

**BERNARDS TOWNSHIP PUBLIC SCHOOLS
BASKING RIDGE, NEW JERSEY**

NINTH GRADE TRANSITION PROGRAM

REVISION:
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Basking Ridge, New Jersey

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*This document has been aligned with the
New Jersey Core Curriculum Content Standards*

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education opportunities regardless of color, creed, religion, gender or handicap.*

Study Skills Classroom Guidance Lesson

Objectives:

1. Students will apply the study skills necessary for academic success at each level
2. Students will use knowledge of learning styles to positively influence school performance
3. Students will identify attitudes and behaviors which lead to successful learning
4. Students will apply time management and task management skills
5. Students will use communication skills to know when and how to ask for help when needed

Introduction of topic:

In this classroom lesson, we are going to talk about “how students learn best”. We all have certain things that help us learn. Counselors will ask the following questions:

- What are your most effective ways of learning?
- Do you like to work by yourself or do you like to study with someone else?
- Do you learn best by reading information or do you need to hear it or write it down?

Some people learn best when they are involved in a project that allows them to participate in a physical activity such as building something.

Activity 1: Think/Pair Share – 60 seconds

- Turn to your neighbor and tell them how you learn best
- Students will share what they learned about their partner

*Counselors will record student answers on study strategies/how they learn best on the overhead. We will add helpful or innovative ideas.

Activity 2: Study Skills Assessment

- Students will complete the study skills assessment
- Counselors will ask students how they interpreted and answered the questions

Activity 3: Study Skills discussion

- Students will be put into groups to discuss how they interpreted and answered the assessment questions. Each group will select three questions on which to focus.
- In groups, students will discuss the importance of each study habit and how it relates to becoming a better student.
- All information will be written on chart paper and will be shared with the group

Time Management Classroom Guidance Lesson

Introduction of topic:

- You can accomplish more and have more time for yourself if you acquire some good time management skills.
- Time management helps you get things done on time so you can avoid last minute rush jobs and the feeling of being unprepared.
- By planning your activities at school, home and work, you will get the most out of each day and you won't feel like you've wasted time.

Activity 1: Group brainstorming

- Counselors will assign students into four groups
- Large chart paper will be distributed to each group
- Each group will pick a recorder to write down answers
- The four groups will each be assigned a time management strategy:
 1. Organize your time
 2. Prioritize your activities
 3. Organize your home environment
 4. Organize your school environment
- Counselors will tell groups to brainstorm all the ideas and specific behaviors they can think of that might fit within their category.
- Discuss group suggestions-underline/star priority strategies
 - Strategy 1: Organize your time
 - Keep a planning calendar –Ridge planner (1st day of school)
 - Record what you must do
 - To-do lists
 - Strategy 2: Prioritize your activities
 - Rank activities from your to-do list in order of importance
 - Set short term/long term goals
 - Evaluate how long each task will take
 - Break big tasks into smaller tasks
 - Strategy 3: Organize your home environment
 - When and where you study
 - Folders for each subject
 - Eliminate distractions
 - Strategy 4: Organize your school environment
 - Keep locker/backpack/notebooks organized-different colored folders

- Clean out regularly
- Make sure you have everything you need for school the night before

Activity 2: Time Management Tips

- Students will be directed to return to their seats
- Counselors will put a time management tip on the board/overhead for discussion

Tips:

1. Learn to say NO
2. Make decisions
3. Look ahead and set goals
4. Get your body and mind in shape
5. Tackle the toughest part of any assignment first
6. Don't put things off
7. Be flexible

Discussion Questions:

1. Where do you most need to get organized?
2. How can you eliminate wasted time?
3. Why is important to find time for work and relaxation?

Midterm Exams Classroom Guidance Lesson

Objectives:

1. Students will have an understanding of how to prepare for midterm exams
2. Students will identify skills for a variety of test formats

Procedure:

- Upperclassman will join counselors in the classroom to assist with instruction/discussion

Introduction to topic:

- When are midterms?
- How long are midterms?
- What do I need to bring?
- What is the format of my exam?

Activity 1: Brainstorming

- Students will form groups to brainstorm ways in which they can prepare for midterms
- Students will be given chart paper to record their ideas
- Possible answers:
 - Find out format
 - How much is it worth (grade)?
 - Study in a place where you won't be distracted
 - Don't wait until the last minute
 - Repetition
 - Read/re-read
 - Note-taking/flashcards
 - Summarize out loud what you have learned
 - Study aids: outlines/graphic organizers/time-lines
 - Ask teacher for help
 - Study with a friend/tutor

Activity 2: Group Activity

- Each group will be assigned a specific technique to help them prepare for midterms
 - Outline with a main idea
 - Timeline of important dates/events
 - Flashcards of vocabulary/events
 - Anticipating test questions: multiple choice/essay/short answer (1 of each)
- Each group will present to the class its technique

Career Exploration
9th Grade Guidance Lesson
Part 1

Objectives:

1. Students will develop skills to locate, evaluate, and interpret career information
2. Students will develop an awareness of personal abilities, skills, interests and motivations
3. Students will apply decision-making skills to career planning, course selection and career transitions
4. Students will understand the relationship between educational achievement and career success
5. Students will learn how to set goals and understand the importance of planning

Introduction of Topic:

Having an awareness of your strengths, weaknesses, interests, abilities and values can help you define your personal and career goals. As a freshman, you are not expected to know what you want to become. However, as you get older, it is important to figure out what kind of person you are. This will enable you to set realistic and appropriate goals.

Activity 1: Self Reflection

- Students will complete a self-reflection worksheet
- Counselors will explain the following topics and model answers
 - Who I am
 - My strengths and talents
 - My weaknesses
 - My values
 - My favorite/least favorite subjects
 - My Favorite Activities
 - Short term goals (academic, extra-curricular and personal)
 - Steps necessary to reach these goals
 - Long term goals (academic, extra-curricular and personal)
 - Steps necessary to reach these goals
- Discussion Questions
 1. What are some of your short and long term goals?
 2. How do you decide what your goals are?
 3. What is your definition of success?
 4. Is it a good idea to set goals? Why, what do goals do for you?

Activity 2: Group Activity- The Reunion

- Directions:
 - It has been 10 years since you were in high school and now you have been invited back for a reunion. Ridge has sent you a questionnaire to fill out about what you are doing now. This questionnaire will go into a booklet that everyone who attends the reunion will receive.
 - Students will fill out the questionnaire individually and then will be placed in groups to discuss their answers to the following questions:
 1. I am _____ years old
 2. My job is ...
 3. My responsibilities at work include ...
 4. After I left high school, I prepared for this job by...
 5. My family responsibilities are...
 6. My most important personal possessions are...
 7. Of my experiences in the past 10 years, these have been the best ones...

- Conclusion
 - We hope this activity has helped you to think more about who you are and your goals for the future.
 - This will help you make better decisions academically, personally and with your career interests.
 - When we meet again, we will be meeting in the computer lab. We will be learning more about personality types and how they relate to specific careers. You will have the opportunity to complete an interest assessment and explore possible careers.

Career Exploration
9th Grade Guidance Lesson
Part 2

Introduction of topic:

John Holland has proposed that career choices are representative of a person's personality. People express themselves, their interests and values through their work choices and experience. Holland's theory proposes six personality types. They are: Realistic, Investigative, Artistic, Social, Enterprising and Conventional.

Realistic:

- Enjoy being outdoors and working with machines, tools, animals and/or things.
- Prefer using mechanical, athletic and manual skills to interact with groups and communicate with others
- View themselves as practical and conservative.

Investigative:

- Like to work independently
- Like to think about and analyze ideas, problems and issues
- May have strong math, science and analytical abilities
- Prefer to study and understand situations to expand their knowledge on subject matters

Artistic:

- Tend to be creative, unstructured and imaginative
- May possess musical, artistic and literary skills
- Often enjoy innovative and open experiences
- Generally avoid regimented and routine activities

Social:

- Like to be around people
- Enjoy helping others and contributing to the good of society
- Strong interpersonal and communication skills
- Tend to be empathetic, patient, and understanding
- May prefer to avoid technical work or activities involving machines or objects

Enterprising:

- Generally enjoys interacting with people in a manner that involves leadership, persuasion and management
- Tend to be comfortable with their decision making skills
- May be ambitious, competitive and self-confident

- Values success in politics, leadership and business

Conventional:

- Prefers very structured and organized activities
- Likes to have a clear understanding of expectations and follow established procedures
- May have strong verbal and numerical abilities
- Tend to prefer and orderly, calm and efficient environment

Procedure:

Students will be introduced to Princeton Review Ecos (Education and Career Opportunities System), on-line at <http://ecos.princetonreview.com>.

1. Students will login to Ecos with a User ID and Password (provided to them by counselor).

2. Students will receive a packet that will have directions on how to use the Ecos system.

- Log In as student (User ID and password)
- Go to top of page and click on CAREER
- Click on CAREER ASSESSMENT
- Follow instructions to take CAREER ASSESSMENT
(Note: read the directions on the left side of each page, when you finish each section, continue on by pressing NEXT)
- When you are finished, please complete the following questions that will be added to your Career Exploration Portfolio

3. Students will complete a worksheet about the information that can be found on Ecos and will answer the following questions:

- What is your three letter Holland Code? What do the letters stand for?
- Name three careers that match your code that are of interest to you.
- Name one job task for each career you have selected (NOTE: Remember to save each career to your LOCKER by pressing SAVE TO LOCKER).
- What level of education is required for each career?
- What is the average annual salary for each career?
- What subject area would you need to major in to prepare for this career?

Additional Instructions:

- Hit RETURN to go back to the homepage
- Click on LOCKER
- Print out LOCKER page and give to counselor

* When you are finished, take time to search the website to see how it can help you in your future career and college search.