Shepard Preparatory High School

21st Century Freshman Seminar
Curriculum

This course is designed to focus on the personalization of each student's high school education through the areas of Study Skills, Digital Citizenship, and Technology Integration.
The first 3 Units may be addressed in any order

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Unit 1	
Digital Citizenship	
Timeframe	(10-12 weeks)
Unit Overview	Unit 1 The Internet is an exciting, tempting, treacherous place. It is a place where one wrong turn or bad decision can have life-long ramifications. But, if handled wisely, it can be also be a bridge to lifelong learning and a wealth of information. Digital citizenship, the norms of appropriate, responsible behavior with regard to technology use, will be the focus of this unit. The unit content will address nine elements of digital literacy. 1. Digital Access 2. Digital Commerce 3. Digital Communication 4. Digital Etiquette 5. Digital Health and Wellness 6. Digital Law 7. Digital Literacy 8. Digital Rights and Responsibilities 9. Digital Security
Essential Questions	- What are your responsibilities while using technology? - What are your rights as a user of technology? - What characteristics make for a good digital citizen? - How do you judge the intentions and impact of people's words and actions online? - What can students do to keep themselves safe in their social media environments?

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	• What is a digital footprint, and what does yours convey? • What are the consequences of over-sharing online? • How can students source and use content for multimedia projects safely and ethically? • How can I share my interests and skills with others? • How can we preserve and protect our health when using technology?
Unit Focus	• The unit content will address nine elements of digital literacy. • 1. Digital Access • 2. Digital Commerce • 3. Digital Communication • 4. Digital Etiquette • 5. Digital Health and Wellness • 6. Digital Law • 7. Digital Literacy • 8. Digital Rights and Responsibilities • 9. Digital Security
Interdisciplinary Connections	21st Century Life Skills and Careers • CRP9 Use technology to enhance productivity. • CRP10. Work productively in teams while using cultural global competence
Common Assessments	•

Materials	
Common Materials	**Supplemental Materials**
	https://www.commonsense.org/education/digital-citizenship https://infohub.nyced.org/in-our-schools/programs/digital-citizenship https://www.khanacademy.org/computing/computers-and-internet Everfi.com

New Jersey Student Learning Standards (NJSLS)			
Subject Area	**Technology**	**21st Century Life and Careers**	**ELA Companion**

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English/Language Arts	8.1: Educational Technology 8.2: Technology Education, Engineering, Design and Computational Thinking - Programming	Career Ready Practices 9.1: Personal Financial Literacy 9.2: Career Awareness, Exploration, and Preparation	Secondary Science and Social Studies Only
			N/A
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem. 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions. 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience. 9.4.12.IML.9: Evaluate media sources for point of view, bias and motivations. 9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and	**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. **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.	CRP 2. Apply appropriate academic and technical skills. CRP 4. Communicate clearly and effectively and with reason. CRP 5. Consider the environmental, social, and economic impacts of decisions. CRP 11. Use technology to enhance productivity.	N/A

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implicit messages within information and media.			

Differentiation	
Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	**Differentiation for Enrichment**
Accommodations for Classroom: Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered Extended time to complete class work Student-directed learning/ independent studies when appropriate **Accommodations for Homework and Assignments**: Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments **Accommodations for Assessments:** Extended time on classroom assessments **Further Modifications for General Curriculum students:** Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.	Use of higher level questioning techniques Provide assessments that require higher level thinking Increased production of writing assignments Varying time requirements to complete assignments Independent studies at teacher/admin discretion Extension activities **Further Modifications for Honors Students** Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher

Activites

- **Digital Footprint Analysis:** Students "Google" themselves or a fictional character to understand what information is public and how it shapes their online reputation.
- **Cyberbullying Role-Play:** Students role-play scenarios to learn how to de-escalate digital drama and act as "upstanders" rather than bystanders.
- **Fake News Detection**: Students examine news articles to identify credible information versus misinformation.

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- **Password Power Challenge:** A hands-on activity where students create, test, and analyze the strength of passwords to protect personal information.
- **Digital Compass Scenarios:** Using decision-making games or cards to determine the appropriate response to ethical dilemmas online.
- **"Pause Before Posting" Workshop:** A discussion or creative activity where students evaluate hypothetical posts for kindness, safety, and permanence.
- **Media Balance Checklist:** Students track their screen time and create a plan for healthier, more balanced media habits.
- **Privacy & Security:** Protecting personal data, creating strong passwords.
- **Digital Footprint & Reputation:** Understanding that online actions are permanent.
- **Cyberbullying & Digital Drama:** Preventing and responding to online harassment.
- **Media Literacy:** Identifying credible sources and misinformation.
- **Digital Etiquette:** Respectful communication and behavior online.
- **Be Internet Awesome (Google):** Includes games like *Interland* (Kind Kingdom, Reality River).
- Common Sense Education: Offers a full, free K-12 curriculum with interactive lessons.
- PBS LearningMedia: Features videos and activities on digital footprints and safety.

	Unit 2
	Resources and Citations
Timeframe	(10-12 weeks)
Unit Overview	Resources and Citations
Essential Questions	• How do we find sources that are appropriate? • What sorts of databases are available to us? • What is the difference between a search engine and a database? • How do we analyze those sources for relevance, accuracy and appropriateness?
Unit Focus	Proper Sources Online source resources Word processing skills Citation
Interdisciplinary Connections	Social Studies • RH.9-10.1. accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. 21st Century Life Skills and Careers • CRP9 Use technology to enhance productivity. • CRP10. Work productively in teams while using cultural global competence
Common Assessments	• . Pre- Assessment: Students demonstrate prior knowledge grammar and formal writing • On-going Formative Assessments: Students demonstrate understanding of how structure and technique contribute to the overall meaning of a text and how the individual elements of a text interrelate. • End of Unit Assessment: Students demonstrate knowledge of good sources and where to find them.
	Materials
Common Materials	**Supplemental Materials**

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Writing With Power Grade 9 Textbook	Writing With Power Grammar, Mechanics and Usage Workbook Writing With Power Composition Skills Practice Workbook Collections (Literary Text) Teacher created writing prompts/quizzes/tests Jersey Clicks https://www.njstatelib.org/services_for_libraries/statewide_services/jerseyclicks/ https://www.nytimes.com/2017/01/19/learning/lesson-plans/evaluating-sources-in-a-post-truth-world-ideas-for-teaching-and-learning-about-fake-news.html https://www.uen.org/lessonplan/view/42812 http://13-dot-pohtimiskaavio-demo.appspot.com/#welcome https://newslit.org/?utm_source=newslitcamp&utm_campaign=nlc-with-the19th&utm_medium=email&emci=c12568a4-aaf0-eb11-b563-501ac57b8fa7&emdi=f111f7b3-2df1-eb11-b563-501ac57b8fa7&ceid=9861155 https://newsela.com/

New Jersey Student Learning Standards (NJSLS)			
Subject Area	**Technology**	**21st Century Life and Careers**	**ELA Companion**
9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society. 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem. 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.	**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. **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.	CRP 2. Apply appropriate academic and technical skills. CRP 4. Communicate clearly and effectively and with reason. CRP 5. Consider the environmental, social, and economic impacts of decisions. CRP 11. Use technology to enhance productivity.	N/A

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9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience. 9.4.12.IML.9: Evaluate media sources for point of view, bias and motivations. 9.4.12.IML.10: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.			

Differentiation

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment
Modifications for Classroom: Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered Extended time to complete class work Student-directed learning/ independent studies when appropriate **Modifications for Homework and Assignments**: Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments **Modifications for Assessments:** Extended time on classroom assessments **Further Modifications for General Curriculum students:** Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.	Use of higher level questioning techniques Provide assessments that require higher level thinking Increased production of writing assignments Varying time requirements to complete assignments Independent studies at teacher/admin discretion Extension activities **Further Modifications for Honors Students** Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher

Activites

- **Citation Scramble/Puzzle:** Write individual parts of a citation (author, title, date) on index cards or strips of paper and have students arrange them in the correct order.
- **Citation Scavenger Hunt:** Provide students with a variety of sources (books, websites, articles) and a graphic organizer to find specific, required details, such as the publisher or DOI.
- **Source Match-Up:** Give students a citation and have them hunt for the corresponding source, or vice versa.

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- **"Fix the Citation" Challenge:** Provide a list of incorrectly formatted citations and ask students to identify and correct errors, focusing on punctuation.
- **Citation Trails:** Have students identify the parts of a citation and then use that information to locate the source or related research.
- **Paraphrasing Workshop:** Practice taking a quote, paraphrasing it, and properly adding the in-text citation.
- **Annotated Bibliography Creation:** Ask students to create a bibliography with annotations that justify why they chose a particular source.
- **Citation Jeopardy/Quiz Show:** Use game-based, interactive questions to test knowledge of MLA/APA rules, plagiarism, and source reliability.
- **Digital Scavenger Hunt:** Use Google Books or library databases to find a specific quotation and cite it using online tools.

Key Focus Areas for Activities
- **Source Evaluation:** Discussing whether a source is reliable before citing it.
- **Component Identification:** Learning to find the author, title, container, and date.
- **Punctuation Precision:** Emphasizing that incorrect punctuation makes a citation wrong.

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Unit 3
Study Skills

Timeframe	(10 to 12 weeks)
Unit Overview	This unit focuses on critical learning, organizing, and communication skills needed to be successful in school and in the workplace.
Essential Questions	• How can you become a better organizer in the management of assignments, materials, time and work behavior? • How can you become more responsible for your work and self? • How can you apply specific strategies for facilitating learning and work completion? • What memory strategies can you use when you study? • How can you take effective, meaningful notes? • Why is it important to use appropriately informational resources and technology tools?How do you give an effective multi-media presentation? • As an audience member, what questions do you want answered by a presenter? • What are the guidelines when taking true/false or multiple choice tests? • What is the best way to take an essay test? • How can you study for a test effectively without cramming the night before? • How do you recognize what strategy to use for a specific problem? • How do charts, tables and graphs help people interpret data? • How does the type of data influence the choice of graph?
Unit Focus	• organizational skills • test taking skills • notetaking skills • using reference sources • outlining and using graphic organizers • reading graphs and tables • completing long term projects • building vocabulary • presentation skills/public speaking • participating in collaborative discussions

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Interdisciplinary Connections	Social Studies ● RH.9-10.1. accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. 21st Century Life Skills and Careers ● CRP9 Use technology to enhance productivity. ● CRP10. Work productively in teams while using cultural global competence
Common Assessments	●

Materials	
Common Materials	**Supplemental Materials**
Writing With Power Grade 9 Textbook https://www.interventioncentral.org/ https://www.educationcorner.com/study-skills.html	Writing With Power Grammar, Mechanics and Usage Workbook Writing With Power Composition Skills Practice Workbook https://mindroarteachingresources.com/study-skills-lesson-plans-for-high-school/ https://www.jmu.edu/valleyscholars/files/improvemyhighschoolstudyskills.pdf

New Jersey Student Learning Standards (NJSLS)			
Subject Area	**Technology**	**21st Century Life and Careers**	**ELA Companion**
9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages	**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.	See Subject Area	RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. RST.9-10.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and

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| 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
• 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)..
CRP7. Employ valid and reliable research strategies.
9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
• 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
• 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). | **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. | | proficiently
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |

Differentiation

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	**Differentiation for Enrichment**
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Further Modifications for General Curriculum students: Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.	

Activities

- **Color-Coded Calendars:** Map out all assignment due dates, exam dates, and study sessions in a calendar, using specific colors for different classes.
- **"Study Audit" & Time Blocking:** Track daily habits for a week to find hidden time, then block out specific, distraction-free study times.
- **The 5-10-15 Method:** A study method for maintaining focus, which is an extension of the Pomodoro technique where you work for 25 minutes then take a five-minute break, then work for 45 minutes and take a 10-minute break, then work for an hour or an hour and 15.
- **Flashcard Duels:** Create flashcards for vocabulary or key concepts and test yourself, mixing pictures and words.
- **The 1-3-5-7 Review Method:** Study new material on day 1, then review it 2 days later, then 5 days, and finally 7 days later to solidify memory.
- **Brain Dumping:** After reading a chapter or listening to a lecture, write down everything you remember without looking at notes.
- **"Fake" Quiz Prep:** Create a quiz for a partner based on notes, focusing on identifying key ideas and vocabulary.
- **Graphic Organizers/Mind Maps:** Draw connections between concepts, such as cause and effect or Venn diagrams, to visualize information.
- **Note Condensing:** Review handwritten notes and condense them into a one-page summary or a set of bulleted, actionable points.
- **Peer Teaching:** Take turns explaining a complex topic to group members to ensure understanding.
- **Whiteboard Review:** Use a whiteboard to map out, define, and connect key vocabulary and concepts for a subject.
- **Test Autopsy:** Review previous tests to identify which mistakes were from not knowing the material vs. silly mistakes.
- **Timed Practice Exams:** Simulate real test conditions to manage anxiety and practice pacing.

Unit 4
Pulling it all Together

Timeframe	April through June (10-12 weeks)
Unit Overview	Pulling it all together

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Essential Questions	How do you use the skills you have acquired so far in a real way?
Unit Focus	• Research, write and edit a journal article • Participate in a collaborative discussion/debate • Plagiarism • How to utilize organizational/test taking/research skills in other courses
Interdisciplinary Connections	Social Studies • RH.9-10.1. accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. 21st Century Life Skills and Careers • CRP9 Use technology to enhance productivity. • CRP10. Work productively in teams while using cultural global competence
Common Assessments	• .

Materials

Common Materials	Supplemental Materials
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Activities

Use from previous units

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