

Focus-On-Freshman 2017

July 10, 11, and 12, 2017
Los Angeles, California

TODAY'S PRESENTATION IS
ENTITLED...

"FRESHMAN
TRANSITION-
COLLABORATION
IN MOTION"

The ABC's of Freshman Seminar

Attunement

Buoyancy

Clarity

Pink, Daniel. *To Sell Is Human*. New York: RIVERHEAD, 2012. 5. Print.

Attunement

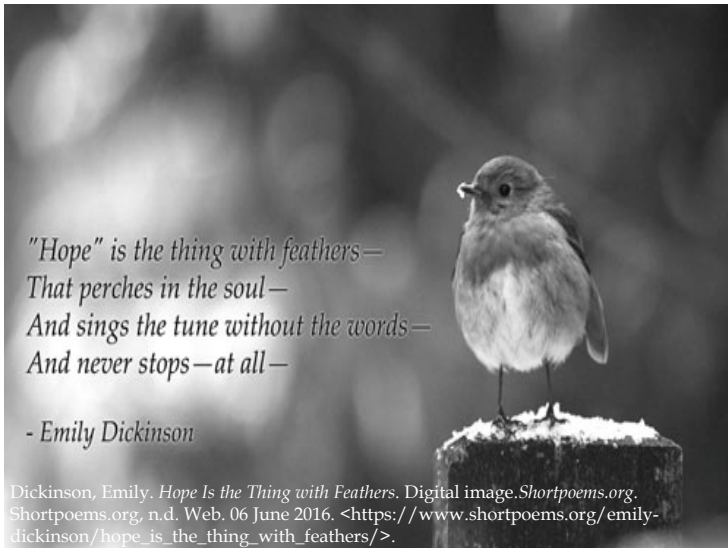
Attunement- Know your community; Know your program (have a clear vision) and know your players (students, teachers, parents, administrators, and other stakeholders).

"Find uncommon commonalities.... Finding Similarities can help you attune yourself to others and help them to attune themselves to you"

Pink, Daniel. *To Sell Is Human*. New York: RIVERHEAD, 2012. 103. Print.

KEY TARGETS

1. Creating hope and opportunity...
2. It's all about doing...



"Hope" is the thing with feathers—
That perches in the soul—
And sings the tune without the words—
And never stops—at all—

- Emily Dickinson

Dickinson, Emily. *Hope Is the Thing with Feathers*. Digital image. Shortpoems.org. Shortpoems.org, n.d. Web. 06 June 2016. <https://www.shortpoems.org/emily-dickinson/hope_is_the_thing_with_feathers/>.

How do you create hope in your school?

Take three (3) minutes to speak with your neighbor to share three things that you do in your school that create hope:

- For Students...
- For Faculty...

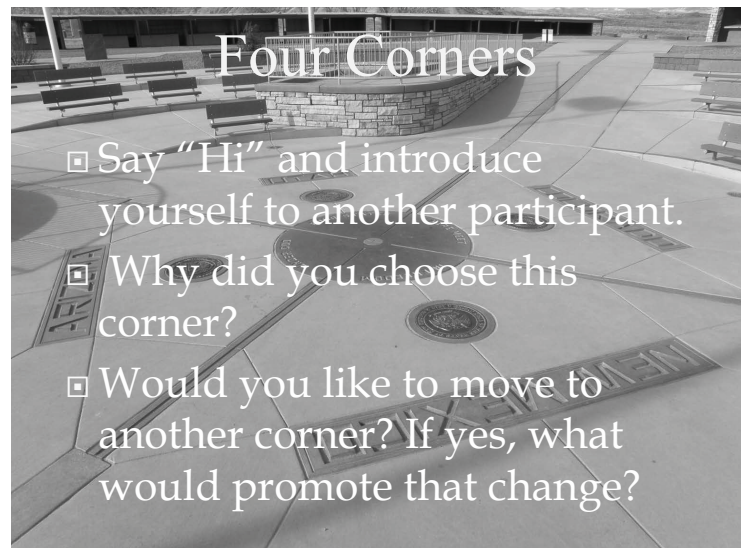


Four Corners Activity

Strongly Agree
Agree
Disagree
Strongly Disagree

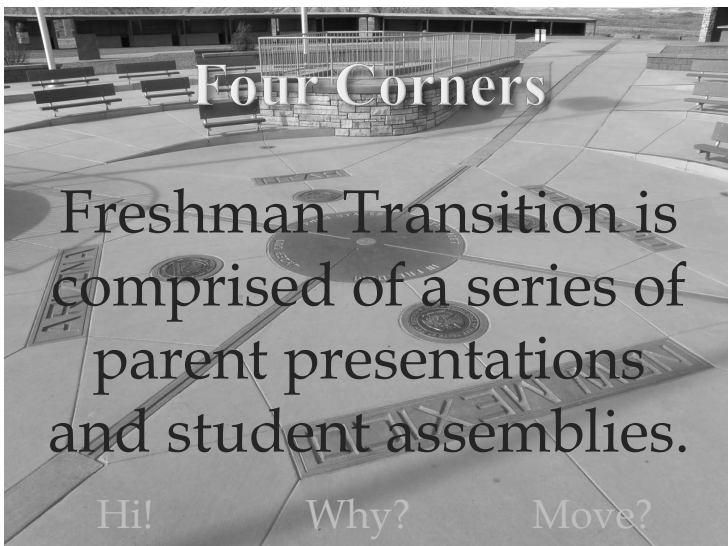
- Be ready to move around.

Four Corners Monument. Digital image. Wikipedia. Wikipedia, 17 May 2016. Web. June-July 2016. <https://en.wikipedia.org/wiki/Four_Corners_Monument#/media/File:Four_Corners,_NM_reconstructed_monument_in_2010.jpg>.



Four Corners

- ▣ Say "Hi" and introduce yourself to another participant.
- ▣ Why did you choose this corner?
- ▣ Would you like to move to another corner? If yes, what would promote that change?



Four Corners

Freshman Transition is comprised of a series of parent presentations and student assemblies.

Hi! Why? Move?



Four Corners

Freshman Transition is a school-wide curricular initiative that is embedded into the day to day operation of your school.

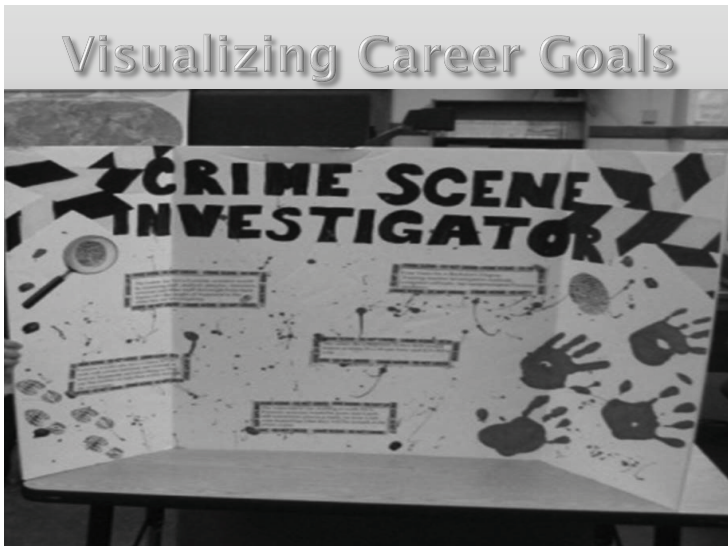
Hi! Why? Move?



What does hope
and opportunity
look like with
Freshman
Transition?

Learning about me-the essential
questions

- ▣ Who am I?
- ▣ What do I want?
- ▣ How will I get there?



Words that count at
Rahway High School

Success = vision+energy

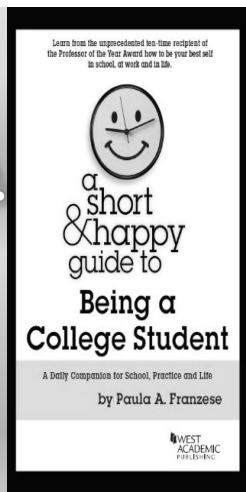


Bingham, Mindy. *Career Choices*. Academic Innovations, 1990.

**SUCCESS +
EXCELLENCE
equals
WINNER**

Farinella, John .
Rahway High School,
September 2012

**YOU DESERVE
TO BE HAPPY!**



Franzese, Paula. *A Short and Happy Guide to Being a College Student*. West Academic Publishing, 2014. Print.

Guidepost 1

Remember who you are and where you come from. You stand on the shoulders of giants, and you vindicate their sacrifices by living the promise they foresaw.

Franzese, Paula. *A Short and Happy Guide to Being a College Student*. West Academic Publishing, 2014. Print.

Guidepost 2

Remember Whose you are. You are never alone.

Franzese, Paula. *A Short and Happy Guide to Being a College Student*. West Academic Publishing, 2014. Print.

Guidepost 3

Be mindful of the power of your words.... Your life will match your level of expectation.

Franzese, Paula. *A Short and Happy Guide to Being a College Student*. West Academic Publishing, 2014. Print.

Guidepost 4

Be of service. The surest way out of your pain is to help others out of theirs. The surest way to grow in stature is to help others to grow in theirs.

Franzese, Paula. *A Short and Happy Guide to Being a College Student*. West Academic Publishing, 2014. Print.

Guidepost 5

Have your own answer to the question "Who do you think you are?" You are a champion of the underdog, a voice for those yet to find their own, a giver of hope and a game-changer for the greater good.

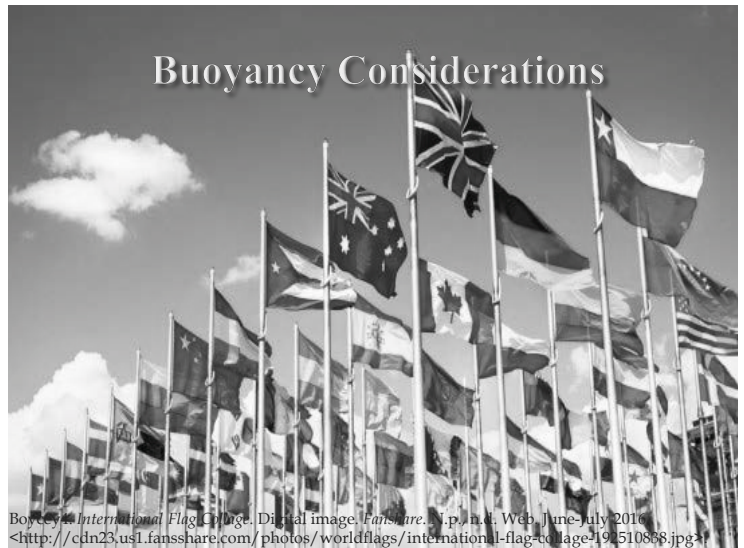
Franzese, Paula. *A Short and Happy Guide to Being a College Student*. West Academic Publishing, 2014. Print.

Buoyancy-consider the forces that can sink or float the success of your program (money, staff, philosophy)

"Consider both sides of a typical transaction. [P]ositive emotions can widen her view of her counterpart and his situation. Where negative emotions help us to see trees, positive ones reveal forests. And that, in turn, can aid in devising unexpected solutions..."

Pink, Daniel. *To Sell Is Human*. New York: RIVERHEAD, 2012. 103. Print.

Buoyancy Considerations



Boycer, International Flag Collage. Digital image. *FansShare*. n.p., n.d. Web. June-July 2016. <<http://cdn23.us1.fansshare.com/photos/worldflags/international-flag-collage494510868.jpg>>

Dr. Dedmond's 10-Steps

Step 1: Gather your resources

Step 2: Create a vision

Step 3: Form a Planning Team

Step 4: Generate community buy-in

Step 5: Identify curriculum

Step 6: Teacher recruitment

Step 7: Professional Development

Step 8: Make your Freshman Transition Initiative a school-wide effort

Step 9: Share all students' 10-year plans each year with their instructors

Step 10: Recognize and Celebrate

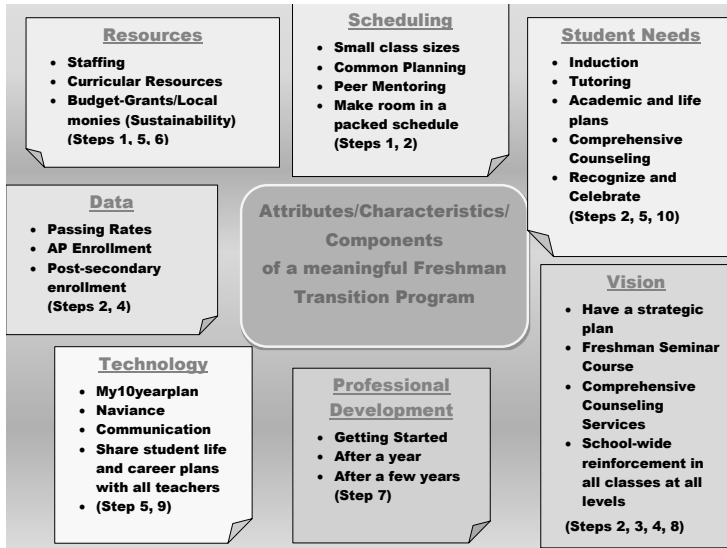
Freshman Transition Initiative

www.freshmantransition.org

Dr. Rebecca Dedmond

(rddedmond@gwu.edu), Director of the Freshman Transition Initiative at The George

Washington University and Director of the graduate program of school counseling at the Alexandria Center



Meaningful Freshman Transition

Porter, Dan, and James Baylay. *Getting It Done*. Digital image.Mindmapart.com. Mindmapart.com, n.d. Web. 06 June 2016. <<http://www.mindmapart.com/wp-content/uploads/2009/04/getting-it-done-dan-porter-james-baylay.jpg>>.

HAVE A STRATEGIC PLAN?

Strategic Planning Cycle

<http://www.managementguru.net/wp-content/uploads/2014/03/strategic-planning-cycle.jpg>

Step 2

- **Objective #1** By the year 2021, all Rahway High School students will demonstrate growth in academic achievement as measured by the following: State Test data, AP scores, SAT scores, Specialized Academic Program enrollments.
 - **Objective #2** Developing well-rounded students requires additional experience beyond core academic areas in the ordinary classroom setting. With this in mind, community service and college, career, and life-readiness opportunities are areas that the school community will be seeking to facilitate for all students.
 - **Objective #3** The school community recognizes the need to make an adaptive shift with regard to the use of available technology to comport with 21st Century learning needs and outcomes. To that end, utilizing laptop technology, tablet technology, smart phone technology and other current and future technologies to improve student learning is the goal.
- Step 2

D.R.E.A.M.

Diversity is a strength of our school community and, as such, we seek to provide inclusive programs to accommodate the needs of all learners.

Responsible citizenship is an expectation that we believe is required of students in order for them to be independent and self-sufficient adults.

Ethical conduct by all members of the school community is an unwavering tenet that we believe must guide the actions of all stakeholders in our school community.

Academic success is an essential outcome for all learners that we believe must guide all students throughout their high school careers.

Marketable skills are an essential series of components that we believe must be understood and mastered by all graduates in order for them to lead successful and productive lives in the 21st century.

Step 2

Meaningful Freshman Transition

How do we foster a “collaborative” freshman transition initiative within our school?

Step 2

Collaboration...

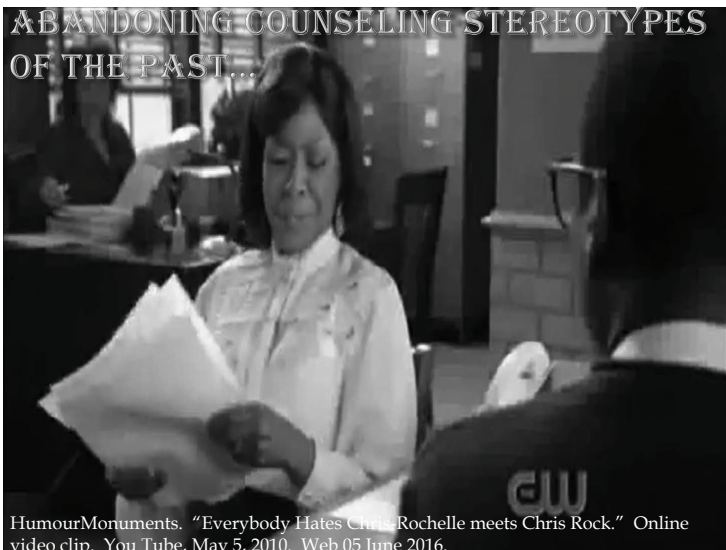


batmobilestate. "Randy Nelson - Pixar University - True Collaboration." Online video clip. You Tube, November 17, 2010. Web 05 June 2016.

FRESHMAN TRANSITION IS PART OF AN EXTENDED GUIDANCE PROGRAM...

Step 2

ABANDONING COUNSELING STEREOTYPES
OF THE PAST...



HumourMonuments. "Everybody Hates Chris: Rochelle meets Chris Rock." Online video clip. You Tube, May 5, 2010. Web 05 June 2016.

Rahway High School's Freshman
Transition Course entitled:

*Freshman
Seminar/Financial
Literacy*

Step 5

FRESHMAN TRANSITION PROGRAM

Rahway High School

Approximately 1000 Students in the main high school...
60% of students receive free or reduced lunch
50% African American/25% White/25% Hispanic

Approximately 120 Students attend the Alternative High
School (Alternative Center for Education (ACE))

Rahway, New Jersey is located twenty miles south of
New York City in Union County. It is a community with
a population of approximately 32,000

FRESHMAN SEMINAR/FINANCIAL LITERACY

Comprehensive, advisory/financial literacy, and career-
planning class where each student gets a chance to:

- Talk about his/her future on a regular basis
- Learn about maximizing his/her strengths
- Develop lifestyle expectations
- Develop meaningful academic and career goals

Step 5

NJ Core Curriculum Standards

21st Century Life and Careers
Five-Credit Graduation Requirement for
21st Century Life and Careers or Career and Technical Education

- **Standard 9.1 21st-Century Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **Standard 9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
- **Standard 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
- **Standard 9.4 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Step 5

COURSE FRAMEWORK

- Days M, T, TH, F – Seminar Class
- Day W – Freshman Outreach (Peer Leaders)
- 14 sections for 280 students
- 12 multi-disciplinary teaching staff
- **5 credits will be earned for Freshman Seminar/Financial Literacy**

Step 5

Resources for students and teachers:

1. Career Choices textbooks, workbooks, and My10yearplan web access (Academic Innovations);
2. Advisory teacher resource book (Princeton Center for Leadership- Princeton, NJ [Now-Center for Supportive Schools]);
3. PEER Leadership team-building teacher resource binder (Princeton Center for Leadership- Princeton, NJ [Now-Center for Supportive Schools])

Step 5

Financial Resources

- Start-up monies came through a grant partnership with the Princeton Center for Leadership in Princeton, New Jersey (Grant writer)(Now called Center for Supportive Schools-www.supportiveschools.org)
- Grant monies financed the purchase of Career Choices materials (Academic Innovations), the purchase of advisory materials (Princeton Center), and the purchase of professional development-Academic Innovations and Princeton Center

Step 1

REFLECTIONS AS A PROFESSIONAL LEARNING COMMUNITY

Freshman Seminar teachers at Rahway High School include professional staff from all departments in our school-Physical Education/ Health, English, Mathematics, Science, Social Studies, and World Languages. This group functions as a professional learning community (PLC) that meets during the school day one time per week for a class period. During this release time, PEER mentors work with the transition classes. In addition, one, after-school meeting per month is utilized by the transition teachers. PLC's are steered by a School Improvement Panel (ScIP) that is chaired by the Principal.

Step 3 and 6

Extra-help builds confidence and competence

Junior and Senior college interns completing teaching field experiences at Rahway High School provide after school tutoring as part of their teacher training.

Rahway High School teachers tutor 9th graders with a pull-out approach.

Step 8

Honors Biology

Do Now: Sign on to your computer and log in to your 10-year plan. Review your 10-year plan and try to find a link between your plan and any topic that was studied in Biology this year. Once found, write down the connection and elaborate on it. Examples may include future decisions for related to career choice, child care, finances, or consumer choices.

Steps 8 and 9

Media Center Lesson

Lesson Objective: Students will be able to open-up their 10-year plan and then select and use appropriate online tools to complete their 10-year plan.

Materials Needed: (Note use of technology)

lcd, laptop, screen, computers, books, copy machine

Instruction: (Anticipatory Set, Modeling, Guided Practice, Independent Practice, Closure)

1. Show students how to access the different digital resources
2. Show students the website: <http://www.my10yearplan.com/> and have students set-up an account
3. Student will take take the career-cluster test

Assessment: (Formative, Summative, Higher-Order Questions)

After taking the career-cluster test, students will evaluate the careers that were recommended for them and use the recommendations to select two careers to research for their 10-year plan.

Steps 8 and 9

Algebra 2 Test Problems

For problems 17 & 18 use the Monthly payment formula:

$$M = \frac{L}{\sum_{k=1}^t \left(\frac{1}{1+i}\right)^k}$$

17. You are buying a new car. You take out a 5-year loan for \$15,000. The annual interest rate of the loan is 4%. Calculate your monthly payments.

18. You bought a new house for \$200,000 by taking out a 30-year mortgage with an annual interest rate of 4.5%. Calculate your monthly mortgage payments.

Steps 8 and 9

Resource Room Environmental Science Career Project

You will research one career related to our class (biochemist, environmental scientist, astronomer, physicist, biological scientist, medical scientist, meteorologist, teacher of science, chemist, geoscientist, surveyor, etc.) Once you have chosen your career, you must find the following for the career:

Job description

Working conditions

Salary

Job outlook

Schools where degree or training can be obtained

Training/qualifications needed

Assignment

Students will create a PowerPoint presentation on the information they found about their career.

Steps 8 and 9



RAHWAY HIGH SCHOOL ONE OF THE TOP 10 MOST- IMPROVED HIGH SCHOOLS IN NEW JERSEY

Achievement gains
include...

AP/SAT/HSPA/ACT

http://njmonthly.com/articles/township_schools/the-top-high-schools-in-new-jersey-most.html





THE LIFESTYLE I WANT
Components of the Lifestyle I Envision for Myself

RELATIONSHIPS

I want to be married and have 2 children.
The people I would like to have as friends: I would like to have intelligent friends, who can hold a decent conversation. I would also like that friend to be just like me, or friends.
I would like to be able to spend at least 20 to 30 hours with family and 10 to 20 hours with friends each week.

WORK

I envision myself working as long as it takes at my chosen profession.
I want to be able to make this commitment to a larger goal or ideal.
My mission in life, is to be useful.
My other priorities that will require my time and attention are:

PERSONAL

On average, each week I'd like to spend 1 to 5 hours on recreation, 1 to 5 hours on individual pursuits and 1 to 5 hours contemplating and relaxing.
I would like to have the following flexibility:

I personally want a lot, just like every other normal human-being. But, if my jobs doesn't allow too much flexibility, then I'll just have to deal with it.
If/When it comes to "pace" I consider myself:
I am an person who evaluates a project before I do it. If one project is easy enough that I can do an extra one along with it, then I'd do both. However, is there is a project that is demanding and requires undivided attention, then I'd primarily focus on that project.
I plan to meet my spiritual needs by:

MATERIAL ITEMS

I envision myself living:
I personally want to live in Los Angeles, because I really love California. However, NYC, has one of the highest paying meteorologist jobs in the country. It is also the most watched television news channel in America.
Once I'm working in my chosen field for a few years I would like to be making:
If I make it where I want to, broadcasting weather in place of Lee Goldberg, or Sam Champion, then I hope to making \$150,000-\$200,000 a year.
The possessions that are most important to me are:
A car, a home, happiness and health.

THE BUDGET TO SUPPORT MY LIFESTYLE

What Counselors say...

GRADUATING VOICES...



NEWS RELEASE

Wednesday February 24, 2016

Rutgers Future Scholars Program Expands to Rahway
Roy Vagelos, former Merck CEO, gives \$1.75M to bring program to his hometown

Rutgers Future Scholars, a pioneer program that for the last eight years has inspired and prepared students in the university's host communities to attend college, has been extended to include Rahway.

A \$1.75 million gift from benefactor P. Roy and Diana Vagelos will allow 15 Rahway students to participate in the program each year for at least the next six years, according to Courtney McAnuff, vice president for enrollment management at Rutgers.

"This is a life-changing opportunity for students in Rahway," McAnuff said. The program will begin taking applications this spring for enrollment in the summer. Rutgers will hold a public interest session for Rahway students March 2.



Roy Vagelos, former Merck CEO, gives \$1.75 million to bring Rutgers Future Scholars program to Rahway.
High Rise

Vagelos, a physician and biochemist who served as the chief executive officer of pharmaceutical giant Merck, has a strong connection to Rahway. He graduated from the Rahway High School in 1947, and about 15 years ago began a scholarship program for Rahway's graduating students who were accepted into the nation's top 25 colleges.

"I had wonderful teachers at Rahway High School who helped me to reach for the top by working harder," Vagelos said. "I believe this program will similarly challenge RHS students to go for it – entry into a great university. I liked being challenged and they will too."

Since its inception, Rutgers Future Scholars has served 1,600 students in its four host communities – New Brunswick, Newark, Camden and Piscataway. The program is funded primarily through private and corporate contributions.

Beginning in the seventh grade and throughout high school, the students receive mentoring, tutoring and college prep courses, including summer sessions that are a required part of the program. In turn, if the student applies, and is accepted to Rutgers, the university covers the cost of tuition.

Who we are at Rahway High School

GRADUATE PROFILE

	2010	2011	2012	2013	2014	2015	2016
4-Yr.	41%	32%	35%	39%	43%	41%	41%
2-Yr.	29%	36%	40%	40%	38%	39%	37%
Tech. Sch.	06%	06%	07%	04%	04%	06%	06%
Work	22%	22%	16%	11%	13%	09%	10%
Milit.	02%	04%	03%	05%	03%	05%	06%

AP Results 2011 through 2015

	2011	2012	2013	2014	2015
Rahway High School (311280)					
Total AP Students	140	139	140	151	171
Number of Exams	210	233	213	229	274
AP Students with Scores 3+	51	65	62	46	50
% of Total AP Students with Scores 3+	36.4	46.8	44.3	30.5	29.2

AP Five-Year School Score Summary (2015)

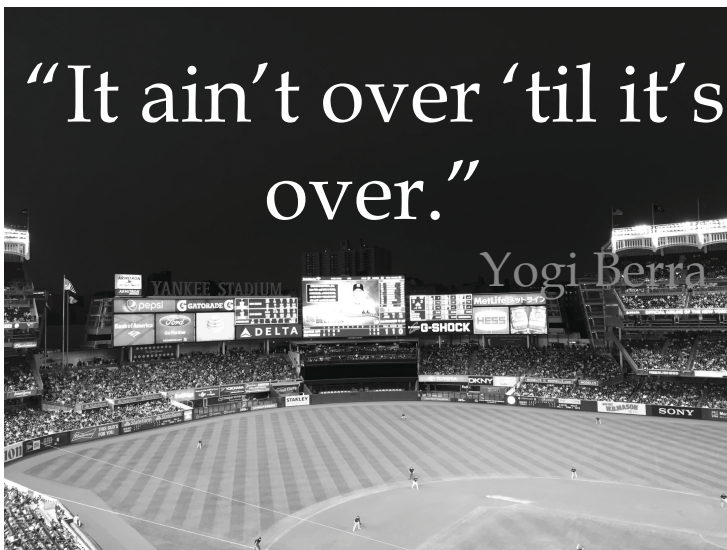
Data Updated Jul 29, 2015, Report Run Jun 12, 2016
Rahway High School (311280)



John's thoughts from the BIG Chair...

SUSTAINABILITY

- TUNE-IN to the unique needs of your school...
- Integrate transition into the "big picture" to maintain positive BUOYANCY
- Winning themes, well-planned outcomes, and a caring and well-trained staff will propagate CLEAR and long-term successes, achievements, and overall wellness outcomes in your school community



"It ain't over 'til it's over."

Yogi Berra

The Road Ahead or the Road Behind
George I. Mernin

Sometimes I think the fates must grin as we denounce them and insist, The only reason we can't win is the fates themselves have missed. Yet, there lives on the ancient claim - we win or lose within ourselves, The shining trophies on our shelves can never win tomorrow's game. So you and I know deeper down there is a chance to win the crown, But when we fail to give our best, we simply haven't met the test

Of giving all and saving none until the game is really won.
Of showing what is meant by grit, of fighting on when others quit,
Of playing through not letting up, it's bearing down that wins the cup.
Of taking it and taking more until we gain the winning score,
Of dreaming there's a goal ahead, of hoping when our dreams are dead,
Of praying when our hopes have fled.

Yet, losing, not afraid to fall,
If bravely we have given all,
for who can ask more of a man [person] than giving all within his [their] span,
it seems to me, is not so far from - Victory.
And so the fates are seldom wrong, no matter how they twist and wind,
It's you and I who make our fates, we open up or close the gates,
On the Road Ahead or the Road Behind.

Thank you for the opportunity!

Contact Information:

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2017

“FRESHMAN TRANSITION- Collaboration in Motion: Building Hope and Opportunity in Your School Community”

Focus-On-Freshman Annual Conference 2017

This document contains a series of informational handouts associated with the workshop facilitated by John Farinella, Principal-Rahway High School at the 2017 Focus-On-Freshman Annual Conference.

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Table of Contents

1.	Biographical information about John T. Farinella, Jr., J.D.	3
2.	Freshman Seminar/Financial Literacy Course Description	4
3.	New Jersey High School Graduation Code NJAC 6A:8-5.1(a) 2	6
4.	New Jersey Core Curriculum Content Standards for 21 st Century Life and Careers	15
5.	Freshman Transition Standards	21
6.	My10yearplan Sample Lessons	23

JOHN T. FARINELLA, JR., J.D.
PRINCIPAL

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Biographical Information: John T. Farinella, Jr., J.D., Principal

Mr. Farinella is a lifelong resident of South Plainfield, New Jersey. After graduating from South Plainfield High School, he attended Penn State University, earning a Bachelor of Science degree in Mathematics and a Bachelor of Science degree in Economics. His postgraduate studies led him to a Master of Arts degree in Education Administration and Supervision from Saint Peter's College and a Juris Doctor degree from Seton Hall University School of Law.

Mr. Farinella's work experience in public education includes 23 years in the New Jersey public schools, serving as a teacher of mathematics, vice principal, and high school principal. Mr. Farinella is also a member of the New Jersey Bar, the New York Bar, and the United States District Court of New Jersey Bar.

Mr. Farinella has served as a Council member, Legislative Committee member, Constitution Review Committee member and Board of Directors member for the New Jersey Principals and Supervisors Association (NJPSA). Last spring, Mr. Farinella received the 2016 Richard J. Nichols, Ed.D. Award from Kean University for his support of the professional development of student teachers placed at Rahway High School. In 2017, Mr. Farinella was named by the New Jersey Principals and Supervisors Association as the 2017 Secondary School Visionary Principal of the Year for the State of New Jersey.

Mr. Farinella's leadership philosophy is framed around his belief that the primary role of the high school principal is to help students to succeed academically and as good citizens. To that end, Mr. Farinella focuses on results, encouraging the good-faith efforts of individuals who promote established goals and objectives that embrace *honesty, responsibility, competency, respect, and patience*.

Furthermore, Mr. Farinella strongly encourages the members of the school community to take an active and inclusive role in shaping the landscape of the school community so that stakeholders can collegially promote a professional and productive school culture. Mr. Farinella seeks to measure success by seeking to celebrate and expand the individual successes and opportunities for all students, teachers, administrators, parents and other interested community members.

In his spare time, Mr. Farinella enjoys spending time with his wife and three children. His hobbies include running, biking, fishing, traveling, and music.

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RAHWAY HIGH SCHOOL
FRESHMAN SEMINAR/FINANCIAL LITERACY

Course Description

The high school years are far different from those which precede them. Students must enter high school with the academic skills, ethical foundations, and intrinsic pride and motivation that will enable them to compete and thrive in a high school setting that validates successes in a manner similar to those experienced in varsity athletics. Strong success in the freshman year can make the difference between realizing an individual's career and life goals immediately following high school versus having to delay or even to forego opportunities due to a lack of preparation, lack of self-confidence, and/or lack of intrinsic motivation derived from ones experiences in his/her high school years.

In short, success early in the high school game leaves open many doors and pathways to get to one's personal and career goals. With this in mind, the members of the Class of 2015 and beyond participate in a freshman transition experience that helps them to hit the ground running, focusing students on what is required to navigate the competitive and challenging aspects of earning a well-rounded, high school education. The required course is entitled: "Freshman Seminar/Financial Literacy."

This course is designed to satisfy the New Jersey graduation requirement for financial literacy which applies to the Class of 2014 and beyond. The course is aligned with the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers. Moreover, being financially literate inherently requires an individual to understand the world around them and to know how one can support his/her financial needs within the career and lifestyle choices that he/she makes.

The formative high school years provide the transition time and the springboard to pursue one's career and lifestyle choices. The essential questions that must be answered in these high-school years include the following:

- (1) What interests do I have and what talents do I have in these areas of interest?
- (2) What types of careers fit well with my interests and talents?
- (3) What lifestyle choices am I interested in pursuing?
- (4) What are the financial constraints and opportunities associated with my career and lifestyle choices?
- (5) What is required in my high school years to realistically pursue my career and lifestyle choices?
- (6) What barriers to success will I encounter in my high school years in pursuing my desired career and lifestyle choices?
- (7) What strengths must I develop in my high school years in pursuing my desired career and lifestyle choices?
- (8) When a failure or missed opportunity occurs in pursuit of my desired career and lifestyle choices, how will I overcome this adversity?
- (9) How will I celebrate and build upon my successes in pursuit of my desired career and lifestyle choices?
- (10) What if things change and/or can I change my mind?

In order to help students to reflect upon and develop concrete answers to the essential questions noted above, the Freshmen Seminar/Financial Literacy course requires students to complete units of study related to career interests, lifestyle choices, leadership styles, team building, ethics, financial planning, financial literacy, and overall mental and physical wellness.

In summary, the freshmen year and its transition phases into the competitive high school scene set the stage for making the high school years some of the best years of one's life. As such, the underlying premise driving the curriculum of the Freshmen Seminar/Financial Literacy course remains that "Failure is not an option." Moreover, it emphasizes that choices made and plans developed on the front end of one's high school experience are the "terra firma" which bolster the confidence, the motivation, and the realistic, academic expectations that transform mere dreams into attainable accomplishments.

(Revised 05-12-2014)

Using N.J.A.C. *6A:8-5.1(a)2* [hereinafter and commonly referred to as “Option Two” in the State of New Jersey]. This provision of the Law specifies a way in which traditional “seat-time” requirements may be alternatively fulfilled to earn credit towards a New Jersey endorsed high school diploma.

MULTIPLE AND DIVERSE PATHS TO STUDENT SUCCESS: A GUIDE TO THE USE OF OPTION TWO

MISSION

The New Jersey Department of Education will provide for a superior education by utilizing multiple and diverse paths to success for all children in New Jersey.

INTRODUCTION

The purpose of this document is to provide local school districts with guidelines to assist with the implementation of *N.J.A.C. 6A:8-5.1(a)Iii*, commonly known as .Option Two.. Option Two, or program completion, permits district boards of education to determine and establish curricular activities or programs aimed at achieving the Core Curriculum Content Standards for promotion and graduation purposes. Option Two serves as an alternative to traditional high school courses and involves in-depth experiences that may be provided by school district personnel or instructors not employed by the school district. Option Two may include, but is not limited to, one or more of the following: interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs, distance learning, internships, community service, co-curricular or extra-curricular programs, and/or other structured learning experiences. In addition, *N.J.A.C. 6A:8-5.1(a)Iii(3)* permits district boards of education to recognize successful completion of an accredited college course that assures achievement of the knowledge and skills delineated in the Core Curriculum Content Standards or includes learning that builds on and goes beyond the standards.

This guide provides a framework for local policy development and program implementation. However, it is the responsibility of the district board of education, administration, and high school principal to ensure that such programs support the achievement of the New Jersey Core Curriculum Content Standards. The guide provides local districts with a series of important considerations that should be addressed when considering the implementation of an Option Two program.

VISION

The New Jersey Core Curriculum Content Standards establish a core body of knowledge and skills that all students need in order to become healthy, productive, well-informed employable citizens of an ever-expanding and changing world. The department acknowledges, however, that all students will not achieve the standards in the same way, at the same pace, or with the same level of success. In order to maximize student achievement, the department encourages local school districts to permit alternative learning experiences that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth in the Core Curriculum Content Standards. Option Two (*N.J.A.C. 6A:8-5.1(a)Iii*) of the high school graduation requirements allows local school districts to design and/or approve educational experiences that serve as an alternative to traditional instruction and provide meaningful learning experiences that support student achievement of the Core Curriculum Content Standards. Option Two allows schools to provide a superior education for all students through the use of multiple and diverse paths.

PURPOSE

The purpose of Option Two is to provide educational experiences that are meaningful and relevant, and that provide students with opportunities to explore and achieve at high levels. Option Two allows local school districts to design and implement curricular programs that meet the needs of all students. The regulations support student participation in deep and meaningful learning experiences that advance student learning and focus on student interest and abilities. Option Two allows students to obtain credit for learning experiences outside of the traditional classroom environment. Some of these experiences may provide real-world connections not available in the school setting. Other learning experiences may go beyond what the traditional high school can provide, allowing students

to participate in research, international study, or college-level work. Appendix A provides district examples of Option Two programs.

BACKGROUND

N.J.A.C. 6A:8-5.1 directs district boards of education to develop, adopt, and implement requirements for a State-endorsed diploma. Traditionally, this has consisted of a series of credits in required content areas, with the State dictating a minimal number of credits needed for graduation from high school. Local school districts are permitted to establish additional course or credit requirements. Credits are based on seat time; that is, if a class meets five times per week for 40 minutes or more, the student is awarded five credits for successful completion of the class. Recently, states have begun to encourage variations in traditional seat time programs, such as block scheduling or a redesigned senior year experience.

As part of the department's commitment to standards-based reform, the State Board of Education adopted regulations in 2001 that more clearly connected the high school graduation requirements to the Core Curriculum Content Standards. The new regulations clarified an existing alternative practice, then in *N.J.A.C.6:3-4A.1(c)ii*. Subsequently, the department received numerous inquiries about the use of Option Two and its impact on student graduation, promotion, and achievement. Informal feedback indicated that many local school districts did not understand how Option Two might be used and, as a result, did not use it. In January 2004, the State Board adopted revised high school graduation regulations that provide clarification about how Option Two might be used in local school districts.

POLICY AND IMPLEMENTATION CONSIDERATIONS

Local School District Roles and Responsibilities

N.J.A.C. 6A:8-5.1 requires district boards of education to develop, adopt, and implement requirements for a State-endorsed diploma. Local boards establish the number of credits, over and above State requirements, that students need in order to graduate. In addition, the regulations permit district boards of education to offer graduation credit through an Option Two program. Should the district choose to offer an Option Two program, the board must develop policies that address how participating students will be able to achieve the Core Curriculum Content Standards. In order for an Option Two program to be successful, district boards of education, school administrators, and teachers must ensure that policies and procedures are in place and that they are carried out with fidelity.

If a local school district decides to offer Option Two programs:

- The **District Board of Education** must approve general policies and procedures for the implementation of Option Two as well as any performance or competency assessments that will be used to determine student completion of programs. The board must ensure that programs and related assessments are based on specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards. Group programs shall be approved by the board in the same manner as with other courses while individual requests shall be filed in the local district and are subject to review by the Commissioner or his staff (*N.J.A.C. 6A:8-5.1(a)Iii(1-3)*). District boards of education must ensure equitable access to such programs while weighing the overall benefits and costs to the student(s) and the district as a whole. District policies must clearly address issues such as student safety, transportation, tuition, and fees. The safety of students involved in Option Two programs is of critical importance. The district board of education must ensure that approved programs comply with applicable laws and regulations (e.g., child labor laws, occupational safety). District boards

should consider the need for procedures that are consistent with their own employment practices, such as criminal background checks and employee physical examinations.

- The **Chief School Administrator** must ensure that the district board of education has full understanding of the proposed use of Option Two. It is important for the success of the program that the superintendent delegate responsibility for the program to the high school principal. The superintendent should also allow district curriculum specialists to support the principal in the review of Option Two requests as well as with the selection and implementation of proficiency or competency assessments. In addition, the chief school administrator should engage in discussions with K-8 sending districts to ensure that policies, procedures, and expectations for coursework prior to high school and related proficiency assessments are aligned. The chief school administrator must ensure that annual data collection takes place and that a regular program evaluation is completed and reported to the board and the public.
- The **Principal** has primary responsibility and authority for the implementation of the Option Two program and must oversee all aspects of the program. This can best be accomplished through the implementation of a building-level Option Two Review Committee, comprised of the principal, other administrators, teachers, and other staff members. This committee assists the principal to collect and review pertinent information about the proposed Option Two program and recommends to the principal the approval or disapproval of the alternative activity. The committee may also suggest possible Option Two opportunities and should be involved in the identification and/or development of appropriate assessments. In order to certify completion of the curricular programs and activities based upon specific instructional objectives (*N.J.A.C. 6A:5.1-(a)Iii(c)*) aligned to the standards, principals must develop mechanisms to document student progress and program completion on student records. The principal is ultimately responsible for certifying that the student has successfully completed the program. The success of the Option Two experience rests on the building principal.
- **Content Area Supervisors** should assist with communication, documentation, and assessment and provide regular feedback to the principal to ensure that students in alternative programs will be able to meet or exceed the core standards. Supervisors may also assist with the selection of teachers and mentors for Option Two activities.
- **School Counselors** should be involved in developing and maintaining a documentation process. Policies that address class rank, grade point average, and honors status need to be addressed.
- **District Teaching Staff Members** are an important part of the Option Two program. It is imperative that teachers employed by the district board of education follow accepted policies and procedures for course proposals, approvals, and documentation. Teacher commitment, participation, and engagement in the process will contribute to successful learning experiences for the students.
- **Instructors not employed by the district** must be consulted regarding how the program design aligns with the Core Curriculum Content Standards and is of sufficient rigor to ensure student achievement. Principals must ensure that the qualifications and experience of the instructor match the outcome of the Option Two program. Instructors in Option Two programs must also provide evidence that the program is safe and in compliance with child safety and/or

labor laws. Instructors must participate in ongoing communication and reporting, generally with the building principal or designee, to ascertain student progress and course completion.

- **Parents/guardians** may initiate a request for Option Two status for an existing school-sponsored course or activity. They may also request that an external program, taught by an individual who is not employed by the district board of education, be used to fulfill state and local requirements. The high school principal based on local district policies determines whether this request results in an Option Two program. The parent/guardian must comply with any requests for information about external programs, in order to ensure that the student participates in activities that are safe, rigorous, and aligned with the standards and local curriculum. The principal is responsible for verifying that the activities are appropriate. In addition, when a student participates in an external program, his/her parents/guardians may be responsible for paying for the course or activity or providing transportation, specialized equipment, or materials. Regular communication between the instructor, the school, and the parent/guardian is essential to program success.
- **Students** who participate in Option Two programs have some additional responsibilities regarding what they are learning in the program. They must keep accurate records of attendance and assignments and share them, upon request, with school staff. In addition, students must participate in the High School Proficiency Assessment (HSPA) and may be required to participate in local assessment programs. Students should be called upon to provide school officials with an evaluation of their Option Two experiences.

Policy and Program Development: Questions to Consider

In order to ensure that all educational experiences are of the highest quality, district boards of education and school administrators should consider the following questions as they develop policies and procedures to implement Option Two. These questions provide guidance for policy development; however, the answers may vary from district to district.

1. What is the application process?

- When will applications be accepted (e.g., rolling, by July 1)?
- Who submits the initial application? Is a written application necessary? What should be included on the application?
- If the application is for a group of students, will each student be required to complete a separate application?
- What procedures must be in place to accommodate a student in grade 8 in a sending district who wants to pursue Option Two upon enrollment in a receiving high school? When transferring from a K-8 private school to a 9-12 public high school? Will the high school grant .credit. for work completed prior to grade 9?
- If a student applies for an external program, does the application require that the student's parents/guardians hold the local school district harmless for liability? Are parents/guardians informed that schools are not required to perform background checks on external instructors?

- Who must approve the application? Will all requests be approved at one board meeting?
- If an application is denied, can a student or group of students reapply at a later date?
Can a student appeal a denial?
- Is there sufficient interest in this activity to develop a new course offering that is open to all students in the school?
- Can a new student enrolling from out-of-district request Option Two credit for coursework completed prior to enrolling in the current school (e.g., enrolling from out-of-state or country or from a private high school)?

2. How can we ensure that the proposed program provides high quality instruction?

- What are the credentials of the teacher or instructor? Is the person qualified to address all of the aligned standards?
- How has the program been evaluated?
- What, if any, are past successes or problems with the program?
- What do other schools or participants say about the program? Do they recommend it?
- What is the program's duration? Is the program seasonal? Does it align with the marking period, semester, or school year? If the program does not align with the regular school schedule, how will the student be accommodated?
- What does the program cost? Will specialized equipment or materials be required? Will the student require transportation?
- Does the program align with the CCCS and local objectives? How does the program address knowledge, skills, attitudes and behaviors? How does the program promote higher level thinking, real world application, and/or complex problem solving?
- Does the course require travel (e.g., student exchange)? Who will pay for the activities?
- Will the student require release time in order to participate?
- Is the program offered in a safe environment, conducive to learning?
- What, if any, child labor (e.g., working papers) or safety laws (e.g., hazardous occupations or conditions) must be adhered to in the program?
- If the student is participating in worksite program, is there a signed agreement between the school, student, business, and parent/guardian?
- What forms of assessment are planned? Is assessment aligned with the program?

- Does this program unfairly favor or advantage a particular student or group of students? Would approval of this program negatively or positively impact the student population?
- If the student is eligible for special education services and has an IEP, is the proposed program aligned with the special education plan? Will the program require modifications?

3. How will student progress and the completion of activities be documented?

- Will students receive a grade? Pass/fail? Who will award the grade?
- How will student achievement be documented? What kinds of progress reports will be required? Who is responsible? Will a statement of assurances be sufficient evidence of course completion?
- How will student .credit. be determined for graduation? How will school counselors .mix. traditional credit and Option Two coursework to determine course placement and options?
- How will Option Two courses impact a student.s grade point average and honors status (e.g. valedictorian)?
- If a student cannot successfully complete the alternative program, what happens? What evidence of attendance will be required?
- Will students be expected to participate in local assessments (e.g., final exams)? Will the program support or interfere with student achievement on the HSPA?
- How will the local district accommodate students who have already completed Option Two courses in another school district?
- If a student takes and passes a proficiency exam prior to high school entrance, must a high school accept the results of the exam in lieu of credit? Can a high school require the student to take another course at a higher level before awarding credit?
- Will the use of Option Two impact the student.s athletic eligibility now or in college? (Go to www.ncaa.org for more information on core course requirements.)
- What happens if the student quits or is no longer able to participate in the alternative activity (e.g., an injury or illness, family hardship)?

SAMPLE PROGRAMS

The department will work with the county superintendents on an ongoing basis to identify programs that implement Option Two. The attached table provides examples of programs currently in place in New Jersey high schools.

SUMMARY

New Jersey high school students must complete a local program of study of not fewer than 110 credits in courses designed to meet all of the Core Curriculum Content Standards. The State Board of Education adopted regulations that require all students to attain a set amount of course credits in each of the core content areas. However, the 110 credit requirement may be met in whole or in part by program completion, commonly referred to as Option Two. *N.J.A.C. 6A:8-5.1(a)1ii* provides the regulatory framework for district boards of education to adopt policies and procedures for the implementation of Option Two. District boards should consider how the flexibility afforded by the use of Option Two will provide students with enriching, stimulating, and meaningful learning experiences that enhance student achievement of the New Jersey Core Curriculum Content Standards.

APPENDIX A

Implementation Examples for Option Two (*N.J.A.C. 6A:8-5.1(a)Iii*)

Option Two Strategy	Description of Strategy	Examples of Implementation
Freshman Experience	Multidisciplinary team approach	At Bordentown High School , all ninth grade students participate in a multidisciplinary course that addresses health and physical education concepts and skills, communication skills, and strategies for school success; a performance project is required
Jump Start Program	Partnership to provide college courses	At the Toms River High Schools , junior or senior level students may enroll in college courses at Ocean County College.
Early College Admission	College enrollment	Upon completion of grade 11, students at the Toms River High Schools who have demonstrated ability to pursue advanced academic study, may enroll in full-time college degree programs in lieu of high school year; requires recommendations, scores, and admission offer; tuition reimbursement is available for students who rank in top 10% of their class;
Community Action Program	Community service	Senior students at the Toms River High Schools may volunteer in elementary schools, pre-school programs, and health-related fields three times per week and receive 5-10 credits; some students will also participate in a related education course at Ocean County College
Interdisciplinary or Theme-Based Programs.	In one configuration, a student learns the content from two or more core curriculum content areas during a single, generally lengthier class period.	Cherry Hill High School East offers a 10-credit English/World Civilizations Course. Scotch Plains-Fanwood High School offers an astronomy course..an integrated science course studying outer space. As an integrated course it combines relevant topics from physical and biological sciences. The Union City Board of Education

New Jersey Core
Curriculum Content
Standards for 21st
Century Life and
Careers (These
standards prescribe the
substantive basis for
developing a course
utilizing “Option Two”
of the New Jersey high
school graduation
code.)

New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers

INTRODUCTION

Life and Career Education in the 21st Century

In the 21st century, life and work are conducted in a dynamic context that includes:

- A global society facing complex political, economic, technological, and environmental challenges
- A service economy driven by information, knowledge, and innovation
- Diverse communities and workplaces that rely on cross-cultural collaborative relationships and virtual social networks
- An intensely competitive and constantly changing worldwide marketplace

Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.

Mission: *21st-century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st-century global workplace.*

Vision: The systematic integration of 21st-century life and career skills across the K-12 curriculum and in career and technical education programs fosters a population that:

- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Intent and Spirit of the 21st-Century Life and Career Standards

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century.

- In grades 9-12, students develop increasingly sophisticated 21st-century life skills and personal financial literacy. They engage in the process of career preparation by participating in structured learning experiences, specialized programs, and advanced courses that reflect personal aptitudes and career interests found within one or more of the 16 career clusters developed by the [States Career Clusters Initiative](#).

The Revised Standards

There are four revised 21st-Century Life and Careers standards. Standards 9.1, 9.2, and 9.3 describe life and career skills that are integrated throughout the K-12 curriculum, while Standard 9.4 describes specialized skills that are taught in grades 9-12 as part of career and technical education programs. An overview of the four standards follows.

Standard 9.1 21st-Century Life and Career Skills: *All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.*

Standard 9.1 describes skills that prepare students to fully engage in civic and work life. The standard includes six strands, which reflect the [Framework for 21st Century Learning](#):

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-Cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

Standard 9.2 Personal Financial Literacy: *All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.*

Standard 9.2 describes skills that prepare students for personal and civic financial literacy. The inclusion of Personal Financial Literacy as a standard, rather than as a strand, reflects the growing need for 21st-century citizens to be financially literate, particularly in light of the increasing number of financial choices they face due to the global economy. Financial literacy includes the application of knowledge, skills, and ethical values when making consumer and financial decisions that impact the self, the family, and the local and global communities.

Standard 9.2 is aligned to the Jump \$tart Coalition for Personal Financial Literacy's [National Standards in K-12 Personal Finance Education](#) and includes seven strands:

- Income and Careers
- Money Management
- Credit and Debt Management
- Planning, Saving, and Investing
- Becoming a Critical Consumer
- Civic Financial Responsibility
- Risk Management and Insurance

Standard 9.3 Career Awareness, Exploration, and Preparation: *All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.*

Standard 9.3 describes skills that prepare students for career pursuits and lifelong learning. The three strands in Standard 9.3 reflect the requirements outlined in New Jersey Administrative Code (N.J.A.C. 6A:8-3.2):

- Career Awareness (grades K-4)
- Career Exploration (grades 5-8)
- Career Preparation (grades 9-12)

Standard 9.4 Career and Technical Education: *All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.*

Standard 9.4 describes knowledge and skills that prepare students for postsecondary education, training, and employment in a chosen career pathway. Unlike Standards 9.1, 9.2, and 9.3, which apply to all students from grades K-12, Standard 9.4 applies only to high school students enrolled in career and technical education programs.

The adoption of the career and technical education standard reflects the call to action in recent reports by the [National Association of State Boards of Education](#), the [National Governors Association](#), the [U.S. Chamber of Commerce](#), and [Achieve](#) regarding the potential of career and technical education, as well as the requirements of the [Carl D. Perkins Career and Technical Education Improvement Act of 2006](#). These documents urge states to adopt policies and practices that effectively integrate academic content standards in career and technical education programs in order to both elevate the role of career and technical education and to align it with postsecondary education and training.

The 16 strands in Standard 9.4 align with the 16 career clusters of the [States Career Clusters Initiative](#). Each strand is further refined to reflect multiple career pathways. By using the clusters as an organizing tool for grouping occupations and careers, Standard 9.4 identifies a common set of knowledge and skills for success within each broad career cluster, as well as for each career pathway within that cluster. This framework has been reviewed nationally by teams of business, industry, labor, education, and higher education representatives to ensure that it encompasses industry-validated knowledge and skills needed for career success.

For each of the 16 career cluster strands, content statements and cumulative progress indicators are provided for the overall career cluster, and additional content statements and cumulative progress indicators are provided for each of the career pathways encompassed by the cluster. Further, each of the 16 overarching career cluster strands is comprised of two types of cumulative progress indicators:

- Cumulative progress indicators for foundational knowledge and skills, which may be taught as part of a variety of academic and/or career and technical education courses.
- Cumulative progress indicators that are specific to the career cluster and/or career pathway under discussion.

Two additional resources are provided in connection with Standard 9.4 to support navigation of Standard 9.4 and understanding of career and technical education (CTE) programs:

- The [Career Clusters Table](#) describes each of the 16 career clusters and lists the career pathways associated with each cluster.
- [More About CTE Programs](#) provides a definition of career and technical education programs and points to information about the development of Standard 9.4.

Resources

Kendall, J. S., & Marzano, R. J. (2000). *Content knowledge: A compendium of standards and benchmarks for K-12 education* (3rd ed.). Aurora, CO: Mid-Continental Research for Education and Learning, & Alexandria, VA: Association for Supervision and Curriculum Development.

New Jersey State Department of Education. (1996). *New Jersey core curriculum content standards*. Trenton, NJ: Author.

New Jersey State Department of Education. (1999). *Career education and consumer, family, and life skills framework*. Trenton, NJ: Author.

New Jersey State Department of Education. (2004). *New Jersey core curriculum content standards. Standard 9: Career education and consumer, family, and life skills*. Trenton, NJ: Author.

New Jersey State Department of Education. (2008). *Standards clarification project*. Trenton, NJ: Author. Online: <http://www.nj.gov/education/aps/njscp>

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (expanded 2nd ed.). Alexandria, VA: Association for Curriculum and Development.

Resources Specific to Standard 9.1 21st-Century Life and Career Skills

Partnership for 21st Century Learning. (2009). *Framework for 21st century learning*. Online: <http://www.21stcenturyskills.org>

Resources Specific to Standard 9.2 Personal Financial Literacy

Carolan, C. A. (2007). *The ABCs of credit card finance: Essential facts for students*. Trenton, NJ: New Jersey Coalition for Financial Education. Online: http://www.njcfe.org/IFE-ABC_text.html

JumpStart Coalition for Personal Financial Literacy. (2007). *National standards in K-12 personal finance education: With benchmarks, knowledge statements, and glossary* (3rd ed.). Online: <http://www.jumpstart.org/national-standards.html>

Utah State Office of Education. (2004). *General financial literacy*. Online: <http://www.uen.org/core/core.do?courseNum=520802>

Wisconsin Department of Public Instruction. (2006). *Wisconsin's model academic standards for personal financial literacy*. Online: <http://dpi.wi.gov/standards/pdf/pfl.pdf>

Resources Specific to Standard 9.3 Career Awareness, Exploration, and Preparation

National Career Development Guidelines. Online: http://cte.ed.gov/nationalinitiatives/gandctools.cfm?&pass_dis=1

New Jersey Department of Education. (2005). *N.J.A.C. 6A:8, Standards and assessment for student achievement*. Trenton, NJ: Author. Online: <http://www.nj.gov/education/code/current/title6a/chap8.pdf>

Resources Specific to Standard 9.4 Career and Technical Education

National Association of State Boards of Education Study Group on Promoting Excellence in Career and Technical Education. (2008). *Learning to work, working to learn: Transforming career and technical education*. Alexandria, VA: Author. Online: <http://www.nasbe.org>

National Governors Association Center for Best Practices. (2007). *Issue brief: Retooling career technical education*. Washington DC: Author. Online: <http://www.nga.org/center>

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Freshman Transition Standards-Dr.

Rebecca Dedmond,

*Director of School
Counseling, George
Washington University
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Freshman Transition

Standards-Dr. Rebecca Dedmond, *Director of School Counseling, George Washington University*
(rdedmond@gwu.edu)

1. The student learns to project into the future and to understand the consequences of their actions and the choices made today.
2. The student completes formal assessments and surveys to help them establish and consolidate their identity, becoming “identity-achieved.”
3. The student analyzes the effect of personal interest and aptitudes upon educational and career planning.
4. The student recognizes the impact of career choice on personal lifestyle.
5. The student recognizes the impact their commitment to education has on their future lifestyle and life satisfaction.
6. The student demonstrates the skills to locate, analyze, and apply career information.
7. The student knows the process for career planning and educational preparation.
8. The student can apply the skill sets required to succeed (both in the classroom and the workforce).
9. The student demonstrates the importance of productive work habits and attitudes.
10. The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another.
11. The student knows the process used to locate and secure entry-level employment.
12. The student knows the effect change has on society and career opportunities.

Dedmond, R.(2005 November). A Personalized Plan for Life. *Principal Leadership*, p. 20

My10yearplan Sample Lessons

10 Year Plan Lesson Plan – Honors Biology – Adrienne Barnes

OBJECTIVE: SWBAT

1. Connect their learning in Biology with their 10-year plan by writing an essay elaborating on how one topic taught this year relates to some part of their future goals.

Common Core ELA Standards:

RST.9-10.1, 3, 4, 7

WHST.9-10.1, 1c, 1e, 2d, 9

ACTIVITIES:

Do Now: Sign on to your computer and log-in to your 10-year plan. Review your 10-year plan and try to find a link between your plan and any topic that was studied in Biology this year. Once found, write down the connection and elaborate on it. Examples may include future decisions for related to career choice, child care, finances, or consumer choices.

Main Activity: After the reviewing the student answers to the “Do Now” as a class, the students will write a short essay explaining in detail how a lesson from Biology relates to their 10 year plan. They should include an explanation as to how the lesson will benefit them in a particular future goal, decision, or challenge they may face in achieving their 10 year plan.

Closure: The teacher will select students with the most unique responses to share their essays with the class during the last 5 minutes of class.

MATERIALS: Laptops, Internet access, LCD projector, 10-Year Plan Assignment PowerPoint.

MODIFICATIONS: None needed for Honors Biology.

HOMEWORK: If students did not complete the essay in class, they may finish it for homework.

ASSESSMENT: Student responses to the “Do Now” and student essays.

***Lesson Plan Components-Justine Johnson
(Media Center Lesson)***

Date: _____ **Period/Time:** 2 **Subject:** Freshman Seminar:careers

week of 11/13/14

Standards: (Common Core, NJ Core Curriculum)

CCCS: 8.1.8.A.5: Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Lesson Objective: Students will be able to...
open-up their 10-year plan and then select and use appropriate online tools to complete their 10-year plan.

Materials Needed: (Note use of technology)
lcd, laptop, screen, computers, books, copy machine

Instruction: (Anticipatory Set, Modeling, Guided Practice, Independent Practice, Closure)

1. Show students how to access the different digital resources
2. show students the website: <http://www.my10yearplan.com/> - have students set up an account
3. student will take the career cluster test

Assessment: (Formative, Summative, Higher Order Questions)

After taking the career cluster test, student will evaluate the careers that were recommended for them and use the recommendations to select 2 careers to research for their 10-year plan.

Homework:
Explore different career opportunities and select 2 careers to research.

Modifications/Accommodations:

Students may come to the ASC at lunch, during study hall and after school for extra help.

My10yearplan Lesson-2015

In Algebra 2, [E]xponential Functions and Sequences & Series [were brought into the picture].

During the Exponential Functions chapter, the use of exponential growth functions leads itself to discussions on savings accounts. I went through problems with the students, discussing points of savings accounts versus certificates of deposits, and how they could start saving for college or life after high school. Many students did not even know what a CD was or why someone would want to utilize that banking option, so it led to great discussions on banking. With the use of exponential decays, it is common to talk about the depreciation value of cars which tends to peak students' interests who are looking to get a car for themselves.

When we started working on sequences and series the formula for monthly payments is introduced to students. I was able to incorporate determining monthly payments on car loans, student loans and mortgages.

Attached are excerpts from the textbook and assignments that are used in our classes and some of the problems I have done with the students.

Solving Real-Life Problems

You have learned that the balance of an account earning compound interest is given by $A = P\left(1 + \frac{r}{n}\right)^{nt}$. As the frequency n of compounding approaches positive infinity, the compound interest formula approximates the following formula.

Core Concept

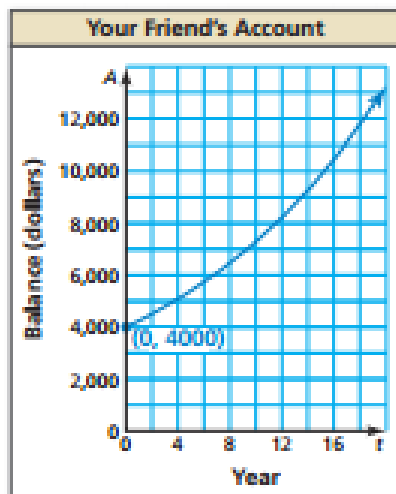
Continuously Compounded Interest

When interest is compounded *continuously*, the amount A in an account after t years is given by the formula

$$A = Pe^{rt}$$

where P is the principal and r is the annual interest rate expressed as a decimal.

EXAMPLE 3 Modeling with Mathematics



You and your friend each have accounts that earn annual interest compounded continuously. The balance A (in dollars) of your account after t years can be modeled by $A = 4500e^{0.04t}$. The graph shows the balance of your friend's account over time. Which account has a greater principal? Which has a greater balance after 10 years?

SOLUTION

- 1. Understand the Problem** You are given a graph and an equation that represent account balances. You are asked to identify the account with the greater principal and the account with the greater balance after 10 years.
- 2. Make a Plan** Use the equation to find your principal and account balance after 10 years. Then compare these values to the graph of your friend's account.
- 3. Solve the Problem** The equation $A = 4500e^{0.04t}$ is of the form $A = Pe^{rt}$, where $P = 4500$. So, your principal is \$4500. Your balance A when $t = 10$ is

$$A = 4500e^{0.04(10)} \approx \$6713.21.$$

Because the graph passes through $(0, 4000)$, your friend's principal is \$4000. The graph also shows that the balance is about \$7250 when $t = 10$.

► So, your account has a greater principal, but your friend's account has a greater balance after 10 years.

- 4. Look Back** Because your friend's account has a lesser principal but a greater balance after 10 years, the average rate of change from $t = 0$ to $t = 10$ should be greater for your friend's account than for your account.

MAKING CONJECTURES

You can also use this reasoning to conclude that your friend's account has a greater annual interest rate than your account.

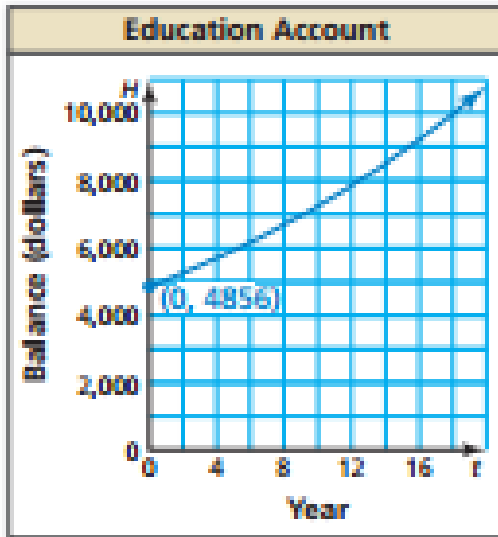
$$\text{Your account: } \frac{A(10) - A(0)}{10 - 0} = \frac{6713.21 - 4500}{10} \approx 221.321$$

$$\text{Your friend's account: } \frac{A(10) - A(0)}{10 - 0} \approx \frac{7250 - 4000}{10} = 325 \quad \checkmark$$

Monitoring Progress Help in English and Spanish at BigIdeasMath.com

- 7.** You deposit \$4250 in an account that earns 5% annual interest compounded continuously. Compare the balance after 10 years with the accounts in Example 3.

35. **MODELING WITH MATHEMATICS** Investment accounts for a house and education earn annual interest compounded continuously. The balance H (in dollars) of the house fund after t years can be modeled by $H = 3224e^{0.05t}$. The graph shows the balance in the education fund over time. Which account has the greater principal? Which account has a greater balance after 10 years? (See Example 3.)



41. **DRAWING CONCLUSIONS** You invest \$2500 in an account to save for college. Account 1 pays 6% annual interest compounded quarterly. Account 2 pays 4% annual interest compounded continuously. Which account should you choose to obtain the greater amount in 10 years? Justify your answer.

REASONING QUANTITATIVELY

The percent decrease, 15%, tells you how much value the car *loses* each year. The decay factor, 0.85, tells you what fraction of the car's value *remains* each year.



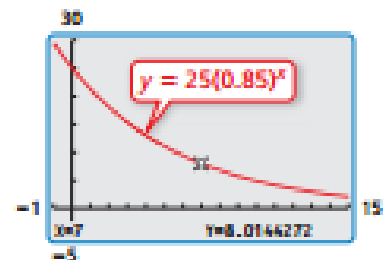
EXAMPLE 2 Solving a Real-Life Problem

The value of a car y (in thousands of dollars) can be approximated by the model $y = 25(0.85)^t$, where t is the number of years since the car was new.

- Tell whether the model represents exponential growth or exponential decay.
- Identify the annual percent increase or decrease in the value of the car.
- Estimate when the value of the car will be \$8000.

SOLUTION

- The base, 0.85, is greater than 0 and less than 1, so the model represents exponential decay.
- Because t is given in years and the decay factor $0.85 = 1 - 0.15$, the annual percent decrease is 0.15, or 15%.
- Use the *trace* feature of a graphing calculator to determine that $y \approx 8$ when $t \approx 7$. After 7 years, the value of the car will be about \$8000.



Core Concept

Compound Interest

Consider an initial principal P deposited in an account that pays interest at an annual rate r (expressed as a decimal), compounded n times per year. The amount A in the account after t years is given by

$$A = P\left(1 + \frac{r}{n}\right)^{nt}$$

EXAMPLE 5 Finding the Balance in an Account

You deposit \$9000 in an account that pays 1.46% annual interest. Find the balance after 3 years when the interest is compounded quarterly.

SOLUTION

With interest compounded quarterly (4 times per year), the balance after 3 years is

$$A = P\left(1 + \frac{r}{n}\right)^{nt}$$

Write compound interest formula.

$$= 9000\left(1 + \frac{0.0146}{4}\right)^{4 \cdot 3}$$

$$P = 9000, r = 0.0146, n = 4, t = 3$$

$$\approx 9402.21$$

Use a calculator.

► The balance at the end of 3 years is \$9402.21.

EXAMPLE 6 Solving a Real-Life Problem

You can calculate the monthly payment M (in dollars) for a loan using the formula

$$M = \frac{L}{\sum_{k=1}^t \left(\frac{1}{1+i} \right)^k}$$

where L is the loan amount (in dollars), i is the monthly interest rate (in decimal form), and t is the term (in months). Calculate the monthly payment on a 5-year loan for \$20,000 with an annual interest rate of 6%.

SOLUTION

Step 1 Substitute for L , i , and t . The loan amount is $L = 20,000$, the monthly interest rate is $i = \frac{0.06}{12} = 0.005$, and the term is $t = 5(12) = 60$.

Step 2 Notice that the denominator is a geometric series with first term $\frac{1}{1.005}$ and common ratio $\frac{1}{1.005}$. Use a calculator to find the monthly payment.

$$M = \frac{20,000}{\sum_{k=1}^{60} \left(\frac{1}{1+0.005} \right)^k}$$

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1 / 1.005 = R
.9950248756
R ( (1 - R^60) / (1 - R)
)
51.72556075
20000 / Ans
386.6560306

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► So, the monthly payment is \$386.66.

USING TECHNOLOGY

Storing the value of $\frac{1}{1.005}$ helps minimize mistakes and also assures an accurate answer. Rounding this value to 0.995 results in a monthly payment of \$386.94.



**Chapter
8****Test A**

For problems 17 & 18 use the Monthly payment formula:

$$M = \frac{L}{\sum_{k=1}^t \left(\frac{1}{1+i}\right)^k}$$

17. You are buying a new car. You take out a 5-year loan for \$15,000. The annual interest rate of the loan is 4%. Calculate your monthly payments.

18. You bought a new house for \$200,000 by taking out a 30-year mortgage with an annual interest rate of 4.5%.

a. Calculate your monthly mortgage payments.

b. After 10 years you refinance your home with a new interest rate of 3.25%. What is your new monthly mortgage payments for the remainder of your mortgage? (HINT: be sure to calculate how much money you still have left on your mortgage after 10 years to use for this problem)

My10yearplan sample lesson

Science Career Project [(Resource Room)]

You will research one career related to our class (biochemist, environmental scientist, astronomer, physicist, biological scientist, medical scientist, meteorologist, teacher of science, chemist, geoscientist, surveyor, etc.) Once you have chosen your career, you must find the following for the career:

- a. Job description
- b. Working conditions
- c. Salary
- d. Job outlook
- e. Schools where degree or training can be obtained
- f. Training/qualifications needed

Assignment

Students will create a PowerPoint presentation on the information they found about their career. Adhere to the following requirements when preparing the presentation:

1. Title Slide (Career choice and your name)
2. 1 slide for each of the topics listed above in the research section
3. Use custom animation and slide transition on all slides
4. Choose a variety of slide layouts to enhance your PowerPoint
5. Apply a theme or choose background colors for your presentation
6. Graphics, pictures, clipart, or images are inserted on at least 4 slides
7. Text should be easily read
8. Correct grammar and punctuation

The PowerPoint will be presented at the end of the project.