 2.2.4.B.1 Use the decision-making process when addressing health-related issues.
- 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.
- 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- 2.2.4.B.4 Develop a personal health goal and track progress.
- 2.2.6.B.1 Use effective decision-making strategies.
- 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6.B.3 Determine how conflicting interests may influence one’s decisions.
- 2.2.6.B.4 Apply personal health data and information to support achievement of one’s short- and long-term health goals.
- 2.2.8.B.1 Predict social situations that may require the use of decision-making skills.
- 2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.
- 2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.

Big Ideas:

All students will demonstrate life skills in order to be functional members of society.
Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.
The relationship between attending school and developing productive habits and attitudes transfer directly to the world of work.
Understanding myself, my personal strengths and challenges will help me grow as an individual.

Essential Questions:

- How do I decide or make choices?

Enduring Understandings:

- Choices we make as individuals affect self,

- Why do I need to be accountable?
- When should I start planning financially, and how is it best to do so?
- How can I best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers?
- How do family, school, community and workplace influence an individual's character and ethics?
- How is safety a personal and societal responsibility?
- How do I decide what I want to be and how do I prepare for my career?
- How do goal setting skills help me in the future?
- How can learning to care about others help me?

family, community and the world.

- Personal attitudes, behaviors, knowledge and skills promote self awareness, personal responsibilities and self direction.
- Effective communication skills are necessary to convey meaning and understanding to others.
- One's character and ethics are constantly being challenged and are ever-changing and evolving.
- Lack of awareness about laws and rules may lead to unsafe situations and chaos.
- Financial choices have costs, benefits and consequences.
- Personal actions today and tomorrow may have an effect on future employment.
- In the 21st century, people will most likely have multiple careers and jobs.
- An effective career plan is flexible, includes a variety of life experiences, skills and education and can save time, energy and money.
- Each job, career and profession has a set of requirements, career exploration experiences and different opportunities for personal growth and satisfaction.
- Goal setting is a life long skill and those skills can be used in multiple areas.
- Societal responsibilities can sometimes take precedent over my own needs.

Knowledge, Skills, and Instructional Objectives:

Students will learn:

- Express feelings in a positive manner.
- Stress reduction techniques and the effects of stress on self.
- Empathy, caring, personal responsibility, problem solving and positive thinking
- To identify the importance of goal setting and learn to set achievable goals.
- To develop positive self concept and how that can effect self-esteem and reaching goals.

Instructional Materials/Resources:

- Group gathering area – rug or desk clusters
- Chart paper – dry erase board
- Various materials specific to group activity – i.e. spinner, cards to select topics
- Various counseling references, character education references

Suggested Vocabulary:

Classroom rules, sharing, group activities, morning meeting rules/procedures

Technology:

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 to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Recommended Instructional Activities:

- Model how to share information with peers, teachers
- Model appropriate behaviors for group activity participation
- Model problem solving techniques if conflicts arise during group activities

Extension Strategies/Activities:

- Increase challenge level of group activities – decrease time
- Increase length of group activity, increase size of group
- Increase challenge of the problem / topic of the day / provide follow up “homework” for the week between classroom sessions

Modification Strategies/Activities:

- Decrease the challenge level or length of group activity
- Decrease group size
- Rephrase or repeat directions for activities
- Model group activities before requiring student participation.
- Have students repeat, rephrase understanding of instructions and goal of activity.
- Have students respond or participate in activity with a partner
- Shorten the length / time of activity
- Use proximity to instructor for certain students

Cross-curricular Connections/Standards:

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Health
Art
Technology
Library
World languages
Language arts
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Suggested Assessments:

Performance Task:

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- Counseling interventions and sessions.

Other Assessment Evidence:

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- growth
- Reduced referrals to counselor and disciplinary actions

Support Documents

Board Policies Applicable to Curriculum

2110 PHILOSOPHY OF EDUCATION

The Westampton Township Public Schools will provide a high quality, age appropriate educational experience that empowers children to reach their academic potentials, become well-rounded individuals and develop a love for learning within a safe, secure, nurturing social and academic environment.

The social environment is one which fosters: risk taking; development of positive self-concept; individuality; respect for diversity; social consciousness; positive social interaction, and encourages students to expand their roles as active participants in their community and world.

The academic environment will provide increased opportunities for students to: value learning; develop as creative and critical thinkers and problem solvers in both academic and social situations; and make critical connections between present learning and the world around them.

Adopted: 2 May 2008

2132 SCHOOL DISTRICT GOALS AND OBJECTIVES

The Board adopts the following goals and objectives for the operation of the educational program of the school district.

- Develop skills in reading, writing, speaking and listening.
- Develop skills in mathematics, science and computer science.
- Develop pride in work and a feeling of self-worth.
- Develop good character and self-respect.
- Gain a general education.
- Learn how to examine and use information.
- Learn to respect and get along with people with whom we work and live.
- Develop a desire for learning now and in the future.
- Learn about and try to understand the changes that take place in the world.
- Learn how to respect and get along with people who think, dress, and act differently.
- Learn how to be a good citizen.
- Understand and practice democratic ideas and ideals.
- Understand and practice the skills of family living.
- Learn how to be a good manager of money, property and resources.
- Learn how to use leisure time.
- Practice and understand the ideas of health and safety.
- Appreciate culture and beauty in the world.
- Develop skills to enter a specific field of work.
- Gain information needed to make job selections.

N.J.A.C. 6:8-2.1

N.J.S.A. 18A:7A-7

Adopted: 2 May 2014

2200 CURRICULUM CONTENT

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The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the pupils of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy No. 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist pupils toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Student Learning Standards, Indicators and Frameworks.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs that the curriculum be consistent with the educational goals and objectives of this district and responsive to identified pupil needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels and among the schools of this district, and among the constituent districts of the Rancocas Valley Regional School District.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Student Learning Standards, including but not limited to:

1. Preparation of all pupils for employment or post secondary study upon graduation from high school.
2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey) and World Languages;
3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all pupils in accordance with Policy No. 2530;
4. Guidance and counseling to assist in career and academic planning for all pupils, in accordance with Policy No. 2411;
5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy No. 2460 and Regulation Nos. 2460.1 through 2460.14;
6. Bilingual education, English as a Second Language, and English language services for pupils of limited English language proficiency, when the number of such pupils so necessitates, in accordance with Policy No. 2423;
7. Programs and services for pupils at risk who require remedial assistance in accordance with Policy Nos. 2414, 2415, and 5460;
8. Equal educational opportunity for all pupils in accordance with Policy Nos. 2260, 5750 and 5755;

9. Career awareness and exploration as required, and vocational education as appropriate;
10. Educational opportunities for pupils with exceptional abilities, in accordance with Policy No. 2464;
11. Instruction in accident and fire prevention;
12. A substance abuse prevention program;
13. A program for family life education; and
14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

N.J.A.C. 6:29-4.1; 6:29-6.6

Adopted: 17 October 2002

2210 CURRICULUM DEVELOPMENT

M

The Board of Education is committed to the continuing improvement of the educational program of the district. To this end, the curriculum shall be evaluated and modified in accordance with a plan for curriculum development.

As educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum and shall establish procedures for curriculum development that insure the effective participation of teaching staff members, pupils, the community, and members of the Board.

The Superintendent shall report to the Board the objectives, evaluative criteria and costs of each proposed program before seeking Board adoption. New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

1. Does it address an identified pupil need?
2. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?
3. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
4. Does it include the criteria by which progress can be measured?
5. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
6. Has a curriculum guide been completed? If not, when can it be expected?
7. Have the associated textbooks been recommended to the Board?
8. Have the costs and time of implementation been reviewed, including inservice training?

A five-year plan for updating curriculum shall be developed and implemented. The Superintendent shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the Board's annual adoption of curriculum.

The Superintendent may conduct experimental programs that are not part of the duly adopted curriculum and are deemed to be necessary to the continuing growth of the instructional program; he or she shall report to the Board any such pilot program conducted, along with its objectives, evaluative criteria, and costs, before each such program is initiated.

The Superintendent shall report to the Board periodically on all progress in curriculum development.

Adopted: 2 May 2000

2220 ADOPTION OF COURSES

M

The Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the Board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The Board's policy in this respect is to:

1. Adopt those core content standards mandated by the state in a form acceptable to the State Department of Education.
2. Adopt additional core content standards to meet the changing needs of pupils and the community.
3. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the Board.

The Board directs that the curriculum of this district:

1. Be consistent with written goals, objectives and identified pupil needs;
2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;
3. Provide for continuous learning through effective articulation;
4. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
5. Provide all pupils guidance and counseling to assist in career and academic planning;
6. Provide a continuum of educational programs and services for handicapped children, pursuant to law and regulation;
7. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;
8. Provide compensatory education programs for pupils, pursuant to law and regulation;
9. Provide all pupils equal educational opportunity, pursuant to law and regulation;
10. Provide career awareness and vocational education, pursuant to law and regulation;
11. Provide educational opportunities for exceptionally gifted and talented pupils.

The Superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the Board of Education with a copy upon request; and shall provide a copy in the district office for public referral.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the Board. This includes the courses in the special education and ESL/bilingual programs, and those for the adult high school.

N.J.S.A. 18A:4-25; 18A:4-28; 18A:7A-6; 18A:33-1; 18A:35-1 et seq.

N.J.A.C. 6:4-1.1 et seq.; 6:8-4.6; 6:8-7.1; 6:39-1.2

Adopted: 2 May 2000

2230 COURSE GUIDES

M

The Superintendent shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for inspection. Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

N.J.S.A. 18A:33-1

Adopted: 2 May 2000

Westampton Township School District
Lesson Plan Template

Teacher:

Subject:

Week Of:

M__ T__ W__ T__ F__

1. Standards:

2. Essential Questions:

3. Enduring Understandings:

4. Objectives:

5. Assessment of Objectives:

6. Material/Resources:

7. Instructional Strategies:

8. Support for Special Needs:

9. Closure Activity:

10. Homework:

**Westampton Township School District
Curriculum Map Template**

School:
Teacher:

Subject:
Grade Level:

MONTH/YEAR	ESSENTIAL QUESTIONS	CONTENT/CONCEPT	SKILLS	ASSESSMENT	SUGGESTED ACTIVITIES/RESOURCES

Modifications and Extensions: A Guide for Differentiated Instruction

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

Introduction

The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.

In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.

While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.

– Carol Ann Tomlinson, How to Differentiating Instruction in Mixed-Ability Classrooms

The concept of differentiation, also referred to “differentiating instruction”, “differentiated instruction”, “differentiated learning”, “adaptations”, has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

“Differentiating the curriculum” requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classroom contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.

Practices that Support Students with Various Needs

(Students include those supported under the umbrella of Special Education. 504 students and at-risk students)

Student Motivation

Rationale: Some students with disabilities and struggling learners may be reluctant to engage or persist in language arts literacy activities. This reluctance may be due to difficulties with aspects of language or literacy processes resulting in repeated failures despite students' initial efforts and desire to learn. Because of these difficulties motivational strategies are important to help students with disabilities become successfully involved in a variety of literacy experiences to develop proficiency, confidence, and enjoyment.

Purpose:

Create interest
Develop persistence
Build confidence
Promote enjoyment
Foster independence

Strategies:

Personally meaningful activity
Activity choice
Hands-on, multimodal activities
"Doable" tasks
Attention to learning style
Student involvement in goal setting
Modified assessment activities
Choice to work with others or alone

Instructional Presentation

Rationale: Some students with disabilities and struggling learners may require instructional presentations that will enable them to acquire, comprehend, recall, and apply science content and related processes. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (*Instructional Preparation*); structure and organize information (*Instructional Prompts*); foster understanding of new concepts and processes (*Instructional Application*); and promote student self-reflection and self-management regarding tasks demands, goal attainment, and performance accuracy (*Instructional Monitoring*).

Instructional Preparation

Purpose:

Motivate
Establish purpose and goals of lesson
Activate prior knowledge
Build background
Focus

Examples:

Previewing information/materials
Advanced organizers
Brainstorming and webbing
Questioning techniques
K-W-L strategies

Organize

Warm-ups

Visual demonstrations, illustrations, models
Mini-lessons

Instructional Prompts

Purpose:

Organize information
Build whole-part relationships
Cue associations and connections
Highlight essential concepts
Generate categorization and comparisons
Activate recall
Summarize

Examples:

Graphic organizers
Semantic organizers
Outlines
Mnemonics
Analogies
Feature analysis
Color coding
Key words/Labels
Writing frames/templates
Restating/clarifying oral directions
Cue Cards
Pictures
Movement cues
Notetaking guides
Segmenting/chunking tasks
Directions on overhead/board

Instructional Application

Purpose:

Simplify abstract concepts
Provide concrete examples
Extend ideas and elaborate understanding
Build connections and associations
Relate to everyday experiences
Promote generalization
Engage multiple modalities

Examples:

Graphics and charts
Data charts
Flow charts
Drawings and other illustrations
Dramatics – role play
Props and manipulatives
Field trips
Games and puzzles
Models
Interviews/surveys
Think aloud - modeling
Simulations
Hands-on activities
Constructions
Dramatizations
Music and movement
Concept activities
Application activities
Real-life applications (write letter to editor)

Instructional Monitoring

Purpose:

Provide checks for understanding
Redirect attention
Direct on-task behavior
Promote participation
Check progress
Assist in goal setting
Establish timelines
Clarify assignments, directions, and directions
Provide reinforcement and corrective feedback
Promote strategy use and generalization
Manage student behavior and interactions
Develop self-questioning and self-regulation

Examples:

Self-monitoring checklists
Think-alouds
Journal entries
Portfolios
Interviews
Questioning techniques
Student contracts
Reward system

Instructional Grouping

Purpose:

Cooperative learning groups
Peer partners
Buddy Systems
Teams

Examples:

Assist physically
Clarify
Prompt cue
Gestures and signals
Interpret
Reinforce
Highlight
Organize
Focus

Student Response

Rationale: Some students with disabilities and struggling learners may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of language arts and other content area procession in a variety of situations with varied materials while they are developing proficiencies in these areas.

The primary purpose of student performance responses is to provide students with disabilities and struggling learners a means of demonstrating process toward the lesson objectives related to the New Jersey Student Learning Standings.

Response Format Adaptation Examples:

- Dictation
- Use of PC/multimedia for composition of response
- Video and audiotapes
- Braille writing

- Signing with Interpretation
- Information and graphic organizers
- Illustrations
- Diagrams
- Construction – models, dioramas, mobiles
- Songs, raps, and/or poems
- Brochure
- Game or puzzle
- Flip book
- Create test questions

Response Procedure Adaptation Examples:

- Extended time
- Practice Exercises
- Interpreter
- Use of preferred response format

Limited English Proficiency Students

Teachers need to use a variety of strategies for monitoring student progress and to adjust their strategies and expectations to fit the level of language proficiency of the English language learner. With beginning language learners, emphasis should be on comprehension of named things and actions; more advanced students should begin demonstrating understanding of connections between things and subsequently their ability to articulate the relationship between ideas. Content area teachers should work closely with the bilingual/ESL teacher to identify instructional and assessment strategies that are appropriate to all aspects of the student's development and that permit teachers to expand expectations gradually over the school year.

Successful strategies for monitoring student progress in the content areas include:

- Providing periodic checks for understanding.
- Promoting nonverbal as well as verbal participation.
- Encouraging students to think aloud to practice concepts.
- Modeling responses that provide appropriate information using correct grammar.
- Breaking tasks down into sequentially developed parts using simple language.
- Structuring questions to student's language level (e.g., begin with yes/no and embedded questions and advance to open-ended questions).
- Avoiding use of questioning techniques that contain negative structures, such as "all but", "everything is _____ except", or "one is NOT the reason/cause."
- Rephrasing questions and information when students do not understand the first time.
- Observing student's behaviors for evidence that they understand assignments, directions, and instructions.
- Reviewing student's work for evidence that they understand assignments, directions, and instructions.

- Using visual reviews (e.g., lists and charts) that enable students to show what they know and can do.
- Providing increased “wait time” to allow students time to process questions before responding.
- Providing modified “double” grading to assess the content as well as the structure of responses.

Four over-arching strategies are most effective for assisting students from a background of limited English proficiency (LEP) to meet success in content area classes. These strategies include the following:

- integrate activities into thematic units
- tap students’ prior knowledge and experience
- teach learning strategies and scaffold complex tasks
- group students into a variety of learning groups

Academically Talented Learners

Academically talented learners, also known as “gifted learners” or “gifted and talented,” are oftentimes overlooked in classroom instruction. Consequently, some students find school boring and uninspiring due to knowing many of the concepts being introduced in the regular classroom. The exceptionally able or gifted students are those who

- demonstrate a high degree of intellectual, creative, and/or artistic ability
- possess exceptional leadership skills
- excel in specific fields
- function above grade level
- need accommodations or special instruction to achieve at levels commensurate with a challenge to his or her abilities
- have the ability to grasp concepts rapidly and/or intuitively
- have an intense curiosity about principles and how things work
- have the ability to generate theories and hypotheses and pursue methods of inquiry
- produce products that express insight, creativity and/or excellence

In the past, the term “gifted” described people with high scores on I.Q. tests. Today, new concepts connected to creative thinking models and multiple intelligences have expanded the definition of intelligence to include other dimensions. Giftedness reflects a multifaceted, multicultural, and multidimensional perspective and is defined by aptitude, traits, and behaviors rather than changeless test performance. These students are found in all cultural groups and across all economic levels. Increased understanding of culturally determined and environmentally affected behaviors will enable teachers and administrators to interpret performance indicators of creative potential.

Strategies for Academically Talented Learners

Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Adaptation strategies include the following:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- community involvement
- cultural diversity
- internship, mentorship, and other forms of apprenticeship

Miscellaneous/All Learners

Adaptations in the Classroom Environment

- Classical background music to enhance concentration
- Variety of workspace arrangement (individual, small, and large group)
- Privacy work seats – carrels
- Conferencing area for one-on-one teacher/student interaction
- Charts and poster to enhance memory and self-reliance
- Organization tools – labeled bins or cabinets for materials, assignments, or supplies
- Seating arrangements – minimize distractions, provide positive student models

Adaptive Equipment and Instructional Materials

- Leveled classroom libraries
- Books on tape
- Directions on tape
- Tape recorders
- Simplified written directions
- Adjusted formats of text
- Computers with adaptive software
- Speech synthesizer
- Communication boards
- Close-captioned video/television

Resources

Note: Web links are fluid links that may change with no prior notice. Links were valid at the time of our Curriculum Guide development and approval. If a link does not work, try a web search for the name of the resource directly.

PROFESSIONAL ORGANIZATIONS

American School Counselor Association (ASCA)

1101 King Street, Suite 625, Alexandria, VA 22314, (703) 683-ASCA

Home page

<http://www.schoolcounselor.org/>

National Model

<http://www.schoolcounselor.org/content.asp?pl=325&sl=134&contentid=134>

ListServe

<http://www.schoolcounselor.org/content.asp?pl=325&sl=128&contentid=245>

New Jersey School Counselor Association (NJSCA)

Home Page

<http://www.njsca.org/>

Resources

<http://www.njsca.org/resources.html>

Elementary School Related Links

<http://www.njsca.org/resources/elm.htm>

Middle School Related Links

<http://www.njsca.org/resources/ms.htm>

NETWORKS/SERVICES

Burlington County Educational Media and Technology Center (EMTC)

122 High Street

Mount Holly, NJ 08060

609 265 5053

Website: <http://www.emtc.burlco.org>

Email: bcemtc@burlco.org

EIRC

606 Delsea Drive

Sewell, NJ 08080

856 582 7000

Website: <http://www.eirc.org>

ACADEMIC DEVELOPMENT

Online Resources

Studying More Productively

http://www.njea.org/ParentTips/TIPS_StudyMoreProductively.asp

I Am A Good Student, A Study Skills Program

<http://www.coping.org/iamstudent/intro.htm>

School Refusal in Children and Adolescents

<http://www.aafp.org/afp/20031015/1555.html>

Books

Academic Skills Problems Workbook. Shapiro, E.S. The Guilford Press, 1996.

Motivating Students Who Don't Care: Successful Techniques for Educators. Mendler, Allen. National Educational Service, 2001.

Reducing Adolescent Risk: Toward an Integrated Approach. Romer, Daniel (Ed). Sage Publications, 2003.

Succeed Every Day: Daily Readings for Teens. Espeland. Pamela. Free Spirit Publishing. 2001.

The Boredom Solution: Understanding and Dealing with Boredom. Deal, Linda. Dandy Lion Publications, 2003.

The Power of Positive Talk: Words to Help Every Child Succeed. Bloch, Douglas. Free Spirit Publishing, 2003.

What Do You Really Want? How to Set a Goal and Go for It! Bachel, Beverly K. Free Spirit Publishing.

You're Smarter Than You Think. Armstrong, Thomas.

What Teens Need to Succeed. Benson, Peter, and Galbraith, Judy, and Espeland, Pamela.

7 Habits of Highly Effective Teens. Covey, Stephen.

ANGER MANAGEMENT

Books

Helping Kids Manage Grief, Fear, and Anger. Akin, T., Cowan, D., Palomares.S. and Schilling,D. Innerchoice Publishing, 2000.

The Chill Out Bag. Bowman, R.P., and Bowman S. Youthlight, Inc., 1998.

131 Creative Strategies For Reaching Children With Anger Problems. Carr, T. Youthlight, Inc. , 2000.

Teaching Self-Control. Henley,M. National Educational Service, 1997.

BULLY PREVENTION

Online Resources

Stop School Bullying: Resources (Kalamazoo College)

http://www.kzoo.edu/psych/stop_bullying/resources/websites.html

Celebrating Peace

[http:// www.celebratingpeace.com](http://www.celebratingpeace.com)

Colorado Anti-Bullying Project

www.no-bully.com/resources.html

Books

And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence . Garbarino, James, and deLara, Ellen.\

Girl Wars: 12 Strategies That Will End Female Bullying . Dellasega, C. and Nixon, C.

Odd Girl Out. Simmons, R. Harcourt Brace, 2002.

Peer Harassment in School: The Plight of the Vulnerable and Victimized . Graham, S. & Juvonen, J.

Please Stop Laughing at Me . Blanco, J.

The Bullying Prevention Handbook: A Guide for Principals, Teachers and Counselors

CAREER DEVELOPMENT

Online Resources

Career Counseling Resource Center

<http://muweb.marymount.edu/~byoung/>

The Career Key

<http://www.careerkey.org/english/>

School to Careers

<http://www.careers.ipvtv.org/>

Books

How to ... Career Development Activities for Every Classroom (4-6). Career Development Systems, Center on Education and Work, 1999.

How to ... Career Development Activities for Every Classroom (7-9). Career Development Systems, Center on Education and Work, 1999.

What Should I Do with My Life? The True Stories of People Who Answered the Ultimate Question . Bronson, Po. Random House, 2001.

CHARACTER EDUCATION

Online Resources

http://www.thesolutionsite.com/lpnew_bin/UI_Metadata/public/14856

<http://www.charactercounts.org/>

http://www.educationworld.com/a_lesson/lesson/lesson329.shtml

<http://character.org/>

www.charactercounts.org/booklist1.htm

www.usoe.k12.ut.us/curr/char_ed/resc/bibli.html

www.activecitizenship.org

www.americanpromise.com

www.civiced.org

Character Education Programs:

www.dontlaugh.org

www.giraffe.org

www.wiseskills.com

www.ethics.org

Books

Building Character. Bychinski, Jagodzinski, Mayo, Gajewski, and Hirn. Argus Communications, 1999.

The Bully Free Classroom. Beane, Allan. Free Spirit Publishing, 1999.

Bully Proofing Your School, Bonds and Stroker. Sopris West, 2000.

Character Education, Mt. Laurel Public Schools. Summer Update, 2001.

Developing Character in Students. Vincent, Dr. Philip Fitch. Character Development Publishing, 1999.

Life's Greatest Lessons. Urban, Hal.

Parents, Kids & Character. LeGette, Dr. Helen R. Character Development Publishing, 1999.

What Do You Stand For? Lewis, Barbara A. Free Spirit Publishing, 1999.

CONFLICT RESOLUTION

New Jersey State Bar Foundation

<http://www.njsbf.com/>

CRISIS INTERVENTION

Online Resources

National Injury and Violence Prevention Resource Center

<http://www.childrenssafetynetwork.org/>

The National Institute for Trauma and Loss in Children

<http://www.tlcinst.org/>

Books

Helping Kids With Anxiety and Stress. Frank, Kim. Youth Light, 2003.

DECISION MAKING

Online Resources

How to Teach Decision-Making Skills to Elementary and Secondary Students

<http://www.worldcatlibraries.org>

Decision Making

<http://dorisa.ramos.students.noctrl.edu/analysis1.htm>

DIVORCE

Online Resources

American Academy of Child & Adolescent Psychiatry

<http://www.aacap.org/publications/factsfam/divorce.htm>

Kids First

<http://kidsfirst.cc/>

PROBLEM SOLVING

Online Resources

Ways to Solve Problems Without Fighting

<http://www.classroomresources.com/ls/theproblemsolver.html>

SELF ESTEEM

Online Resources

American Psychological Association (APA)

<http://www.apa.org>

National Association for Self-Esteem

<http://www.self-esteem-nase.org>

American Academy of Child and Adolescent Psychiatry

<http://www.aacap.org>

National Mental Health Association (NMHA)