

# Union County Educational Services Commission Westfield, New Jersey

# High School Curriculum Framework And Course Syllabi

2018-2023

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## Introduction

The Union County Educational Services Commission (UCESC) is a public school district located in Westfield, New Jersey. The district was established in June, 1969 to provide high-quality and cost-effective educational programs and solutions in response to the needs of the students, parents, faculty and administration of the 21 member school districts in Union County.

The curricula for the high school programs (Hillcrest Academy North, Hillcrest Academy South, and Lamberts Mill Academy) was designed by content area teachers in consultation with the Director of Curriculum and Instruction. All curricula follow the <u>New Jersey Student Learning Standards</u> and were informed by the <u>New Jersey Curricular Frameworks</u>.

The district's Curriculum and Instruction philosophy is based on Heidi Hayes Jacobs work in Curriculum Mapping and Grant Wiggins and Jay McTighe's model of Understanding by Design. Teachers work together to create Consensus Maps and then use those maps to inform their own Projected Maps and Daily Lesson Plans. All work is completed following the Backwards Design model.

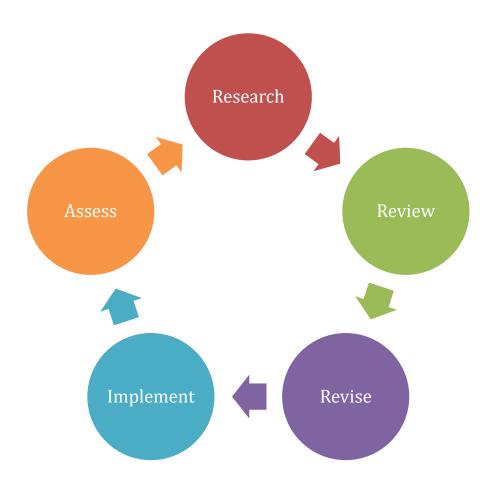
**Consensus Maps:** Consensus maps are designed by the department in consultation with the Director of Curriculum and Instruction and are revised every five years.

**Projected Maps:** Projected maps are developed by individual teachers and are continuously changing. Teachers are required to create a projected map for each unit of instruction. Maps can be changed before, during, and after the unit is complete. They will be reviewed with the Director of Curriculum and Instruction monthly.

**Daily Lesson Plans**: Daily Lesson Plans (DLPs) are developed by individual teachers in order to serve as a road map for the day's instruction. They are required to be aligned to the Consensus and Projected maps. DLPs should include information on all aspects of the lesson, including, but not limited to the elements included in the Elements of a Successful Lesson and the DLP Format.

# **Curriculum Review Cycle**

The district will participate in a review and revision of the consensus maps and summative assessments every five years. This cycle may be adjusted based on any changes made by the New Jersey Department of Education.



## Five Year Curriculum Review Cycle

Year	Research	Review	Revise	Implement	Assess
2018- 19		Math Science		ELA Social Studies	Art PE/Health World Languages Business Education
2019- 20	Art PE/Health World Languages Business Education		Math Science		ELA Social Studies
2020- 21	ELA Social Studies	Art PE/Health World Languages Business Education		Math Science	
2021- 22		ELA Social Studies	Art PE/Health World Languages Business Education		Math Science
2022- 23	Math Science		ELA Social Studies	Art PE/Health World Languages Business Education	

## Course of Study

### **Business Education**

Business Organization and Management Success Seminar I Success Seminar II Success Seminar III Success Seminar IV Introduction to Computer Applications Career Education/Technology I Career Education/Technology II Personal Finance

#### English

English I English II English III English IV Creative Writing

## Health/Physical Education

Health/Physical Education I Health/Physical Education II Health/Physical Education III Health/Physical Education IV

### **Mathematics**

Algebra I Geometry Algebra II Trigonometry Probability and Statistics Consumer Math Math Strategies

## Science

Environmental Science Biology Chemistry Forensic Science Marine Biology

## Social Studies

World History United States History I United States History II Economics Sociology 20th Century History 20<sup>th</sup> Century Civil Liberties

## Spanish

Spanish I Spanish II Spanish III

Visual Art Drawing and Painting I Drawing and Painting II

## **Course Descriptions**

## **Business Education**

#### Business Organization/Management

This course is designed to introduce students to the role of entrepreneurship in our society. This course will enable students to acquire the knowledge and develop the skills needed to effectively organize, develop, create, and manage their own business. Students will identify the fundamentals of business creation, the personal attributes needed to be a successful entrepreneur, research various business models and use this research to create a business plan.

### Success Seminar I

This course is designed to introduce students to strategies and attitudes that will help maximize their potential for success in high school, college, and career in order to become productive citizens. Topics covered include college preparation, grit and mindset, career and life skills, and service learning.

### Success Seminar II

In this course students will be introduced to the skills necessary for establishing post-high school plans. By exploring possible professions along with steps needed obtain them, students will equipped with the skills for selecting and applying for post-secondary college and/or career. Students will be introduced to various post-secondary programs, the college application process, different types of financial aid available (grants, loans, scholarships), and go through processes of creating an FSA ID and completing the FAFSA. The course will culminate in a study of skills necessary for success in post-secondary college and/or career, such as time management and positive study habits.

## Success Seminar III

In this course, students will be introduced to strategies and attitudes that will help maximize their potential for success in high school, college, and career. Students learn skills that can increase their ability to cope with stress, pain, and the challenges of everyday life. Students learn about the science behind mindfulness, and the effect it has on our entire body. They will learn how stress and anxiety manifest in our bodies and can take over our lives. This course will introduce students to skills that will help them to be fully present in their lives and help them to effectively communicate with and listen to others.

## Success Seminar IV

This course is a structured learning experience that provides students with the opportunity to meet academic objectives through a community service project. Students will be introduced to all stages of service learning, including planning, implementation, and evaluation. They will identify and implement projects to meet the needs of the school and their community. This course will also provide instruction in the development of interpersonal skills and what it takes to be an active citizen in today's society.

## Introduction to Computer Applications

Introduction to Computer Applications is a one-year course that will use hands on, project-based, active learning. Students will be able to recognize, interpret, and apply the appropriate applications for

specific business and life needs by utilizing MS Office compatible Google Applications. Students will exhibit their knowledge by creating authentic products for authentic audiences. Units include career readiness, personal financial literacy, and business communications.

## Career Education/Technology I

This course is a comprehensive package of business education, family and life skills. Students at this level are provided with the necessary pathways for life experiences while entering into the world of work and/or higher education. This course also supports lifelong learning. CET focuses on academics, applications to life and occupational skills as demonstrated by students' experiences in courses as related to the 16 career clusters supported by the state of New Jersey. CET provides a variety of learning experiences to meet the needs of high school students with many learning styles.

## Career Education/Technology II

Using vocational assessments, students will identify and research their vocational preferences and interests. Students will focus on informal interviews, computer software and or reference materials. For example, OOH (Occupational Outlook Handbook), career clusters, and internet sites will be utilized. Students will research, analyze, and explore requirements (tasks) for their preferred occupation. Students will also be well groomed (teeth, face, hands, nails, hair) when they take part in these activities. There is an emphasis on situational assessments. Students will explore different vocational career interests including retail, clerical, animal care, and food service.

## **Personal Finance**

This course provides a comprehensive study of college and career goals, credit scores, savings, investing, insurance and risk management. Students will participate in activities designed to develop their understanding of salary, taxes, and net monthly income. Additionally, they will delve into all aspects of what it takes to build and maintain a realistic family budget. Through a hands on project, students will role-play as adults for the day, with an individual family composition, income, and career. They will manage a household budget, making decisions regarding what they want and what they can afford. They will also make use of a tablet for the day, experiencing hands-on learning in a high-tech environment. All of these activities will take place as they work with corporate and community volunteer role models who share their world of work.

## **English Language Arts**

## English I

In this course, students will develop reading and writing skills that align with the ELA Common Core State Standards. Students will read a variety of texts--including excerpts from novels, short stories, poems, plays, and informational articles and documents. Students will engage in independent reading based on interest and reading level. Students will also compare works of literature to other forms of multimedia, including art and film. This course will also focus on students' development in writing narrative, argumentative, and explanatory pieces.

English II

In this course, students will continue to develop reading and writing skills that align with the ELA Common Core State Standards. Students will read a variety of works at an increasing level of text complexity--including excerpts from novels, short stories, poems, plays, and informational articles and documents. As students gain confidence in their independent reading, they will be encouraged to take on texts of increasing complexity. In class, students will also compare works of literature to other forms of multimedia, including art and film. This course will also focus on students' continued development in writing narrative, argumentative, and explanatory pieces using research skills. As students progress in their writing skills, they will begin to develop purposeful structure in order to achieve a desired effect.

## English III

In English III, students will build upon skills learned in English I and II that align with the ELA Common Core State Standards. Students will read works with at an increasing level of text complexity. Students will continue to read self selected texts, but will also be given required independent reading. In class, students will also read world literature to analyze cultural experiences of people outside of the United States. Courses will also continue to evaluate and analyze works of literature to other forms of multimedia. Students will also continue to develop and craft writing skills for narrative, argumentative, and explanatory pieces. Students in English III will move beyond teacher guidance on length and organization and begin to plan and implement these decisions independently.

## **English IV**

In English IV, students will build upon skills learned in English I, II and III that align with the ELA Common Core State Standards. In this course, students will perfect the skills learned in English I, II, and III, while also preparing for college and career. Students will continue to build their skills as independent learners by engaging in research for literary analysis and argumentative topics. In this course, students will delve deeper into the study of literary theory and style and the art of argument. Another component of this course will be preparation for college level required English course work.

## **Creative Writing**

The focus of this course is for students to become familiar with writing across various genres, including short stories, poems, plays, novels, essays. Students will engage in various activities that will inspire writing. Students will also read texts to promote writing skills. This course moves students beyond the structured essay and prompts them to write more creative and individual pieces. Students will also learn to work through the writing process of outlining, revising, peer-editing, until final publication.

## Health/Physical Education

## Health/Physical Education I

Throughout Physical Education I, students will be participating in physical activities that help all students develop the knowledge, attitude, emotional skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. Students will participate in units from the following categories, recreational team sports, individual/lifetime activities, leisure activities, team building and cooperative learning activities, competitive team sports, and physical fitness testing.

Health I covers all aspects of human sexuality. Topics covered include structure and function of the female and male reproductive system, pregnancy, fetal development, stages of labor, overview of

sexually transmitted infections (STI), HIV/AIDS, behaviors that place individuals at greater risk for contracting an STI and various birth control methods including abstinence. In addition, CPR and First Aid will be introduced per New Jersey Department of Education Statute.

## Health/Physical Education II

Physical Education II continues to provide students with opportunities to develop and refine necessary motor skills, improve and maintain physical wellness, participate in lifetime physical activities, and engage in social interaction. Students will participate in units from the following categories: recreational team sports, individual/lifetime activities, leisure activities, yoga, team building and cooperative learning activities, competitive team sports, and physical fitness testing.

Health II includes alcohol and substance abuse, prescription drug abuse, addiction/treatment, refusal skills and good self-esteem. In addition, CPR and First Aid will be reviewed per New Jersey Department of Education Statute.

## Health/Physical Education III

Physical Education III will offer a wide variety of physical activities and opportunities for a lifelong healthy lifestyle. This course continues to provide students with higher level opportunities to develop and refine necessary motor skills, improve and maintain physical wellness, participate in lifetime physical activities, and engage in social interaction that has been instilled in students from prior years. Students will continue to participate in units from the following categories, but will not be limited to: recreational team sports (soccer, football, basketball, baseball/softball, volleyball, etc.), individual/lifetime activities (table tennis, yoga, weight-lifting, aerobic sports, etc.), team building and cooperative learning activities (project adventure), and physical fitness testing.

Health III concentrates on the body systems. This includes identifying parts, function, disorders, diseases and care of the body by maintaining a healthy lifestyle. Also covered is organ donation and nutrition. In addition, CPR and First Aid will be reviewed per New Jersey Department of Education Statute.

## Health/Physical Education IV

Physical Education IV will continue to enable students to understand the components of health-related fitness, motor skills, flexibility, endurance, strength, coordination, and a plan to support a healthy lifestyle. The knowledge of physical education is an always evolving field and it is important that our students understand the importance of living a healthy and active lifestyle. This course encourages students to develop an individual fitness style with which they feel comfortable. Students will be able to incorporate fitness related technology into their physical fitness routine. In addition, physical fitness testing will continue to take place.

Health IV covers safety which includes first aid, fire, CPR overview, healthy relationships, dating violence, domestic abuse, and healthy conflict resolution.

## Mathematics

## Algebra I

Students taking Algebra I will focus on learning the basics of Algebra while expressing that knowledge both verbally and through written expressions. They will learn the basic operations working with

expressions, as well as how to write algebraic expressions with verbal descriptions. Students will also become familiar with linear equations, learning how to create them, graph them and interpret them. Students will graph and solve both equalities and inequalities. Students will be exposed to different classifications of polynomial expressions and basic computation with polynomials.

## Geometry

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations in a coordinate plane and congruence in terms of rigid motions. Students make geometric constructions to assist in the comprehension of geometric concepts. These concepts are also applied to modeling situations. Similarity, special right triangles, right triangles, trigonometric ratios, circles, volume, and surface area of solids are also covered. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. Students will also be introduced to the basics of writing proofs to solve (prove) properties algebra and of geometric figures.

## Algebra II

Students taking Algebra II will continue to build upon skills learned in Algebra I. They will review solving linear equations both algebraically and graphically. Students will solve systems of equations and inequalities using different methods. Students working in Algebra II will work with functions and relations, demonstrating how they can create them and apply them to real world situations. Students will be exposed to matrices, and basic arithmetic operations associated with them. This course will also work with more advanced topics working with quadratics and polynomials.

## Trigonometry

Trigonometry will develop the students' mathematical concepts, improve logical thinking, and help to promote success. The laws of sines and cosines will be studied and applied to real life situations. Students will study relations, functions, trigonometric graphs and their properties and transformations using angular and radian measures. There is an emphasis on solving trigonometric equations and proving trigonometric identities. Students will use graphing calculators in activities that are appropriate to the topics being studied.

## **Probability and Statistics**

This course introduces students to the methods used in the field of applied statistics using mathematical models. Emphasis is given to concepts and techniques for collecting, analyzing, representing data, drawing conclusions, and making predictions. The major focus of this course is to provide students with experience in measures of location and dispersion, correlation, and regression. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs. Students will work with independent and dependent events, random variables, conditional probability, binomial and geometric distributions.

## **Consumer Math**

Students taking Consumer Math will get experience in financial literacy. They will use basic mathematics skills in order to solve everyday problems. Students will experience 'real-world' applications involving mathematics such as: investments, income, expenses, taxes and needs vs wants. They will also work throughout the year completing various projects such as creating a monthly budget based on an income,

balancing a checkbook reading and writing checks. Students will be able to connect concepts learned in class with outside scenarios, preparing them to be successful and responsible consumers.

## **Math Strategies**

This course explores the basic operations of arithmetic, subtraction, multiplication, division, and fractions. Students will be introduced to math vocabulary and symbols. Other areas covered will include rounding, estimation, decimals and fractions, numerical ordering, percentages, ratios, proportions, rational and irrational numbers, and the reading, writing, and verbalizing of various numbers. Students will gain a better understanding of numbers and how to use them in practical applications such as measurement and money.

## Science

## **Environmental Science**

The Big Bang Theory; weather; climate change - all heady subjects, all integral to our study of humanity's place in the universe. Environmental Science students will explore the Earth's place in the universe and human interaction. Further, they will study the impact on Earth through a unique combination of multimedia and hands-on activities designed to put students' experiences into perspective with regards to the long history of everything around them. By the end of the course, students will have practical knowledge of such varied topics as planetary motion and earthquakes.

## Biology

Biology is the study of life. What is it? How do you stay alive? Students will learn what it takes to truly be alive through a unique blending of field and lab studies. Young scientists will implement interactive notebooks and digital portfolios to document their observations, predictions, and revelations. Students will have practical lab experience and digital dissection training upon the completion of this course.

## Chemistry

This class focuses on the subatomic level and how interactions within this realm produce global change. The students will learn what matter is composed of and its interactions with everything we see, feel, and hear. By delving into the invisible world of chemistry, students will get a glimpse backstage into the wondrous universe. From nuclear energy to periodic table trends, this course will provide an enriching educational experience for all.

## **Forensic Science**

How do you catch a criminal? That is the question that this guiding and scientifically rigorous class attempts to answer. Through new-age techniques and historical precedents, the topic of legality and CSI merge into this cause-and-effect course of intrigue and deceit. From fingerprinting to DNA analysis, students will get a front row seat into the inner workings of our criminal justice system. Moreover, they will learn how the guilty get convicted and the innocent get exonerated in the United States.

## **Marine Biology**

This course is designed for students with an interest in marine biology and oceanography and will provide excellent background for further study of the oceans and the organisms that inhabit it. Major concepts include the study of: the interrelationship of marine and terrestrial environments, the geology

of the oceans, marine organisms, and the ecology of coral reefs. Students will learn about the physical structure and chemistry of the ocean, the diversity of ocean life, marine ecology, and the scope and impact of human interactions with the oceans. Laboratory activities reinforce concepts and principles presented. Laboratory activities, including the examination of marine specimens are utilized throughout this course to build upon student knowledge.

## Social Studies

## World History

World History traces the development of civilization from the Neolithic Revolution to the Age of Industrialization. This course includes the study of past civilizations and their influences on modern societies. The purpose of World History is to develop a greater understanding of how geography along with cultural institutions and beliefs shape the evolution of human societies.

## United States History I

This course studies the United States from the Age of Exploration through the Civil War. US History I looks at the very first settlements in America and the dramatic development of the New World. The course introduces the themes of balance between unity and diversity, the shaping of democracy, the search for opportunity, and the influence of geographical factors through the topics of slavery, revolution, and inalienable human rights.

## United States History II

United States History II traces how the United States became a modern nation and explores the challenges of modernization and America's place in the world today. Students will examine the impact of global conflicts on the United States in World Wars I & II and the Cold War as well as the human struggle for rights and equality through the Great Immigration at the turn of the 20th century, the impact of manufacturing, the creation of unions, the rise of the women's and civil rights movements. An in-depth investigation of historical events and periods, the fostering of multicultural awareness, the recognition of ethical, civic, and democratic values present in American history, and the development of a historical perspective in relation to contemporary events represent the major aspects of the course.

## Economics

This course explores the choices and decisions that people make about how to use the world's limited resources. The goal of this course is to provide students with knowledge that is strongly established in economic principles so that he or she will be able to differentiate between economic models, understand issues related to global and national economics, gain insight into choices that businesses makes, and learn about the importance of managing personal finances and planning for one's financial security.

## Sociology

This course will introduce students to the study of humankind's most important creation-- the social group. Sociology is based on the concept that everything that we, as humans, do is either directly or indirectly influenced by the society in which we live. In this course, students will examine the various

skills and techniques that sociologists employ when studying groups of people. Students will then examine a wide variety of groups and the behaviors that characterize them.

## 20th Century Civil Liberties

This course is designed to be an in-depth study of social injustice, including slavery, genocide, and present-day racism. Students will be examining the immediate and enduring consequences of genocide and hatred, especially how they continue to impact the world we live in today. The course will culminate with a participatory action-research project where students assume a proactive role as citizens in their own communities.

## 20th Century History

Students in 20th Century History study the major turning points that shaped the modern world, from the Renaissance through the present, including the cause and course of the World Wars I & II. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world.

## Spanish

## Spanish I

Spanish I will teach students to communicate in present tense, simple future and simple past tenses in order to express basic needs, opinions and form questions in a real life situation. By the end of the course, students will have a solid understanding that language and culture are intertwined and that communication is not only speech, but also understanding the products of another culture, which in turn will help them understand their own selves. At this level, the primary emphasis is on developing listening and speaking skills in Spanish. Students talk about everyday situations using simple questions and short answers at the phrase or sentence level. Cultural awareness of the world where Spanish is spoken is an integral component of the course. Lastly, students will understand that successful communication is knowing how, when and why to convey a message to different audiences.

## Spanish II

The second year expands the basic listening, speaking, reading, and writing skills so that students can begin to create with the language. Students feel more at ease with simple conversations and brief written descriptions on familiar topics. Students also gain a deeper appreciation of, and sensitivity to, diverse cultures and customs of Latin America and Spain. Students will see that (a) Language reflects and is influenced by the culture in which it is found, (b) Cultural perspectives are gained by using the language and through experience with its products and practices, and that (c) Strategies for communication must go beyond vocabulary acquisition and that circumlocution is just as important as word retention in terms of making meaning.

## Spanish III

During the third year of study, students begin to feel comfortable communicating in the language. As more complex language patterns are introduced, students become increasingly able to describe, narrate, and state opinions on familiar situations and cultural themes. To maintain whatever level of

proficiency students have acquired over the course of their lingual education, students must develop habits that offer them opportunities to use the language in different settings (ie. writing to a pen pal, visiting a Latino market, traveling aboard, watch/listen to Spanish programming ...etc.). Students will be aware that members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs. Lastly, students will discover strategies needed to communicate in linguistically and culturally appropriate ways.

## Visual Art

## Drawing and Painting I

This course will encourage authentic creative expression in the form of two dimensional artwork through the use and experimentation of art mediums inspired by personal themes. Students will make connections through art history and understand how artists translate themes into tangible and symbolic pieces of art. Students will utilize art criticism as a way of understanding the themes and techniques used in art and will use it to support and explain their own art making journey.

## Drawing and Painting II

In Drawing and Painting II, students will continue to use problem solving skills and critical thinking in order to design projects and understand connections to art history and the present. They will gain a deeper understanding of the purpose of art and the artist's place in the world around them. Students will focus on design as it pertains to both aestheticism and function and will understand real life applications of art and techniques in society.

### **Print Making**

In addition to continuing the work of Drawing and Painting, students enrolled in this course will be introduced to various techniques in printmaking such as block printing, collagraphs, chine colle, monoprints, use of the rolling press and silk screening. Students will utilize these fine arts techniques as they learn the design process, layout, history and function of these processes. Students will create for both aesthetic and function and understand the historical, cultural and conceptual aspects of printmaking. Course Outlines/Maps

**Business Education** 

Title: Business Organization and Management

Timeline: Full Year; 5 Credits

#### **Course Description:**

This course is designed to introduce students to the role entrepreneurship in our society. This course will enable students to acquire the knowledge and develop the skills needed to effectively organize, develop, create, and manage their own business. Students will identify the fundamentals of business creation, the personal attributes needed to be a successful entrepreneur, will research various business models and use this research to create a business plan.

#### **Course Outline:**

- I. Introduction to Entrepreneurship
- II. Characteristics of Successful Entrepreneurs
- III. Advertising
- IV. Potential Pitfalls that Lead to Failure
- V. Culminating Project: Create Your Own Business

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards - 21st Century Life and Careers

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

#### Union County Educational Services Commission Curriculum Mapping Format: Business Organization and Management

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Length of	8 Weeks	8 Weeks	8 Weeks	8 Weeks	8 Weeks
Unit					
Торіс	Introduction to	Characteristics of Successful	Elements of Starting a	Advertising	Create Your Own Business
	Entrepreneurship	Entrepreneurs	Business	_	
Standards	9.2.12.C.6 Investigate	9.2.12.C.6 Investigate	9.2.12.C.6 Investigate	9.2.12.C.6 Investigate	9.2.12.C.6 Investigate
	entrepreneurship	entrepreneurship	entrepreneurship	entrepreneurship	entrepreneurship
	opportunities as options	opportunities as options	opportunities as	opportunities as options	opportunities as options
	for career planning and	for career planning and	options for career	for career planning and	for career planning and
	identify the knowledge,	identify the knowledge,	planning and identify	identify the knowledge,	identify the knowledge,
	skills, abilities, and	skills, abilities, and	the knowledge, skills,	skills, abilities, and	skills, abilities, and
	resources required for	resources required for	abilities, and resources	resources required for	resources required for
	owning and managing a	owning and managing a	required for owning	owning and managing a	owning and managing a
	business.	business.	and managing a	business.	business.
	CRP1. Act as a	CRP5. Consider the	business.	CRP11. Use technology	CRP6. Demonstrate
	responsible and	environmental, social and	CRP1. Act as a	to enhance productivity.	creativity and innovation.
	contributing citizen and	economic impacts of	responsible and	Career-ready individuals	Career-ready individuals
	employee Career-ready	decisions. Career-ready	contributing citizen and	find and maximize the	regularly think of ideas
	individuals understand	individuals understand the	employee Career-ready	productive value of	that solve problems in
	the obligations and	interrelated nature of their	individuals understand	existing and new	new and different ways,
	responsibilities of being a	actions and regularly make	the obligations and	technology to accomplish	and they contribute
	member of a community,	decisions that positively	responsibilities of being	workplace tasks and	those ideas in a useful
	and they demonstrate	impact and/or mitigate	a member of a	solve workplace	and productive manner
	this understanding every	negative impact on other	community, and they	problems. They are	to improve their
	day through their	people, organization, and the	demonstrate this	flexible and adaptive in	organization. They can
	interactions with others.	environment. They are aware	understanding every	acquiring new	consider unconventional
	They are conscientious of	of	day through their	technology. They are	ideas and suggestions as
	the impacts of their	and utilize new technologies,	interactions with	proficient with	solutions to issues, tasks
	decisions on others and	understandings, procedures,	others. They are	ubiquitous technology	or problems, and they
	the environment around	materials, and regulations	conscientious of the	applications. They	discern which ideas and
	them. They think about	affecting the nature of their	impacts of their	understand the inherent	suggestions will add
	the near-term and long-	work as it relates to the	decisions on others and	risks-personal and	greatest value. They seek
	term consequences of	impact on the social	the environment	organizational-of	new methods, practices,
	their actions and seek to	condition, the environment	around them. They	technology applications,	and ideas from a variety
	act in ways that	and the profitability of the	think about the near-	and they take actions to	of sources and seek to

	contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.	organization. <b>CRP7.</b> Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new	term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation	prevent or mitigate these risks.	apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
		information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.	and in participating in activities that serve the greater good.		
Content	Definition of entrepreneurship Motivation of entrepreneurs Challenges of Entrepreneurship	The 10 Characteristics of Successful Entrepreneurs Entrepreneur Case Studies	Business Plan Startups Funding The Pitch Legal Requirements Pitfalls of New Businesses	Forms of advertising Elements of advertising Legal requirements of advertising	Business Proposals Logos and Slogans Job Descriptions Advertising Website Development
Skills	List the advantages of entrepreneurship List the disadvantages of entrepreneurship Synthesize information to make a decision	Identify common traits Compare and Contrast Analyze different sources of information in order to draw a conclusion	Understand the elements of a successful start up Identify the traits of a business plan Compare and contrast successful vs. unsuccessful startups Identify funding sources for new businesses Identify reasons businesses fail	Analyze the effectiveness of advertising campaigns Create advertising plans Evaluate impact of advertising	Synthesize learning to create a business Evaluate examples in order to create a new product

Title: Success Seminar - Career/Life Skills

Timeline: Full Year; 5 Credits

#### **Course Description:**

This course is designed to introduce students to strategies and attitudes that will help maximize their potential for success in high school, college, and career in order to become productive citizens. Topics covered include college preparation, grit and mindset, career and life skills, and service learning.

#### **Course Outline:**

- I. Finding a Job
- II. Resume Building and Job Applications
- III. Interviewing
- IV. On the Job Expectations/Etiquette
- V. Budgeting

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards - 21st Century Life and Careers New Jersey Student Learning Standards - Social Studies 6.3: Active Citizenship in the 21st Century New Jersey Student Learning Standards - Comprehensive Health and Physical Education

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

### Union County Educational Services Commission Curriculum Mapping Format: Success Seminar: Career and Life Skills

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Length of Unit	2 Weeks	2 Weeks	2 Weeks	2 Weeks	2 Weeks
Торіс	Finding a Job	Resume Building and Job Applications	Interviewing	On the Job Expectations/Etiquette	Budgeting
Standards	<ul> <li>9.2.12.C.1- Review career goals and determine steps necessary for attainment.</li> <li>9.2.12.C.5 - Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</li> <li>9.2.12.C.6 - Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</li> </ul>	<b>CRP10</b> - Plan education and career paths aligned to personal goals.	<b>CRP4 -</b> Communicate clearly and effectively and with reason	<ul> <li>CRP1 - Act as a responsible and contributing citizen and employee.</li> <li>CRP2: Apply appropriate academic and technical skills.</li> <li>CRP3 - Attend to personal health and financial well-being.</li> <li>9.2.12.C.7 - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</li> </ul>	<b>CRP3</b> - Attend to personal health and financial well-being.
Content	Training and Requirements of different job Job Searches	Resume Development Requirements of Job Applications Resume and Application Protocol	Interview Etiquette Interview strategies	Job Etiquette Co-Worker Interactions	Elements of a budget
Skills	Identifying characteristics required for employment Understand how to conduct a job search	Identify qualities of a successful resume Create a resume meeting the qualities of a successful resume Tailoring resumes for specific jobs Completing job applications	Preparing for an interview (general and job specific) Participating in mock interviews Developing skills to answer questions (expected and unexpected)	Adhering to standards of behavior required by specific jobs Understanding and utilizing etiquette in the workplace Problem solving	Developing a realistic budget Identify elements of a budget Differentiating between needs and wants Developing strategies to stay on budget

Title: Success Seminar - College Preparation

Timeline: Full Year; 5 Credits

#### **Course Description:**

In this course students will be introduced to the skills necessary for establishing post-high school plans. By exploring possible professions along with steps needed obtain them, students will equipped with the skills for selecting and applying for post-secondary college and/or career. Students will be introduced to various post-secondary programs, the college application process, different types of financial aid available (grants, loans, scholarships), and go through processes of creating an FSA ID and completing the FAFSA. The course will culminate in a study of skills necessary for success in post-secondary college and/or career, such as time management and positive study habits, are attained through this course as well.

#### **Course Outline:**

- I. Finding the JUST RIGHT College
- II. College Essay and Application
- III. Financial Aid
- IV. Study Skills and Time Management

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards - 21st Century Life and Careers New Jersey Student Learning Standards - Social Studies 6.3: Active Citizenship in the 21st Century New Jersey Student Learning Standards - Comprehensive Health and Physical Education

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

#### Union County Educational Services Commission Curriculum Mapping Format: Success Seminar: College Preparation

	Unit 1	Unit 2	Unit 3	Unit 4
Length of Unit	2 Weeks	3 Weeks	3 Weeks	2 Weeks
Торіс	Finding the JUST Right College	College/Vocational Program Essay and Application	Financial Aid	Study Skills and Time Management
Standards	<b>CPR10</b> - Plan education and career paths aligned to personal goals. <b>9.2.12.C.5</b> - Analyze how economic conditions and societal changes influence employment trends and future education.	<b>CRP4</b> - Communicate clearly and effectively and with reason <b>CRP6</b> - Demonstrate creativity and innovation <b>CPR10</b> - Plan education and career paths aligned to personal goals.	<b>CRP3</b> - Attend to personal health and financial well being <b>9.2.12.C.9</b> - Analyze the correlation between personal and financial behavior and employability	<b>CRP2</b> - Apply appropriate academic and technical skills <b>CRP11</b> - Use technology to enhance productivity
Content	Characteristics of different post- high school programs Post-High School Scenarios (work vs. school)	Common Application UCC Application Other Applications	FAFSA FSA ID Other Financial Documents Scholarships	Schedules - class and personal Time Budgets 8 Ways to Take Control of Your Time
Skills	Completing an online college search Understanding college admission requirements and what is required to meet them	Answering questions completely yet succinctly Selecting the right college essay for you Essay writing Understand how to complete a college or vocational school application	Identifying college financing options Gathering information necessary to apply for financial aid Completing the FAFSA Budgeting Identifying and applying for scholarships	Identifying study skills that are effective for individual personalities and learning styles Creating schedules and calendars (long and short term) Setting personal goals to ensure compliance with schedules
Resources	https://bigfuture.collegeboard.org/ college-search https://www.timeforpayback.com/ http://playspent.org/	http://www.commonapp.org/whats- appening/application- updates/common-application- announces-2017-2018-essay-prompts https://www.collegeessayadvisors.com/ portfolio-items/2017-18-common- application-essay-prompts-a-guide/	https://studentaid.ed.gov/sa	https://bigfuture.collegeboard.org /get-started/inside-the- classroom/8-ways-to-take- control-of-your-time

Title: Success Seminar - Grit and Mindset

Timeline: Full Year; 5 Credits

#### **Course Description:**

In this course, students will be introduced to strategies and attitudes that will help maximize their potential for success in high school, college, and career. Students learn skills that can increase their ability to cope with stress, pain, and the challenges of everyday life. Students learn about the science behind mindfulness, and the effect it has on our entire body. They will learn how stress and anxiety manifest in our bodies and can take over our lives. This course will introduce students to skills that will help them to be fully present in their lives and help them to effectively communicate with and listen to others.

#### **Course Outline:**

- I. Goal Setting Personal and Professional
- ll. Grit
- III. Mindset
- IV. Using Grit and Mindset in College and Career

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards - 21st Century Life and Careers New Jersey Student Learning Standards - Social Studies 6.3: Active Citizenship in the 21st Century New Jersey Student Learning Standards - Comprehensive Health and Physical Education

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

#### Union County Educational Services Commission Curriculum Mapping Format: Success Seminar: Grit and Mindset

	Unit 1	Unit 2	Unit 3	Unit 4
Length of Unit	2 Weeks	3 Weeks	3 Weeks	2 Weeks
Торіс	Goal Setting - Personal and Professional	Grit	Mindset	Using Grit and Mindset in College and Career
Standards	<ul> <li>CRP10 - Plan education and career paths aligned to personal goals.</li> <li>9.2.12.C.1 - Review career goals and determine steps necessary for attainment.</li> <li>9.2.12.C.2 - Modify Personalized Student Learning Plans to support declared career goals.</li> </ul>	<ul> <li>2.1.12.E.1 - Predict the short- and long-term consequences of unresolved conflicts.</li> <li>2.2.12.A.2 - Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</li> </ul>	<ul> <li>2.1.12.A.1 - Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</li> <li>2.1.12.E.4 - Develop a personal stress management plan to improve/ maintain wellness.</li> <li>2.2.12.B.1 - Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.</li> </ul>	<b>2.2.12.C.1</b> - Analyze the impact of competition on personal character development.
Content	Personal Goals Professional Goals Long Term Goals Short Term Goals	Topics from Grit by Angela Duckworth NJDOE Social and Emotional Competencies	NJDOE Social and Emotional Competencies The Secret Art of Listening	NJDOE Social and Emotional Competencies Topics from Grit by Angela Duckworth
Skills	Distinguishing between small and large goals Understanding the steps required to meet both short term and long term goals	Identify Triggers <ul> <li>Environmental</li> <li>Personal</li> <li>Social</li> </ul> Developing self-management skills	Meditation Listening Present in the moment Stress Reduction Strategies	Developing skills in communication listening perseverance compassion self-advocacy Develop independent skills in mindfulness and grit

Title: Success Seminar - Service Learning

Timeline: Full Year; 5 Credits

#### **Course Description:**

This course is a structured learning experience that provides students with the opportunity to meet academic objectives through a community service project. Students will be introduced to all stages of service learning, including planning, implementation, and evaluation. They will identify and implement projects to meet the needs of the school and their community. This course will also provide instruction in the development of interpersonal skills and what it takes to be an active citizen in today's society.

#### **Course Outline:**

- I. Selecting a Service Learning Project
- II. Gathering Resources
- III. Implementation
- IV. Reflection

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards - 21st Century Life and Careers New Jersey Student Learning Standards - Social Studies 6.3: Active Citizenship in the 21st Century New Jersey Student Learning Standards - Comprehensive Health and Physical Education

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

### Union County Educational Services Commission Curriculum Mapping Format: Success Seminar: Service Learning

	Unit 1	Unit 2	Unit 3	Unit 4
Length of Unit	2 Weeks	1 Weeks	4 Weeks	1 Weeks
Торіс	Selecting a Service Learning Project	Gathering Resources	Implementation	Reflection
Standards	<ul> <li>6.3.8.A.1 - Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</li> <li>6.3.8.A.2 - Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).</li> <li>6.3.8.A.3 - Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</li> <li>6.3.8.B.1 - Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.</li> <li>6.3.8.C.1 - Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).</li> <li>6.3.8.D.1 - Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</li> </ul>			
Content	Elements of Research Criteria for Project Selection	Action Plans Resource Identification	Inquiry Problem Solving Assessment	Project Assessment Self-Assessment
Skills	Identify the community to serve (world, national, state, local)	Determine the nature of the service to be provided Identify goals of the project	Engage in project using inquiry and hands on approaches Assess work to ensure the project is	Assess the outcome of the problem by identifying strengths and areas for improvement
	Assess community needs based on research Select a community need based on research	Develop an action plan	meeting the needs of the community	Assess individual learning and growth Create next steps

Title: Introduction to Computer Applications

Timeline: Full Year; 5 Credits

#### **Course Description:**

Introduction to Computer Applications is a one-year course that will use hands on, project-based, active learning. Students will be able to recognize, interpret, and apply the appropriate applications for specific business and life needs by utilizing MS Office compatible GOOGLE Apps. Students will exhibit their knowledge by creating authentic products for authentic audiences. Units include career readiness, personal financial literacy, and business communications.

#### **Course Outline:**

- I. Acceptable Use and Google Drive
- II. Google Docs
- III. Google Apps
- IV. Google Sheets
- V. Google Slides

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards - Technology

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

#### Union County Educational Services Commission Curriculum Mapping Format: Introduction to Computer Applications

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Length of Unit	8 Weeks	8 Weeks	8 Weeks	8 Weeks	8 Weeks
Торіс	Acceptable Use and Google Drive	Google Docs	Google Apps	Google Sheets	Google Slides
Standards	<ul> <li>8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</li> <li>8.1.12.A.2 - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>8.1.12.D.2 - Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.</li> </ul>	<ul> <li>8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</li> <li>8.1.12.A.2 - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> </ul>	<ul> <li>8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</li> <li>8.1.12.A.3 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> </ul>	<ul> <li>8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</li> <li>8.1.12.A.4 - Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</li> </ul>	<ul> <li>8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</li> <li>8.1.12.A.5 - Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</li> <li>8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>
Content	UCESC Acceptable Use Policy Overview of G-Suite Google Drive Sharing Settings Privacy	Google Docs Editing Features Keyboarding Creating and Sharing Documents	Google Earth Google Hangout Google Sites Google Classroom	Google Sheets Reasons to Use Spreadsheets Using Formulas Sorting and Filtering Creating Graphs and Charts	Google Slides Elements of a Presentation Using Images and Text Alignments Notes Feature Animations
Skills	Create a digital portfolio	Create a digital portfolio	Create a digital portfolio	Create a digital portfolio	Create a digital portfolio

demonstrating use of	demonstrating use of	demonstrating use of	demonstrating use of various	demonstrating use of
various digital tools	various digital tools	various digital tools	digital tools	various digital tools
Identify key elements of	Create digital documents	Collaborate in online	Create a spreadsheet and	Identify elements of
the district's Acceptable	and utilize Google Drive to	platforms	utilize formulas, functions,	copyright law that pertain
Use Policy	store and share them		and sorting	to digital production
Create digital documents	Create documents for a		_	Create slideshows
and utilize Google Drive to	professional audience			adhering to digital
store and share them				copyright law

Title: Career Education/Technology I

Timeline: Full Year; 5 Credits

#### **Course Description:**

This course is a comprehensive package of business education, family and life skills. Students at this level are provided with the necessary pathways for life experiences while entering into the world of work and/or higher education. This course also supports lifelong learning. CET focuses on academics, applications to life and occupational skills as demonstrated by students' experiences in courses as related to the 16 career clusters supported by the state of New Jersey. CET provides a variety of learning experiences to meet the needs of high school students with many learning styles.

#### **Course Outline:**

- I. Work Based Learning
- II. Skills for Success in the Workplace
- III. Career Planning

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards - 21st Century Life and Careers

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

#### Union County Educational Services Commission Curriculum Mapping Format: Career and Technical Education I

	Unit 1	Unit 2	Unit 3
Length of Unit	13 Weeks	13 Weeks	13 Weeks
Торіс	Work Based Learning	Skills for Success in the Workplace	Career Planning
Standards	<ul> <li>9.2.8.B.2 - Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</li> <li>9.2.8.B.3 - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</li> </ul>	<b>9.3.12.ED.5</b> - Demonstrate group collaboration skills to enhance professional education and training practice.	<ul> <li>9.2.8.B.1 - Research careers within the 16 Career Clusters<sup>®</sup> and determine attributes of career success.</li> <li>9.2.12.C.1 - Review career goals and determine steps necessary for attainment.</li> </ul>
Content	Making the Transition from School to Work Understanding Work Based Learning Expectations of Employers	Team Work Problem Solving Communication Technology in the Workplace Grooming Safety Leadership and Group Dynamics	Learning about Yourself Career Exploration Researching Careers Career Decisions
Skills	Explain how a work based program is organized Describe benefits of a workplace program Identify ways to improve individual learning skills Explain what the employer expects of workers Identify things you can do to promote good working relationships	Recognize how teams develop and workeffectivelyDemonstrate how to manage conflictIdentify ways you can improve yourreading and comprehension skillsWrite business letters, memorandums, andreportsUtilize appropriate technology for theworkplaceExplain how your health habits, groominghabits and clothes influence yourappearance and the ways others see youIdentify and adhere to safety procedureson the jobExplain the value of good leadership andgroup dynamics in the workplace	Analyze how identifying your values, goals, standards, ethics, and resources can help you understand yourself better Select careers and occupations that interest you Evaluate your careers based on educational requirements, work hours, work conditions, pay and personal lifestyles and goals Apply the decision making process to developing a career plan

Title: Career Education/Technology II

Timeline: Full Year; 5 Credits

#### **Course Description:**

Using vocational assessments, students will identify and research their vocational preferences and interests. Students will focus on informal interviews, computer software and or reference materials. For example, OOH (Occupational Outlook Handbook), career clusters, and internet sites will be utilized. Students will research, analyze, and explore requirements (tasks) for their preferred occupation. Students will also be well groomed (teeth, face, hands, nails, hair) when they take part in these activities. There is an emphasis on situational assessments. Students will explore different vocational career interests including retail, clerical, animal care, and food service.

#### **Course Outline:**

- I. The Job Hunt
- II. Job Satisfaction
- III. Managing Your Income

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards - 21st Century Life and Careers

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: Career and Technical Education II

	Unit 1	Unit 2	Unit 3
Length of Unit	13 Weeks	13 Weeks	13 Weeks
Topic	The Job Hunt	Job Satisfaction	Managing Your Income
Length of Unit Topic Standards	13 Weeks	13 Weeks	13 Weeks
Contont	Applying for John	Succeeding on the Joh	<b>9.1.12.G.6</b> - Explain how to self-insure and how to determine when self-insurance is appropriate.
Content	Applying for Jobs Pre-Employment Tests Interviewing	Succeeding on the Job Diversity and Rights in the Workplace Economics Entrepreneurship	Income and Taxes Budgeting Credit Banking Insurance Family
Skills	Explain how to find job openings Create job resumes, letters of application,	Identify the rules of proper workplace conduct Describe the ways to identify and handle stress	Distinguish between gross pay and net pay Describe paycheck deductions

and portfolios	in the workplace	Describe how consumers are taxed and the type
Prepare job applications correctly	Provide examples of employment	of taxes they pay
Describe and prepare for the types of pre-	discrimination forbidden by law	Simulate filling a federal income tax return
employment tests given to prospective	Explain how to take action against any sexual	Prepare a budget to help you manage your
employees	harassment or discrimination directed at you in	money wisely
Prepare for an interview	the workplace	Make decisions about how to spend and save
Explain how to make a good first	Describe the economic system in the United	money
impression	States	Compare the advantages and disadvantages of
	Explain the importance of small businesses in	using credit
	the United States and how to become an	Endorse deposit, write and cash check correctly
	entrepreneur	and balance a checkbook
		Identify the requirements to opening and
		holding a bank account
		Describe the different types of insurance
		required by law and necessary for adult living
		Explain the responsibilities of different family
		members

Title: Personal Finance

Timeline: Full Year; 5 Credits

### **Course Description:**

This course provides a comprehensive study of college and career goals, credit scores, savings, investing, insurance and risk management. Students will participate in activities designed to develop their understanding of salary, taxes, and net monthly income. Additionally, they will delve into all aspects of what it takes to build and maintain a realistic family budget. Through a hands on project, students will role-play as adults for the day, with an individual family composition, income, and career. They will manage a household budget, making decisions around what they want and what they can afford. They will also make use of a tablet for the day, experiencing hands-on learning in a high-tech environment. All of these activities will take place as they work with corporate and community volunteer role models who share their world of work.

### **Course Outline:**

- I. Personal Finance Strategies
- II. Career and Personal Financial Goals
- III. Spending Habits
- IV. Basic Economics
- V. Entrepreneurship

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards - 21st Century Life and Careers

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: Personal Finance

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Length of	8 Weeks	8 Weeks	8 Weeks	8 Weeks	8 Weeks
Unit					
Торіс	Personal Finance	Career and Personal Financial	Spending Habits	Basic Economics	Entrepreneurship
	Strategies	Goals			
Standards	9.1.12.A.1 -	9.1.12.A.4 - Identify a career goal	9.1.12.A.3 - Analyze the	9.1.12.A.8 - Analyze	9.1.12.A.6 - Summarize
	Differentiate	and develop a plan and timetable	relationship between various	different forms of	the financial risks and
	among the types	for achieving it, including	careers and personal earning	currency and how	benefits of
	of taxes and	educational/training	goals.	currency is used to	entrepreneurship as a
	employee benefits	requirements, costs, and possible		exchange goods and	career choice.
	9.1.12.A.2 -	debt.		services.	
	Differentiate	<b>9.1.12.A.5</b> - Analyze how the			
	between taxable	economic, social, and political			
	and nontaxable	conditions of a time period can			
	income.	affect the labor market.			
Content	Personal Income	Bank Accounts (Checking and	Goal Setting	Income	Entrepreneurship
	Payroll Deductions	Savings)	Career Goals	Taxation	Small Businesses
	Spending Habits	Stocks and Bonds	Personal Goals	Three Types of	Business Plans
	<b>Financial Decision</b>	Investing	College and Career Training	Economies	Advertising
	Making	Real Estate	Student Debt	Business Cycle	
	Financial Goals	Stock Market	Credit	Personal Income	
			Budgeting		
Skills	Explain how to	Analysis of the relationship	Identify a career goal and	Identify taxable income	Identify the advantages
	read and	between various careers and	develop a plan and timetable for	and nontaxable income	and disadvantages of
	understand your	personal earning goals	achieving it, including	Differentiate between	businesses
	paycheck	Evaluate the differences between	educational/training	taxable payroll	Identify an idea for a
	Identify different	savings accounts, stocks and	requirements, costs and possible	deductions and	business
	payroll deductions	bonds	debt	Identify the key	Analyze the role of small
	from a pay stub	Explain how investing in real	Explain the difference between a	components of and	businesses in today's
	Set financial goals	estate and business ventures help	need and want	differences between	economy
	Create a financial	you increase your income	Develop a list of needs to live	command, market and	Create a business plan
	plan	Select a stock, research the	independently and determine	traditional economies	
		company, monitor the stock over	the costs of these items	Demonstrate	
		a period of 10 school days and	Prepare a yearly monthly,	understanding of	
		report out financial gain or loss	weekly expense vs. income	scarcity and how it is	

	needed chart	addressed in the three
	Discuss the importance of	types of economies
	establishing good credit and	Explain the four phases
	how one is able to achieve a	of a business cycle
	good credit rating	Interpret how these
	Calculate interest rates on credit	cycles can affect
	accounts	personal income

English

Title: English I

Timeline: Full Year; 5 Credits

### **Course Description:**

In this course, students will develop reading and writing skills that align with the New Jersey Student Learning Standards. Students will read a variety of texts--including excerpts from novels, short stories, poems, plays, and informational articles and documents. Students will engage in independent reading based on interest and reading level. Students will also compare works of literature to other forms of multimedia, including art and film. This course will also focus on students' development in writing narrative, argumentative, and explanatory pieces.

### **Course Outline:**

- I. Narrative Writing and Fiction
- II. Persuasive Writing and Nonfiction
- III. Analytic Writing and Poetry
- IV. Independent Reading
- V. Online Reading Remediation

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards - English PARCC Evidence Tables

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: English I

	Unit I	Unit II	Unit III
Length of Unit	13 Weeks (September-December)	13 Weeks (January-March)	13 Weeks (April-June)
Writing Focus	Narrative and Analytic Writing	Argumentative and Informational Writing	Analytic and Argumentative Writing
Reading Focus <sup>1</sup>	Short Stories Novel Study	Non-Fiction United States Historical Documents	Poetry Plays
Reading Skills	Close Reading Annotation to identify textual evidence Identify and analyze theme Analyzing author's use of: Dialogue Pacing Word choice Mood Tone Figurative language Characterization Identify Point of View Identify and analyze conflict Identify cultural experience from world literature Apply historical knowledge to a piece of literature Compare and contrast two pieces of writing	Close Reading Point of view Annotation to identify textual evidence Make Inferences Summarize Identify Main Idea and Central Idea Identify Point of View Understand the importance of sequencing in making meaning Identify cultural experience from a non-U.S. text Determine how the author advances the point of view or purpose Analyze U.S. documents and how they address themes and concepts Determine the validity of claims presented by an author Compare and contrast two pieces of writing	Close Reading Annotation to identify textual evidence Compare and contrast two pieces of writing Characterization Point of View Identify and Analyze: • Tone • Figurative, Connotative, and Technical Meaning • Meaning through context • Impact of word choice on meaning Sequence of Events (including non- chronological sequencing) Purpose of sequencing
Writing Skills	Determine how to sequence the events of a narrative	Write arguments to support claims Write informative texts to explain complex ideas	Write arguments to support claims Analyze details and explain how they prove

<sup>&</sup>lt;sup>1</sup> Students will read excerpts from all genres each marking period as a supplement to the Unit Reading Focus. Reading material will increase throughout the year in complexity based on the student's reading level. (RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

	Purposefully sequence events to add to meaning and narrative effect Utilize narrative techniques in writing (dialogue, pacing, description, character) Writing conclusions for narrative Revising Utilize elements of fiction in writing Clear and concise writing Revising & Editing	Outlining Create and develop thesis/claim Citing textual evidence Sequencing Analyzing evidence to support claims Writing counterclaims and supporting them with evidence Writing in a formal and objective tone Writing conclusion statements Compare multiple texts and/or media in writing using textual analysis and details Clear and concise writing Revising & Editing	the claim Compare multiple texts and/or media in writing using textual analysis and details Analyze development of a complex text Use transitions in writing Use content specific vocabulary correctly Using formal or informal writing in the correct situation Creative Writing Clear and concise writing Revising & Editing
Target Standards Reading	<ul> <li>RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li> <li>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</li> <li>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> <li>RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g.</li> </ul>	<ul> <li>RI.9-10.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li> <li>RI.9-10.2 Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</li> <li>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</li> <li>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</li> <li>RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</li> </ul>	<ul> <li>RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li> <li>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> <li>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</li> <li>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée")</li> </ul>

	mystery, tension, or surprise).	(e.g., a section or chapter).	des Beaux Arts" and Breughel's Landscape
	<b>RL.9-10.6.</b> - Analyze a particular point of	RI.9-10.6 Determine an author's point of view or	with the Fall of Icarus).
	view or cultural experience reflected in a	purpose in a text and analyze how an author uses	RL.9-10.9 Analyze and reflect on (e.g.
	work of literature from outside the United	rhetorical devices to advance that point of view or	practical knowledge, historical/cultural
	States, drawing on a wide reading of world	purpose.	context, and background knowledge) how
	literature.	RI.9-10.7 - Analyze various perspectives as	an author draws on and transforms source
	<b>RL.9-10.7.</b> - Analyze the representation of a	presented in different mediums (e.g., a person's life	material in a specific work (e.g., how
	subject or a key scene in two different	story in both print and multimedia), determining	Shakespeare treats a theme or topic from
	artistic mediums, including what is	which details are emphasized in each account.	mythology or the Bible or how a later
	emphasized or absent in each work (e.g.,	<b>RI.9-10.8.</b> - Describe and evaluate the argument and	author draws on a play by Shakespeare).
	Auden's "Musée des Beaux Arts" and	specific claims in a text, assessing whether the	
	Breughel's Landscape with the Fall of	reasoning is valid and the evidence is relevant and	
	Icarus).	sufficient; identify false statements and reasoning.	
	RL.9-10.9 Analyze and reflect on (e.g.	reasoning as well as the relevance and sufficiency of	
	practical knowledge, historical/cultural	the evidence.	
	context, and background knowledge) how	RI.9-10.9 Analyze and reflect on (e.g. practical	
	an author draws on and transforms source	knowledge, historical/cultural context, and	
	material in a specific work (e.g., how	background knowledge) documents of historical and	
	Shakespeare treats a theme or topic from	literary significance, (e.g., Washington's Farewell	
	mythology or the Bible or how a later	Address the Gettysburg Address, Roosevelt's Four	
	author draws on a play by Shakespeare).	Freedoms speech, King's "Letter from Birmingham	
		Jail", Declaration of the Rights of Man and Citizen,	
		U.N. Universal Declaration of Human Rights, etc.),	
		including how they relate in terms of themes and	
		significant concepts.	
Target	W.9-10.3 Write narratives to develop	W.9-10.1 Write arguments to support claims in an	W.9-10.1. Write arguments to support claims
Standards	real or imagined experiences or events	analysis of substantive topics or texts, using valid	in an analysis of substantive topics or texts,
Writing	using effective technique, well-chosen	reasoning and relevant and sufficient evidence.	using valid reasoning and relevant and
	details, and well-structured event	Introduce precise claim(s), distinguish the claim(s)	sufficient evidence. Introduce precise
	sequences.	from alternate or opposing claims, and create an	claim(s), distinguish the claim(s) from
	A. Engage and orient the reader by	organization that establishes clear relationships	alternate or opposing claims, and create an
	setting out a problem, situation,	among claim(s), counterclaims, reasons, and	organization that establishes clear
	or observation, establishing one	evidence.	relationships among claim(s), counterclaims,
	or multiple point(s) of view, and	A. Develop claim(s) and counterclaims	reasons, and evidence.
	introducing a narrator and/or	avoiding common logical fallacies,	A. Develop claim(s) and counterclaims
	characters; create a smooth	propaganda devices, and using sound	avoiding common logical fallacies,
	progression of experiences or	reasoning, supplying evidence for each	propaganda devices, and using sound
	events.	while pointing out the strengths and	reasoning, supplying evidence for

C	<ul> <li>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>E. Provide a conclusion that follows</li> </ul>	C.	limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	B. C.	clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to
			-		
			-		• • • • • •
D		C.			-
			-		
	language to convey a vivid		(e.g. formal and objective for academic	С.	Establish and maintain a style and
	picture of the experiences,		writing) while attending to the norms and		tone appropriate to the audience and
	events, setting, and/or		conventions of the discipline in which they		purpose (e.g. formal and objective for
			-		•••••••
E	Provide a conclusion that follows	D.	Provide a concluding paragraph or section		the norms and conventions of the
	from and reflects on what is		that supports the argument presented.		discipline in which they are writing.
	experienced, observed, or		<b>0.2.</b> - Write informative/ explanatory texts	D.	Provide a concluding paragraph or
	resolved over the course of the		mine and convey complex ideas, concepts,		section that supports the argument
	narrative.		formation clearly and accurately through	W 0 1	presented.
	<b>10.4.</b> - Produce clear and coherent ng in which the development,	of con	ective selection, organization, and analysis		<b>0.4</b> . Produce clear and coherent g in which the development,
	nization, and style are appropriate to		Introduce a topic; organize complex ideas,	-	zation, and style are appropriate to
-	purpose, and audience. (Grade-	А.	concepts, and information to make	-	urpose, and audience. (Grade-
	ific expectations for writing types are		important connections and distinctions;	-	c expectations for writing types are
	ied in standards 1–3 above.)		include formatting (e.g., headings),		d in standards 1–3 above.)
	<b>10.5.</b> - Develop and strengthen		graphics (e.g., figures, tables), and		<b>0.5</b> . Develop and strengthen writing as
	ng as needed by planning, revising,		multimedia when useful to aiding		d by planning, revising, editing,
	ng, rewriting, trying a new approach,		comprehension.		ing, trying a new approach, or
	insulting a style manual (such as MLA	В.	Develop the topic with well-chosen,		ting a style manual (such as MLA or
	PA Style), focusing on addressing		relevant, and sufficient facts, extended		yle), focusing on addressing what is
	is most significant for a specific		definitions, concrete details, quotations,		ignificant for a specific purpose and
purp	ose and audience.		or other information and examples	audien	ice.
W.9-	10.6 Use technology, including the		appropriate to the audience's knowledge	W.9-1	<b>0.6.</b> Use technology, including the
	net, to produce, share, and update		of the topic.		et, to produce, share, and update
	idual or shared writing products,	C.	Use appropriate and varied transitions to		ual or shared writing products, taking
	g advantage of technology's capacity		link the major sections of the text, create		tage of technology's capacity to link
to lin	k to other information and to display		cohesion, and clarify the relationships	to othe	er information and to display
					16

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	n flexibly and dynamically.		among complex ideas and concepts.	information flexibly and dynamically.
	Write routinely over extended	D.	Use precise language and domain-specific	W.9-10.9. Draw evidence from literary or
	es (time for research, reflection,		vocabulary to manage the complexity of	nonfiction informational texts to support
	n) and shorter time frames (a		the topic.	analysis, reflection, and research.
_	ng or a day or two) for a range of	E.	Establish and maintain a style and tone	A. Apply grades 9–10 Reading
tasks, purp	oses, and audiences.		appropriate to the audience and purpose	standards to literature (e.g.,
			(e.g. formal and objective for academic	"Analyze how an author draws on
			writing) while attending to the norms and	and transforms source material in a
			conventions of the discipline in which they	specific work [e.g., how
			are writing.	Shakespeare treats a theme or
		F.	Provide a concluding paragraph or section	topic from Ovid mythology or the
			that supports the information or	Bible or how a later author draws
			explanation presented (e.g., articulating	on a play by Shakespeare]").
			implications or the significance of the	B. Apply grades 9–10 Reading
			topic).	standards to nonfiction
			<b>D.4.</b> - Produce clear and coherent writing in	informational e.g., "Delineate and
			the development, organization, and style	evaluate the argument and specific
			propriate to task, purpose, and audience.	claims in a text, assessing whether
			-specific expectations for writing types are	the reasoning is valid and the
			d in standards 1–3 above.)	evidence is relevant and sufficient;
			<b>0.5.</b> - Develop and strengthen writing as	identify false statements and
			d by planning, revising, editing, rewriting,	fallacious reasoning").
			a new approach, or consulting a style manual	<b>W9-10.10</b> Write routinely over extended
			as MLA or APA Style), focusing on addressing	time frames (time for research, reflection,
			s most significant for a specific purpose and	and revision) and shorter time frames (a
		audien		single sitting or a day or two) for a range of
			<b>0.6.</b> - Use technology, including the Internet,	tasks, purposes, and audiences.
		-	duce, share, and update individual or shared	
		-	products, taking advantage of technology's	
		-	ty to link to other information and to display	
			ation flexibly and dynamically.	
			<b>0.7.</b> - Conduct short as well as more	
			ned research projects to answer a question	
			ing a self-generated question) or solve a	
			m; narrow or broaden the inquiry when	
			priate; synthesize multiple sources on the	
		-	t, demonstrating understanding of the	
		subjec	t under investigation.	47

W.9-10.8 Gather relevant information from
multiple authoritative print and digital sources,
using advanced searches effectively; assess the
usefulness of each source in answering the research
question; integrate information into the text
selectively to maintain the flow of ideas, avoiding
plagiarism and following a standard format for
citation (MLA or APA Style Manuals).
W.9-10.9 Draw evidence from literary or
nonfiction informational texts to support analysis,
reflection, and research.
A. Apply grades 9–10 Reading standards to
literature (e.g., "Analyze how an author
draws on and transforms source material
in a specific work [e.g., how Shakespeare
treats a theme or topic from Ovid
mythology or the Bible or how a later
author draws on a play by Shakespeare]").
B. Apply grades 9–10 Reading standards to
nonfiction informational e.g., "Delineate
and evaluate the argument and specific
claims in a text, assessing whether the
reasoning is valid and the evidence is
relevant and sufficient; identify false
statements and fallacious reasoning").
W9-10.10 Write routinely over extended time
frames (time for research, reflection, and revision)
and shorter time frames (a single sitting or a day
or two) for a range of tasks, purposes, and
audiences.

Title: English II

Timeline: Full Year; 5 Credits

### **Course Description:**

In this course, students will develop reading and writing skills that align with the New Jersey Student Learning Standards. Students will read a variety of texts--including excerpts from novels, short stories, poems, plays, and informational articles and documents. Students will engage in independent reading based on interest and reading level. Students will also compare works of literature to other forms of multimedia, including art and film. This course will also focus on students' development in writing narrative, argumentative, and explanatory pieces.

### **Course Outline:**

- I. Narrative Writing and Fiction
- II. Persuasive Writing and Nonfiction
- III. Analytic Writing and Poetry
- IV. Independent Reading
- V. Online Reading Remediation

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards - English PARCC Evidence Tables

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

## Union County Educational Services Commission Curriculum Mapping Format: English II

	Unit I	Unit II	Unit III
Length of Unit	13 Weeks (September-December)	13 Weeks (January-March)	13 Weeks (April-June)
Writing Focus	Narrative and Analytic Writing	Argumentative and Informational Writing	Analytic and Argumentative Writing
Reading Focus <sup>1</sup>	Short Stories Novel Study	Non-Fiction United States Historical Documents	Poetry Plays
Reading Skills	Close Reading Annotation to identify textual evidence Identify and analyze theme Analyzing author's use of: Dialogue Pacing Word choice Mood Tone Figurative language Characterization Identify Point of View Identify and analyze conflict Identify cultural experience from world literature Apply historical knowledge to a piece of literature Compare and contrast two pieces of writing	Close Reading Point of view Annotation to identify textual evidence Make Inferences Summarize Identify Main Idea and Central Idea Identify Point of View Understand the importance of sequencing in making meaning Identify cultural experience from a non-U.S. text Determine how the author advances the point of view or purpose Analyze U.S. documents and how they address themes and concepts Determine the validity of claims presented by an author Compare and contrast two pieces of writing	Close Reading Annotation to identify textual evidence Compare and contrast two pieces of writing Characterization Point of View Identify and Analyze: • Tone • Figurative, Connotative, and Technical Meaning • Meaning through context • Impact of word choice on meaning Sequence of Events (including non- chronological sequencing) Purpose of sequencing
Writing Skills	Determine how to sequence the events of a narrative	Write arguments to support claims Write informative texts to explain complex ideas	Write arguments to support claims Analyze details and explain how they prove

<sup>&</sup>lt;sup>1</sup> Students will read excerpts from all genres each marking period as a supplement to the Unit Reading Focus. Reading material will increase throughout the year in complexity based on the student's reading level. (RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above. RI.9-10.10. By the end of grade 10, read and comprehend literaty or above.)

	Purposefully sequence events to add to meaning and narrative effect Utilize narrative techniques in writing (dialogue, pacing, description, character) Writing conclusions for narrative Revising Utilize elements of fiction in writing Clear and concise writing Revising & Editing	Outlining Create and develop thesis/claim Citing textual evidence Sequencing Analyzing evidence to support claims Writing counterclaims and supporting them with evidence Writing in a formal and objective tone Writing conclusion statements Compare multiple texts and/or media in writing using textual analysis and details Clear and concise writing Revising & Editing	the claim Compare multiple texts and/or media in writing using textual analysis and details Analyze development of a complex text Use transitions in writing Use content specific vocabulary correctly Using formal or informal writing in the correct situation Creative Writing Clear and concise writing Revising & Editing
Target Standards Reading	<ul> <li>RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li> <li>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</li> <li>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> <li>RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g.</li> </ul>	<ul> <li>RI.9-10.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li> <li>RI.9-10.2 Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</li> <li>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</li> <li>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</li> <li>RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</li> </ul>	<ul> <li>RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li> <li>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> <li>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</li> <li>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g.,</li> </ul>

<b>[</b>	mustany tansian ar surprise)	(a.g. a sostion or chanter)	Auden's "Musée des Beaux Arts" and
	mystery, tension, or surprise).	(e.g., a section or chapter).	
	<b>RL.9-10.6.</b> - Analyze a particular point of	<b>RI.9-10.6.</b> - Determine an author's point of view or	Breughel's Landscape with the Fall of Icarus).
	view or cultural experience reflected in a	purpose in a text and analyze how an author uses	<b>RL.9-10.9.</b> - Analyze and reflect on (e.g.
	work of literature from outside the United	rhetorical devices to advance that point of view or	practical knowledge, historical/cultural
	States, drawing on a wide reading of world	purpose.	context, and background knowledge) how
	literature.	<b>RI.9-10.7</b> - Analyze various perspectives as presented	an author draws on and transforms source
	<b>RL.9-10.7.</b> - Analyze the representation of a	in different mediums (e.g., a person's life story in	material in a specific work (e.g., how
	subject or a key scene in two different	both print and multimedia), determining which	Shakespeare treats a theme or topic from
	artistic mediums, including what is	details are emphasized in each account.	mythology or the Bible or how a later
	emphasized or absent in each work (e.g.,	<b>RI.9-10.8.</b> - Describe and evaluate the argument and	author draws on a play by Shakespeare).
	Auden's "Musée des Beaux Arts" and	specific claims in a text, assessing whether the	
	Breughel's Landscape with the Fall of	reasoning is valid and the evidence is relevant and	
	Icarus).	sufficient; identify false statements and reasoning.	
	<b>RL.9-10.9.</b> - Analyze and reflect on (e.g.	reasoning as well as the relevance and sufficiency of	
	practical knowledge, historical/cultural	the evidence.	
	context, and background knowledge) how	RI.9-10.9 Analyze and reflect on (e.g. practical	
	an author draws on and transforms source	knowledge, historical/cultural context, and	
	material in a specific work (e.g., how	background knowledge) documents of historical and	
	Shakespeare treats a theme or topic from	literary significance, (e.g., Washington's Farewell	
	mythology or the Bible or how a later	Address the Gettysburg Address, Roosevelt's Four	
	author draws on a play by Shakespeare).	Freedoms speech, King's "Letter from Birmingham	
		Jail", Declaration of the Rights of Man and Citizen,	
		U.N. Universal Declaration of Human Rights, etc.),	
		including how they relate in terms of themes and	
		significant concepts.	
Target	W.9-10.3 Write narratives to develop	W.9-10.1 Write arguments to support claims in an	W.9-10.1. Write arguments to support
Standards	real or imagined experiences or events	analysis of substantive topics or texts, using valid	claims in an analysis of substantive topics or
Writing	using effective technique, well-chosen	reasoning and relevant and sufficient evidence.	texts, using valid reasoning and relevant and
	details, and well-structured event	Introduce precise claim(s), distinguish the claim(s)	sufficient evidence. Introduce precise
	sequences.	from alternate or opposing claims, and create an	claim(s), distinguish the claim(s) from
	A. Engage and orient the reader by	organization that establishes clear relationships	alternate or opposing claims, and create an
	setting out a problem, situation,	among claim(s), counterclaims, reasons, and	organization that establishes clear
	or observation, establishing one	evidence.	relationships among claim(s), counterclaims,
	or multiple point(s) of view, and	A. Develop claim(s) and counterclaims avoiding	reasons, and evidence.
	introducing a narrator and/or	common logical fallacies, propaganda	A. Develop claim(s) and counterclaims
	characters; create a smooth	devices, and using sound reasoning,	avoiding common logical fallacies,
	progression of experiences or	supplying evidence for each while pointing	propaganda devices, and using
	events.	out the strengths and limitations of both in a	sound reasoning, supplying evidence
		-	52

В.	Use narrative techniques, such as dialogue, pacing, description,		manner that anticipates the audience's knowledge level and concerns.		for each while pointing out the strengths and limitations of both in a
	reflection, and multiple plot lines,	P	Use transitions (e.g. words, phrases, clauses)		manner that anticipates the
	to develop experiences, events,	D.	to link the major sections of the text, create		audience's knowledge level and
	and/or characters.		cohesion, and clarify the relationships		concerns.
C.			between claim(s) and reasons, between	В	Use transitions (e.g. words, phrases,
С.	sequence events so that they		reasons and evidence, and between claim(s)	D.	clauses) to link the major sections of
	build on one another to create a		and counterclaims.		the text, create cohesion, and clarify
	coherent whole.	C	Establish and maintain a style and tone		the relationships between claim(s)
	Use precise words and phrases,	U.	appropriate to the audience and purpose		and reasons, between reasons and
D.	telling details, and sensory		(e.g. formal and objective for academic		evidence, and between claim(s) and
	language to convey a vivid		writing) while attending to the norms and		counterclaims.
	picture of the experiences,		conventions of the discipline in which they	C	Establish and maintain a style and
	events, setting, and/or		are writing.	C.	tone appropriate to the audience
	characters.		Provide a concluding paragraph or section		and purpose (e.g. formal and
E.	Provide a conclusion that follows	D.	that supports the argument presented.		objective for academic writing) while
с.	from and reflects on what is	W 0 10	<b>0.2.</b> - Write informative/ explanatory texts to		attending to the norms and
	experienced, observed, or		he and convey complex ideas, concepts, and		conventions of the discipline in
	resolved over the course of the				•
	narrative.		ation clearly and accurately through the ve selection, organization, and analysis of		which they are writing. Provide a concluding paragraph or
W 0 1	<b>0.4.</b> - Produce clear and coherent			D.	section that supports the argument
		conten			
-	g in which the development,	А.	Introduce a topic; organize complex ideas,	W 0 10	presented.
-	zation, and style are appropriate to		concepts, and information to make		<b>).4</b> . Produce clear and coherent
-	ourpose, and audience. (Grade-		important connections and distinctions;	-	in which the development,
	c expectations for writing types are		include formatting (e.g., headings),	0	zation, and style are appropriate to
	d in standards 1–3 above.)		graphics (e.g., figures, tables), and		urpose, and audience. (Grade-
	<b>0.5.</b> - Develop and strengthen		multimedia when useful to aiding		c expectations for writing types are
-	g as needed by planning, revising,		comprehension.		d in standards 1–3 above.)
-	g, rewriting, trying a new approach,	В.	Develop the topic with well-chosen,		<b>0.5</b> . Develop and strengthen writing as
	sulting a style manual (such as MLA		relevant, and sufficient facts, extended		d by planning, revising, editing,
	Style), focusing on addressing		definitions, concrete details, quotations, or		ng, trying a new approach, or
	s most significant for a specific		other information and examples		ting a style manual (such as MLA or
	se and audience.		appropriate to the audience's knowledge		yle), focusing on addressing what is
	<b>0.6.</b> - Use technology, including the		of the topic.		ignificant for a specific purpose and
	et, to produce, share, and update	C.	Use appropriate and varied transitions to	audien	
	lual or shared writing products,		link the major sections of the text, create		<b>0.6.</b> Use technology, including the
-	advantage of technology's capacity		cohesion, and clarify the relationships		et, to produce, share, and update
to link	to other information and to display		among complex ideas and concepts.	Individ	ual or shared writing products,
					53

	1		
information flexibly and dynamically.	D.		taking advantage of technology's capacity
<b>W9-10.10</b> - Write routinely over extended		vocabulary to manage the complexity of	to link to other information and to display
time frames (time for research, reflection,		the topic.	information flexibly and dynamically.
and revision) and shorter time frames (a	E.	Establish and maintain a style and tone	<b>W.9-10.9</b> . Draw evidence from literary or
single sitting or a day or two) for a range of		appropriate to the audience and purpose	nonfiction informational texts to support
tasks, purposes, and audiences.		(e.g. formal and objective for academic	analysis, reflection, and research.
		writing) while attending to the norms and	A. Apply grades 9–10 Reading
		conventions of the discipline in which they	standards to literature (e.g.,
		are writing.	"Analyze how an author draws on
	F.	Provide a concluding paragraph or section	and transforms source material in
		that supports the information or	a specific work [e.g., how
		explanation presented (e.g., articulating	Shakespeare treats a theme or
		implications or the significance of the	topic from Ovid mythology or the
		topic).	Bible or how a later author draws
	W.9-1	0.4 Produce clear and coherent writing in	on a play by Shakespeare]").
	which	the development, organization, and style are	B. Apply grades 9–10 Reading
	approp	priate to task, purpose, and audience.	standards to nonfiction
	(Grade	e-specific expectations for writing types are	informational e.g., "Delineate and
	define	d in standards 1–3 above.)	evaluate the argument and
	W.9-1	0.5 Develop and strengthen writing as	specific claims in a text, assessing
	neede	d by planning, revising, editing, rewriting,	whether the reasoning is valid and
	trying	a new approach, or consulting a style manual	the evidence is relevant and
	(such a	as MLA or APA Style), focusing on addressing	sufficient; identify false
	what is	s most significant for a specific purpose and	statements and fallacious
	audier	ice.	reasoning").
	W.9-1	<b>0.6.</b> - Use technology, including the Internet,	W9-10.10 Write routinely over extended
	to pro	duce, share, and update individual or shared	time frames (time for research, reflection,
	writing	g products, taking advantage of technology's	and revision) and shorter time frames (a
	capaci	ty to link to other information and to display	single sitting or a day or two) for a range of
	inform	ation flexibly and dynamically.	tasks, purposes, and audiences.
	W.9-1	0.7 Conduct short as well as more	
	sustair	ned research projects to answer a question	
	(incluc	ling a self-generated question) or solve a	
	proble	m; narrow or broaden the inquiry when	
	approp	priate; synthesize multiple sources on the	
	subjec	t, demonstrating understanding of the	
	subjec	t under investigation.	
	W.9-1	0.8 Gather relevant information from	

multiple authoritative print and digital sources, using	
advanced searches effectively; assess the usefulness	
of each source in answering the research question;	
integrate information into the text selectively to	
maintain the flow of ideas, avoiding plagiarism and	
following a standard format for citation (MLA or APA	
Style Manuals).	
W.9-10.9 Draw evidence from literary or	
nonfiction informational texts to support analysis,	
reflection, and research.	
A. Apply grades 9–10 Reading standards to	
literature (e.g., "Analyze how an author	
draws on and transforms source material in	
a specific work [e.g., how Shakespeare	
treats a theme or topic from Ovid	
mythology or the Bible or how a later	
author draws on a play by Shakespeare]").	
B. Apply grades 9–10 Reading standards to	
nonfiction informational e.g., "Delineate	
and evaluate the argument and specific	
claims in a text, assessing whether the	
reasoning is valid and the evidence is	
relevant and sufficient; identify false	
statements and fallacious reasoning").	
<b>W9-10.10</b> Write routinely over extended time	
frames (time for research, reflection, and revision)	
and shorter time frames (a single sitting or a day or	
two) for a range of tasks, purposes, and audiences.	

Title: English III

Timeline: Full Year; 5 Credits

### **Course Description:**

In this course, students will develop reading and writing skills that align with the New Jersey Student Learning Standards. Students will read a variety of texts--including excerpts from novels, short stories, poems, plays, and informational articles and documents. Students will engage in independent reading based on interest and reading level. Students will also compare works of literature to other forms of multimedia, including art and film. This course will also focus on students' development in writing narrative, argumentative, and explanatory pieces.

### **Course Outline:**

- I. Narrative Writing and Fiction
- II. Persuasive Writing and Nonfiction
- III. Analytic Writing and Poetry
- IV. Independent Reading
- V. Online Reading Remediation

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards - English PARCC Evidence Tables

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

## Union County Educational Services Commission Curriculum Mapping Format: English III

	Unit I	Unit II	Unit III
Length of Unit	13 Weeks (September-December)	13 Weeks (January-March)	13 Weeks (April-June)
Writing Focus	Narrative and Analytic Writing	Argumentative and Informational Writing	Analytic and Argumentative Writing
Reading Focus <sup>1</sup>	Short Stories Novel Study	Non-Fiction United States Historical Documents	Poetry Plays
Reading Skills	Close Reading Annotation to identify textual evidence Identify and analyze theme Analyzing author's use of: Dialogue Pacing Word choice Mood Tone Figurative language Characterization Identify Point of View Identify and analyze conflict Identify cultural experience from world literature Apply historical knowledge to a piece of literature Compare and contrast two pieces of writing	Close Reading Point of view Annotation to identify textual evidence Make Inferences Summarize Identify Main Idea and Central Idea Identify Point of View Understand the importance of sequencing in making meaning Identify cultural experience from a non-U.S. text Determine how the author advances the point of view or purpose Analyze U.S. documents and how they address themes and concepts Determine the validity of claims presented by an author Compare and contrast two pieces of writing	Close Reading Annotation to identify textual evidence Compare and contrast two pieces of writing Characterization Point of View Identify and Analyze: • Tone • Figurative, Connotative, and Technical Meaning • Meaning through context • Impact of word choice on meaning Sequence of Events (including non- chronological sequencing) Purpose of sequencing
Writing	Determine how to sequence the events of a	Write arguments to support claims	Write arguments to support claims

<sup>&</sup>lt;sup>1</sup> Students will read excerpts from all genres each marking period as a supplement to the Unit Reading Focus. Reading material will increase throughout the year in complexity based on the student's reading level. (RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. RI.11-12.10.

Skills	narrative Purposefully sequence events to add to meaning and narrative effect Utilize narrative techniques in writing (dialogue, pacing, description, character) Writing conclusions for narrative Revising Utilize elements of fiction in writing Clear and concise writing Revising & Editing	Write informative texts to explain complex ideas Outlining Create and develop thesis/claim Citing textual evidence Sequencing Analyzing evidence to support claims Writing counterclaims and supporting them with evidence Writing in a formal and objective tone Writing conclusion statements Compare multiple texts and/or media in writing using textual analysis and details Clear and concise writing Revising & Editing	Analyze details and explain how they prove the claim Compare multiple texts and/or media in writing using textual analysis and details Analyze development of a complex text Use transitions in writing Use content specific vocabulary correctly Using formal or informal writing in the correct situation Creative Writing Clear and concise writing Revising & Editing
Target Standards Reading	RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to	<ul> <li>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li> <li>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</li> <li>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a text (e.g., how Madison defines faction in Federalist No. 10).</li> <li>RI.11-12.5. Analyze and evaluate the</li> </ul>	<ul> <li>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</li> <li>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live</li> </ul>

Target	provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <b>RL.11-12.6</b> . Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>RL.11-12.7</b> . Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) <b>RL.11-12.9</b> . Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. <b>RI.11-12.6</b> . Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. <b>RI.11-12.7</b> . Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <b>RI.11-12.8</b> . Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). <b>RI.11-12.9</b> . Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.	production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) <b>RL.11-12.9.</b> Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
Standards Writing	<ul> <li>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s)</li> </ul>	<ul> <li>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create</li> </ul>	<ul> <li>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and</li> </ul>

of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that

create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5. Develop and strengthen writing as most significant for a specific purpose and audience.

**W.11-12.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- C. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenthand early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics").
- D. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

**W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks,

<ul> <li>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</li> <li>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> </ul>	purposes.
<b>W.11-12.7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
<b>W.11-12.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).	
<ul> <li>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>A. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or</li> </ul>	

<ul> <li>topics").</li> <li>B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").</li> <li>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting</li> </ul>
or a day or two) for a range of tasks, purposes.

Title: English IV

Timeline: Full Year; 5 Credits

## **Course Description:**

In this course, students will develop reading and writing skills that align with the New Jersey Student Learning Standards. Students will read a variety of texts--including excerpts from novels, short stories, poems, plays, and informational articles and documents. Students will engage in independent reading based on interest and reading level. Students will also compare works of literature to other forms of multimedia, including art and film. This course will also focus on students' development in writing narrative, argumentative, and explanatory pieces.

## **Course Outline:**

- I. Narrative Writing and Fiction
- II. Persuasive Writing and Nonfiction
- III. Analytic Writing and Poetry
- IV. Independent Reading
- V. Online Reading Remediation

Refer to the attached curriculum map for a detailed outline of course objectives.

## **Curriculum Alignment:**

New Jersey Student Learning Standards - English PARCC Evidence Tables

## Grading Procedures:

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

## Union County Educational Services Commission Curriculum Mapping Format: English IV

	Unit I	Unit II	Unit III
Length of Unit	13 Weeks (September-December)	13 Weeks (January-March)	13 Weeks (April-June)
Writing Focus	Narrative and Analytic Writing	Argumentative and Informational Writing	Analytic and Argumentative Writing
Reading Focus <sup>1</sup>	Short Stories Novel Study	Non-Fiction United States Historical Documents	Poetry Plays
Reading Skills	Close Reading Annotation to identify textual evidence Identify and analyze theme Analyzing author's use of: Dialogue Pacing Word choice Mood Tone Figurative language Characterization Identify Point of View Identify and analyze conflict Identify cultural experience from world literature Apply historical knowledge to a piece of literature Compare and contrast two pieces of writing	Close Reading Point of view Annotation to identify textual evidence Make Inferences Summarize Identify Main Idea and Central Idea Identify Point of View Understand the importance of sequencing in making meaning Identify cultural experience from a non-U.S. text Determine how the author advances the point of view or purpose Analyze U.S. documents and how they address themes and concepts Determine the validity of claims presented by an author Compare and contrast two pieces of writing	Close Reading Annotation to identify textual evidence Compare and contrast two pieces of writing Characterization Point of View Identify and Analyze: • Tone • Figurative, Connotative, and Technical Meaning • Meaning through context • Impact of word choice on meaning Sequence of Events (including non- chronological sequencing) Purpose of sequencing
Writing	Determine how to sequence the events of a	Write arguments to support claims	Write arguments to support claims

<sup>&</sup>lt;sup>1</sup> Students will read excerpts from all genres each marking period as a supplement to the Unit Reading Focus. Reading material will increase throughout the year in complexity based on the student's reading level. (RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above. RI.11-12.10. By the end of grade 12, read and comprehend literature or above.)

Skills	narrative Purposefully sequence events to add to meaning and narrative effect Utilize narrative techniques in writing (dialogue, pacing, description, character) Writing conclusions for narrative Revising Utilize elements of fiction in writing Clear and concise writing Revising & Editing	Write informative texts to explain complex ideas Outlining Create and develop thesis/claim Citing textual evidence Sequencing Analyzing evidence to support claims Writing counterclaims and supporting them with evidence Writing in a formal and objective tone Writing conclusion statements Compare multiple texts and/or media in writing using textual analysis and details Clear and concise writing Revising & Editing	Analyze details and explain how they prove the claim Compare multiple texts and/or media in writing using textual analysis and details Analyze development of a complex text Use transitions in writing Use content specific vocabulary correctly Using formal or informal writing in the correct situation Creative Writing Clear and concise writing Revising & Editing
Target Standards Reading	RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to	<ul> <li>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</li> <li>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</li> <li>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</li> <li>RI.11-12.5. Analyze and evaluate the</li> </ul>	<ul> <li>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</li> <li>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live</li> </ul>

Target	provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <b>RL.11-12.6.</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>RL.11-12.7.</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) <b>RL.11-12.9.</b> Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. <b>RI.11-12.6</b> . Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. <b>RI.11-12.7</b> . Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <b>RI.11-12.8</b> . Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). <b>RI.11-12.9</b> . Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.	production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) <b>RL.11-12.9.</b> Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
Target Standards Writing	<ul> <li>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s)</li> </ul>	<ul> <li>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create</li> </ul>	<ul> <li>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and</li> </ul>

of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**W.11-12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that

create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5. Develop and strengthen writing as

most significant for a specific purpose and audience.

**W.11-12.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenthand early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics").
- B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

**W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks,

<ul> <li>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</li> <li>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> <li>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> </ul>	purposes.
<ul> <li>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</li> <li>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>A. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or</li> </ul>	

<ul> <li>topics").</li> <li>B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").</li> <li>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting</li> </ul>
or a day or two) for a range of tasks, purposes.

Title: Creative Writing

**Timeline:** Full Year; 5 Credits

## **Course Description:**

The focus of this course is for students to become familiar with writing across various genres, including short stories, poems, plays, novels, essays. Students will engage in various activities that will inspire their writing. Students will also read texts to promote their writing skills. This course moves students beyond the structured essay and prompts them to write more creative and individual pieces. Students will also learn to work through the writing process of outlining, revising, peer-editing, until final publication.

## **Course Outline:**

- I. Memoir
- II. Short Story
- III. Poetry
- IV. Drama

Refer to the attached curriculum map for a detailed outline of course objectives.

### **Curriculum Alignment:**

New Jersey Student Learning Standards - English

### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

	Unit 1	Unit 2	Unit 3	Unit 4
Length of	10 Weeks	10 Weeks	10 Weeks	10 Weeks
Unit				
Topic	Memoir	Short Story	Poetry	Drama
Standards	NJSLSA.R1 Read closely to	NJSLSA.R1 Read closely to	NJSLSA.R1 Read closely to	NJSLSA.R1 Read closely to
	determine what the text says	determine what the text says	determine what the text says	determine what the text says
	explicitly and to make logical	explicitly and to make logical	explicitly and to make logical	explicitly and to make logical
	inferences and relevant	inferences and relevant	inferences and relevant	inferences and relevant
	connections from it; cite specific	connections from it; cite specific	connections from it; cite specific	connections from it; cite specific
	textual evidence when writing or	textual evidence when writing or	textual evidence when writing or	textual evidence when writing or
	speaking to support conclusions	speaking to support conclusions	speaking to support conclusions	speaking to support conclusions
	drawn from the text.	drawn from the text.	drawn from the text.	drawn from the text.
	NJSLA.R2 - Determine central	NJSLA.R2 - Determine central ideas	NJSLA.R2 - Determine central ideas	NJSLA.R2 - Determine central
	ideas or themes of a text and	or themes of a text and analyze	or themes of a text and analyze	ideas or themes of a text and
	analyze their development;	their development; summarize the	their development; summarize the	analyze their development;
	summarize the key supporting	key supporting details and ideas.	key supporting details and ideas.	summarize the key supporting
	details and ideas.	NJSLSA.R4 Interpret words and	NJSLSA.R4 Interpret words and	details and ideas.
	NJSLSA.R4 Interpret words and	phrases as they are used in a text,	phrases as they are used in a text,	NJSLSA.R4 Interpret words and
	phrases as they are used in a text,	including determining technical,	including determining technical,	phrases as they are used in a text,
	including determining technical,	connotative, and figurative	connotative, and figurative	including determining technical,
	connotative, and figurative	meanings, and analyze how specific	meanings, and analyze how specific	connotative, and figurative
	meanings, and analyze how	word choices shape meaning or	word choices shape meaning or	meanings, and analyze how
	specific word choices shape	tone.	tone.	specific word choices shape
	meaning or tone.	NJSLSA.R5 Analyze the structure	NJSLSA.R5 Analyze the structure	meaning or tone.
	NJSLSA.R5 Analyze the structure	of texts, including how specific	of texts, including how specific	NJSLSA.R5 Analyze the structure
	of texts, including how specific	sentences, paragraphs, and larger	sentences, paragraphs, and larger	of texts, including how specific
	sentences, paragraphs, and larger	portions of the text (e.g., a section,	portions of the text (e.g., a section,	sentences, paragraphs, and larger
	portions of the text (e.g., a	chapter, scene, or stanza) relate to	chapter, scene, or stanza) relate to	portions of the text (e.g., a
	section, chapter, scene, or stanza)	each other and the whole.	each other and the whole.	section, chapter, scene, or stanza)
	relate to each other and the	NJSLSA.R9 Analyze and reflect on	NJSLSA.R9 Analyze and reflect on	relate to each other and the
	whole.	how two or more texts address	how two or more texts address	whole.
	NJSLSA.R9 Analyze and reflect	similar themes or topics in order to	similar themes or topics in order to	NJSLSA.R9 Analyze and reflect
	on how two or more texts address	build knowledge or to compare the	build knowledge or to compare the	on how two or more texts address
	similar themes or topics in order	approaches the authors take.	approaches the authors take.	similar themes or topics in order
	to build knowledge or to compare	NJSLSA.W4 Produce clear and	NJSLSA.W4 Produce clear and	to build knowledge or to compare

the approaches the authors take.	coherent writing in which the	coherent writing in which the	the approaches the authors take.
NJSLSA.W4 Produce clear and	development, organization, and	development, organization, and	NJSLSA.W4 Produce clear and
coherent writing in which the	style are appropriate to task,	style are appropriate to task,	coherent writing in which the
development, organization, and	purpose, and audience.	purpose, and audience.	development, organization, and
style are appropriate to task,	NJSLSA.W5 Develop and	NJSLSA.W5 Develop and	style are appropriate to task,
purpose, and audience.	strengthen writing as needed by	strengthen writing as needed by	purpose, and audience.
NJSLSA.W5 Develop and	planning, revising, editing,	planning, revising, editing,	NJSLSA.W5 Develop and
strengthen writing as needed by	rewriting, or trying a new	rewriting, or trying a new	strengthen writing as needed by
planning, revising, editing,	approach.	approach.	planning, revising, editing,
rewriting, or trying a new	NJSLSA.W6 Use technology,	NJSLSA.W6 Use technology,	rewriting, or trying a new
approach.	including the Internet, to produce	including the Internet, to produce	approach.
NJSLSA.W6 Use technology,	and publish writing and to interact	and publish writing and to interact	NJSLSA.W6 Use technology,
including the Internet, to produce	and collaborate with others.	and collaborate with others.	including the Internet, to produce
and publish writing and to interact	NJSLSA.W10 Write routinely over	NJSLSA.W10 Write routinely over	and publish writing and to interact
and collaborate with others.	extended time frames (time for	extended time frames (time for	and collaborate with others.
NJSLSA.W10 Write routinely	research, reflection, and revision)	research, reflection, and revision)	NJSLSA.W10 Write routinely
over extended time frames (time	and shorter time frames (a single	and shorter time frames (a single	over extended time frames (time
for research, reflection, and	sitting or a day or two) for a range	sitting or a day or two) for a range	for research, reflection, and
revision) and shorter time frames	of tasks, purposes, and audiences.	of tasks, purposes, and audiences.	revision) and shorter time frames
(a single sitting or a day or two)	NJSLSA.SL2 Integrate and	NJSLSA.SL2 Integrate and	(a single sitting or a day or two)
for a range of tasks, purposes, and	evaluate information presented in	evaluate information presented in	for a range of tasks, purposes, and
audiences.	diverse media and formats,	diverse media and formats,	audiences.
NJSLSA.SL2 Integrate and	including visually, quantitatively,	including visually, quantitatively,	NJSLSA.SL2 Integrate and
evaluate information presented in	and orally.	and orally.	evaluate information presented in
diverse media and formats,	NJSLSA.SL3 Evaluate a speaker's	NJSLSA.SL3 Evaluate a speaker's	diverse media and formats,
including visually, quantitatively,	point of view, reasoning, and use of	point of view, reasoning, and use of	including visually, quantitatively,
and orally.	evidence and rhetoric.	evidence and rhetoric.	and orally.
NJSLSA.SL3 Evaluate a speaker's	NJSLSA.SL6 Adapt speech to a	NJSLSA.SL6 Adapt speech to a	NJSLSA.SL3 Evaluate a speaker's
point of view, reasoning, and use	variety of contexts and	variety of contexts and	point of view, reasoning, and use
of evidence and rhetoric.	communicative tasks,	communicative tasks,	of evidence and rhetoric.
NJSLSA.SL6 Adapt speech to a	demonstrating command of formal	demonstrating command of formal	NJSLSA.SL6 Adapt speech to a
variety of contexts and	English when indicated or	English when indicated or	variety of contexts and
communicative tasks,	appropriate.	appropriate.	communicative tasks,
demonstrating command of	NJSLSA.L1 Demonstrate	NJSLSA.L1 Demonstrate	demonstrating command of
formal English when indicated or	command of the conventions of	command of the conventions of	formal English when indicated or
appropriate.	standard English grammar and	standard English grammar and	appropriate.
NJSLSA.L1 Demonstrate	usage when writing or speaking.	usage when writing or speaking.	NJSLSA.L1 Demonstrate
command of the conventions of	NJSLSA.L2 Demonstrate	NJSLSA.L2 Demonstrate	command of the conventions of

	standard English grammar and usage when writing or speaking. <b>NJSLSA.L2.</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	command of the conventions of standard English capitalization, punctuation, and spelling when writing.	command of the conventions of standard English capitalization, punctuation, and spelling when writing.	standard English grammar and usage when writing or speaking. <b>NJSLSA.L2.</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Content	Memoirs	Short Stories	Poems	Plays
Skills	Making Inferences	Making Inferences	Making Inferences	Making Inferences
	Theme	Theme	Theme	Theme
	Figurative Language	Conflict	Figurative Language	Figurative Language
	Text Structure	Characterization	Poetic Structure	Text Structure
	The Writing Process	Text Structure	The Writing Process	The Writing Process
		The Writing Process		

Health/Physical Education

Title: Health/Physical Education I

Timeline: Full Year; 5 Credits

## **Course Description:**

Throughout Physical Education I, students will be participating in physical activities that help all students develop the knowledge, attitude, emotional skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. Students will participate in units from the following categories, recreational team sports, individual/lifetime activities, leisure activities, team building and cooperative learning activities, competitive team sports, and physical fitness testing.

Health I covers all aspects of human sexuality. Topics covered include structure and function of the female and male reproductive system, pregnancy, fetal development, stages of labor, overview of sexually transmitted infections (STI), HIV/AIDS, behaviors that place individuals at greater risk for contracting an STI and various birth control methods including abstinence. In addition, CPR and First Aid will be introduced per New Jersey Department of Education Statute.

## Scope and Sequence (PE):

- I. Fitness
- II. Team Sports
- III. Individual Sports
- IV. Cooperative Games

### Scope and Sequence (Health):

- I. Female Reproductive System
- II. Male Reproductive System
- III. The Beginning of the Life Cycle
- IV. Sexually Transmitted Diseases and Infections
- V. CPR
- VI. First Aid

Refer to the attached curriculum map for a detailed outline of course objectives.

### **Curriculum Alignment:**

NJ Student Learning Standards - Comprehensive Health and Physical Education

### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: Health I

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Length of	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
Unit						
Topic	Female Reproductive	Male Reproductive	The Beginning of the	Sexually Transmitted	CPR	First Aid
	System	System	Life Cycle	Diseases and Infections		
Standards	2.4.12.B.5 - Relate	2.4.12.B.5 - Relate	2.1.12.A.1 - Analyze	2.4.12.B.1 - Predict the	2.1.12.D.6 -	2.1.12.D.6 -
	preventative	preventative	the role of personal	possible long-term	Demonstrate first-aid	Demonstrate first-aid
	healthcare strategies of	healthcare strategies of	responsibility in	effects of adolescent	procedures, including	procedures, including
	male/female	male/female	maintaining and	sex on future	Basic Life Support and	Basic Life Support
	reproductive systems	reproductive systems	enhancing personal,	education, on career	automatic external	and automatic
	to the prevention and	to the prevention and	family, community,	plans, and on the	defibrillation, caring	external
	treatment of disease	treatment of disease	and global wellness.	various dimensions of	for head trauma,	defibrillation, caring
	(e.g., breast/testicular	(e.g., breast/testicular	2.4.12.C.1 -	wellness.	bone and joint	for head trauma,
	exams, Pap smear,	exams, Pap smear,	Compare embryonic	2.4.12.B.2 - Evaluate	emergencies, caring	bone and joint
	regular STI testing, and	regular STI testing, and	growth and fetal	information that	for cold and heat	emergencies, caring
	<u>HPV</u> vaccine).	<u>HPV</u> vaccine).	development in	supports abstinence	injuries, and	for cold and heat
			single and multiple	from sexual activity	responding to medical	injuries, and
			pregnancies,	using reliable research	emergencies.	responding to
			including the	data.		medical emergencies.
			incidence of	2.4.12.B.3 - Analyze		
			complications and	factors that influence		
			infant mortality.	the choice, use, and		
			2.4.12.C.5 - Evaluate	effectiveness of safer		
			parenting strategies	sex_methods and		
			used at various	contraception,		
			stages of child	including risk-reduction		
			development based	and risk-elimination		
			on valid sources of	strategies.		
			information.	<b>2.4.12.B.5</b> - Relate		
				preventative		
				healthcare strategies of		
				male/female		
				reproductive systems		
				to the prevention and		
				treatment of disease		

Content	Organs of female reproductive system enable pregnancy to occur Menstruation - shedding of endometrium Maintaining reproductive health Breast Self-Exams	Functions - produce and store sperm and reproduction Maintaining reproductive health Potential Problems (hernia, sterility, testicular cancer, prostate problems and prostate cancer) Self exams	Prenatal Development Heredity Birth and Childhood	(e.g., breast/testicular exams, Pap smear, regular STI testing, and <u>HPV</u> vaccine). What are STD's? Common STD's (Genital HPV Infections, Chlamydia, Genital Herpes, Gonorrhea, Trichomoniasis, Syphilis) Prevention and Treatment of STD's HPV Vaccine HIV/AIDS	In a medical emergency, a victim's life depends on a specific series of actions called the chain of survival The 4 main links include, a call to emergency services, CPR, defribrillation and advanced care "Hands Only" CPR	The first steps in an emergency are to check, call, and care (3 C's) Universal precautions are taken to prevent the spread of disease through blood or other body fluids (Ex: wearing gloves and washing hands immediately after providing first aid) Different types of wounds including: abrasions, lacerations, punctures and avulsions
Skills	Students will be able to identify anatomical landmarks on a diagram and explain the function of each Identify ways to maintain health Properly perform a self-exam	Students will be able to identify anatomical landmarks on a diagram and explain the function of each Identify ways to maintain health (bathing regularly, protective equipment, abstinence, self exams, annual check ups/physicals) Properly perform a self-exam.	Students will be able to compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality Analyze the relationship of an individual's lifestyle choices during	Students will be able to relate certain behaviors to an increased risk of diseases such as HIV and STI's Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies	Students will be able to identify an unconscious person and be able to properly perform Hands Only CPR until a professional arrives (Push hard and fast in the center of the chest at a pace of 100 beats per minute) Successfully demonstrated by each student.	Students will be able to demonstrate first- aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies

	pregnancy and the	
	incidence of fetal	
	alcohol syndrome,	
	sudden infant death	
	syndrome, low birth	
	weight, premature	
	birth, and other	
	disabilities	

Title: Health/Physical Education II

Timeline: Full Year; 5 Credits

## **Course Description:**

Physical Education II continues to provide students with opportunities to develop and refine necessary motor skills, improve and maintain physical wellness, participate in lifetime physical activities, and engage in social interaction. Students will participate in units from the following categories: recreational team sports, individual/lifetime activities, leisure activities, yoga, team building and cooperative learning activities, competitive team sports, and physical fitness testing.

Health II includes alcohol and substance abuse, prescription drug abuse, addiction/treatment, refusal skills and good self-esteem. In addition, CPR and First Aid will be reviewed per New Jersey Department of Education Statute.

## Scope and Sequence (PE):

- I. Fitness
- II. Team Sports
- III. Individual Sports
- IV. Cooperative Games

### Scope and Sequence (Health):

- I. Medicine and Drugs
- II. Tobacco Use and Abuse
- III. Alcohol Use and Abuse
- IV. Illegal Drugs
- V. CPR
- VI. First Aid

Refer to the attached curriculum map for a detailed outline of course objectives.

### **Curriculum Alignment:**

NJ Student Learning Standards - Comprehensive Health and Physical Education

### **Grading Procedures:**

0	
Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: Health II

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Length of	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
Unit						
Topics	Medicine and	Tobacco Use and	Alcohol Use and Abuse	Illegal Drugs	CPR	First Aid
	Drugs	Abuse				
Standards	2.3.12.A.1 -	2.3.12.B.1 - Compare	2.1.12.D.3 - Analyze	2.1.12.D.3 - Analyze the	2.1.12.D.6 -	2.1.12.D.6 -
	Determine the	and contrast the	the relationship	relationship between	Demonstrate first-aid	Demonstrate first-aid
	potential risks and	incidence and impact	between alcohol and	alcohol and drug use	procedures, including	procedures, including
	benefits of the use	of commonly abused	drug use and the	and the incidence of	Basic Life Support and	Basic Life Support and
	of new or	substances (such as	incidence of motor	motor vehicle crashes.	automatic external	automatic external
	experimental	tobacco, alcohol,	vehicle crashes.	2.3.12.B.1 - Compare	defibrillation, caring	defibrillation, caring for
	medicines and	marijuana, inhalants,	2.3.12.B.1 - Compare	and contrast the	for head trauma,	head trauma, bone and
	herbal and	anabolic steroids, and	and contrast the	incidence and impact of	bone and joint	joint emergencies,
	medicinal	other drugs) on	incidence and impact	commonly abused	emergencies, caring	caring for cold and heat
	supplements.	individuals and	of commonly abused	substances (such as	for cold and heat	injuries, and responding
	2.3.12.A.2 -	communities in the	substances (such as	tobacco, alcohol,	injuries, and	to medical emergencies.
	Summarize the	United States and	tobacco, alcohol,	marijuana, inhalants,	responding to	
	criteria for	other countries.	marijuana, inhalants,	anabolic steroids, and	medical emergencies.	
	evaluating the		anabolic steroids, and	other drugs) on		
	effectiveness of a		other drugs) on	individuals and		
	medicine.		individuals and	communities in the		
	2.3.12.A.3 - Relate		communities in the	United States and other		
	personal abuse of		United States and	countries.		
	prescription and		other countries.	2.3.12.B.2 - Debate the		
	over-the-counter		2.3.12.B.3 - Correlate	various legal and		
	medicines to		increased alcohol use	financial consequences		
	wellness.		with challenges that	of the use, sale, and		
			may occur at various	possession of illegal		
			life stages.	substances.		
			2.3.12.B.4 - Correlate	2.3.12.B.4 - Correlate		
			the use of alcohol and	the use of alcohol and		
			other drugs with	other drugs with		
			incidences of date	incidences of date rape,		
			rape, sexual assault,	sexual assault, STIs, and		
			STIs, and unintended	unintended pregnancy.		

			pregnancy.	<b>2.3.12.B.5</b> - Relate injected drug use to the		
				incidence of diseases		
				such as HIV/AIDS and		
				hepatitis.		
				2.3.12.C.1 - Correlate		
				duration of drug abuse		
				to the incidence of		
				drug-related injury,		
				illness, and death.		
				2.3.12.C.2 - Analyze the		
				effectiveness of various		
				strategies that support		
				an individual's ability to		
				stop abusing drugs and		
				remain drug-free.		
				2.3.12.C.3 - Analyze the		
				societal impact of		
				substance abuse on the		
				individual, family, and		
				community.		
Content	Classification of	Forms of Tobacco	Effects of Alcohol on	Drug Use and Abuse as	In a medical	The first steps in an
	Medicines	Health Risks of	Different People	Life Threatening	emergency, a victim's	emergency are to check,
	Effects of	Tobacco	Short Term and Long Term Effects of	Behaviors	life depends on a	call, and care (3 C's)
	Medicines	Nicotine		Physical and Mental	specific series of	Universal precautions
	Forms of	Strategies for Avoiding	Alcohol Use	Effects of Marijuana,	actions called the	are taken to prevent the
	Medicines:	Tobacco ; (reducing	Factors Leading to Teen Alcohol Use:	Inhalants, and Anabolic Steroids.	chain of survival The	spread of disease
	(prescription medicines, over-	peer pressure, surrounding yourself	(peer pressure, family,	Effects of Psychoactive	4 main links include, a call to emergency	through blood or other body fluids (Ex: wearing
	the-counter	with positive	and media messages)	Drugs	services, CPR,	gloves and washing
	medicines,	influences, and refusal	and media messages)	Diugs	defribrillation and	hands immediately after
	medicinal	skills)			advanced care	providing first aid)
	supplements)				"Hands Only" CPR	Different types of
	Ways to Take					wounds including:
	Medicine Safely					abrasions, lacerations,
						punctures and avulsions
					Churche and a smith has a hele	
Skills	Students will be	Students will be able	Students will be able	Students will be able to	Students will be able	Students will be able to

the four	and short term effects	that influence	influence teens which	unconscious person	procedures, including
categories that	of tobacco use	alcohol's effects,	include, peer pressure,	and be able to	Basic Life Support and
medicines that	Students will be able	including body size,	family members, role	properly perform	automatic external
treat or prevent	to explain how to end	gender and food	models, media,	Hands Only CPR until	defibrillation, caring for
illnesses are	the addiction cycle	Students will be able	perceptions of drug	a professional arrives	head trauma, bone and
broken into	and also explain how	to explain how	behavior and	(Push hard and fast in	joint emergencies,
Students will be	someone can get help	extended use can be	misleading information	the center of the	caring for cold and heat
able to summarize	in quitting tobacco use	harmful for one's	Students will be able to	chest at a pace of 100	injuries, and responding
the criteria for		relationships with	identify the health risks	beats per minute)	to medical emergencies
evaluating the		family and friends	associated with	Successfully	
effectiveness of a			marijuana use and	demonstrated by	
medicine			psychoactive drugs	each student.	

Title: Health/Physical Education III

Timeline: Full Year; 5 Credits

## **Course Description:**

Physical Education III will offer a wide variety of physical activities and opportunities for a lifelong healthy lifestyle. This course continues to provide students with higher level opportunities to develop and refine necessary motor skills, improve and maintain physical wellness, participate in lifetime physical activities, and engage in social interaction that has been instilled in students from prior years. Students will continue to participate in units from the following categories, but will not be limited to: recreational team sports (soccer, football, basketball, baseball/softball, volleyball, etc.), individual/lifetime activities (table tennis, yoga, weight-lifting, aerobic sports, etc.), team building and cooperative learning activities (project adventure), and physical fitness testing.

Health III concentrates on the body systems. This includes identifying parts, function, disorders, diseases and care of the body by maintaining a healthy lifestyle and organ donation and nutrition. In addition, CPR and First Aid will be reviewed per New Jersey Department of Education Statute.

## Scope and Sequence (PE):

- I. Fitness
- II. Team Sports
- III. Individual Sports
- IV. Cooperative Games

# Scope and Sequence (Health):

- I. Personal Health Care
- II. Body Systems
- III. Health and Wellness
- IV. CPR
- V. First Aid

Refer to the attached curriculum map for a detailed outline of course objectives.

### **Curriculum Alignment:**

NJ Student Learning Standards - Comprehensive Health and Physical Education

## **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: Health III

	Unit 1	Unit 2	Unit 3	Unit 5	Unit 6
Length of Unit	6 Weeks	12 Weeks	6 Weeks	6 Weeks	6 Weeks
Торіс	Personal Health Care	Body Systems	Health and Wellness	CPR	First Aid
Standards	2.1.12.A.1 - Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.	<ul> <li>2.1.12.C.1 - Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.</li> <li>2.1.12.C.2 - Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.</li> </ul>	<ul> <li>2.1.12.C.1 - Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.</li> <li>2.2.12.B.1 - Predict the short- and long-term consequences of good and poor decision- making on oneself, friends, family, and others.</li> <li>2.2.12.B.2 - Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.</li> </ul>	<b>2.1.12.D.6</b> - Demonstrate first- aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.	<b>2.1.12.D.6</b> - Demonstrate first- aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
Content	Care Of: Skin Nails Hair Teeth Mouth Eyes Ears	Skeletal System Muscular System Nervous System Cardiovascular System Respiratory System Digestive System Excretory System	Health Risks Health Behaviors Health Triangle	In a medical emergency, a victim's life depends on a specific series of actions called the chain of survival The 4 main links include, a call to emergency services, CPR, defribrillation and advanced care "Hands Only" CPR	The first steps in an emergency are to check, call, and care (3 C's) Universal precautions are taken to prevent the spread of disease through blood or other body fluids (Ex: wearing gloves and washing hands immediately after providing first aid)

					Different types of wounds including: abrasions, lacerations, punctures and avulsions
Skills	Identification of layers of the skin and their role. Maintaining health. Skin problems (ex: melanoma) and how to identify them. Parts of the mouth. Parts of the ear.	Skeletal System consists of bones and connective and provides structure for the body. Identifying problems. Role of muscles and proper care. Role of Central Nervous System and identifying sections of the brain. Roles and importance of cardiovascular and lymphatic systems.	Promoting Positive Behaviors Avoiding Risky Behaviors	Students will be able to identify an unconscious person and be able to properly perform Hands Only CPR until a professional arrives (Push hard and fast in the center of the chest at a pace of 100 beats per minute) Successfully demonstrated by each student.	Students will be able to demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies

Title:Health/Physical Education IVTimeline:Full Year; 5 Credits

# **Course Description:**

Physical Education IV will continue to enable students to understand the components of health-related fitness, motor skills, flexibility, endurance, strength, coordination, and a plan to support a healthy lifestyle. The knowledge of physical education is an always evolving field and it is important that our students understand the importance of living a healthy and active lifestyle. This course encourages students to develop an individual fitness style with which they feel comfortable. Students will be able to incorporate fitness related technology into their physical fitness routine. In addition, physical fitness testing will continue to take place.

Health IV covers mental and emotional health including forming and maintaining healthy relationships, dating violence, domestic abuse, and healthy conflict resolution. In addition, CPR and First Aid will be reviewed per New Jersey Department of Education Statute.

# Scope and Sequence (PE):

- I. Fitness
- II. Team Sports
- III. Individual Sports
- IV. Cooperative Games

## Scope and Sequence (Health):

- I. Healthy and Safe Relationships
- II. Abusive Relationships
- III. Mental and Emotional Health
- IV. CPR
- V. First Aid

Refer to the attached curriculum map for a detailed outline of course objectives.

## **Curriculum Alignment:**

NJ Student Learning Standards - Comprehensive Health and Physical Education

## Grading Procedures:

0	
Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: Health IV

	Unit 1	Unit 2	Unit 3	Unit 5	Unit 6
Length of Unit	12 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
Торіс	Healthy and Safe Relationships	Abusive Relationships	Mental and Emotional Health	CPR	First Aid
Standards	<ul> <li>2.1.12.E.1 - Predict the short- and long-term consequences of unresolved conflicts.</li> <li>2.1.12.E.2 - Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.</li> <li>2.2.12.A.1 - Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.</li> <li>2.2.12.A.2 - Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.</li> </ul>	2.4.12.A.5 - Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent,_warning signs of dating violence).	<ul> <li>2.1.12.C.3 - Determine the emotional, social, and financial impact of mental illness on the family, community, and state.</li> <li>2.1.12.C.4 - Relate advances in medicine and technology to the diagnosis and treatment of mental illness.</li> </ul>	<b>2.1.12.D.6</b> - Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.	<b>2.1.12.D.6</b> - Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
Content	Dating Relationships Family Relationships Relationships Peer Relationships Relationship with Self Conflict Resolution	Domestic Abuse Self Harm Dating Violence	Self Esteem Stress Mental Illness Diagnosis and Treatment of Mental Illness	In a medical emergency, a victim's life depends on a specific series of actions called the chain of survival The 4 main links include, a call to emergency services, CPR, defribrillation and advanced care "Hands Only" CPR	The first steps in an emergency are to check, call, and care (3 C's) Universal precautions are taken to prevent the spread of disease through blood or other body fluids (Ex: wearing gloves and washing hands immediately after

					providing first aid) Different types of wounds including: abrasions, lacerations, punctures and avulsions
Skills	Identifying and utilizing skills for a healthy relationship	Identifying: • Where to get help • How to get help Prevention of Abuse Overcoming Abuse	Understanding and Managing Stress	Students will be able to identify an unconscious person and be able to properly perform Hands Only CPR until a professional arrives (Push hard and fast in the center of the chest at a pace of 100 beats per minute) Successfully demonstrated by each student.	Students will be able to demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies

# Union County Educational Services Commission Curriculum Mapping Format: Physical Education

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6				
Length of	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks				
Unit										
Торіс	Fitness	Football	Soccer	Floor Hockey	Volleyball	Basketball				
Standards	2.5.12.A.1: Explain and de	monstrate ways to apply n	novement skills from one g	game, sport, dance, or	recreational activity	to another (e.g., striking				
	skills from/to tennis, badn	ninton, ping pong, racquet	ball).							
	2.5.12.A.2: Analyze applic	ation of force and motion	(weight transfer, power, sp	peed, agility, range of r	notion) and modify m	novement to impact				
	performance.									
	2.5.12.A.3: Design and lea	d a rhythmic activity that i	ncludes variations in time,	space, force, flow, and	d relationships (creati	ive, cultural, social, and				
	fitness dance).									
	2.5.12.A.4: Critique a mov	ement skill/performance a	and discuss how each part	can be made more inte	eresting, creative, eff	icient, and effective.				
	2.5.12.B.1: Demonstrate a	and assess tactical understa	anding by using appropriat	e and effective offensi	ve, defensive, and co	operative strategies.				
	2.5.12.B.2: Apply a variety	of mental strategies to im	prove performance.							
	2.5.12.B.3: Analyze factors	s that influence intrinsic ar	nd extrinsic motivation and	l employ techniques to	enhance individual a	and team effectiveness.				
	2.5.12.C.1: Analyze the ro	le, responsibilities, and pre	paration of players, officia	als, trainers, and other	participants and reco	mmend strategies to				
	improve their performance	improve their performance and behavior.								
		hanges to existing games, s	•		•					
		current impact of globaliz	•••	ne development of, pai	rticipation in, and vie	wing of games, sports,				
		dance, and other movement activities, and predict future impact.								
	2.6.12.A.2: Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (FITT and additional									
	training principles)		I	1		Ι				
Skills	Students will know how	Students will know and	Students will know and	Students will know	Students will know	Students will know and				
	and be able to:	be able to:	be able to:	and be able to:	and be able to:	be able to:				
	Know and understand	Perform fundamental	Demonstrate proper	Know and	Perform	Facilitate the learning o				
	the five components of	skills such as catching,	kicking technique and	understand the	fundamental skills	the rules, playing				
	health related physical	passing, running, and	control with a soccer	rules and strategy	such as bumping,	regulations, and				
	fitness.	kicking.	ball in a group setting	to hockey.	setting, serving	boundaries in the sport				
	Develop an individual	Understand and	while keeping the ball	Demonstrate	and blocking.	of basketball.				
	fitness plan.	implement basic	below the waist level-	proper form while	Understand and	Understand the				
	Know how to measure	offensive and	ie. Dribbling.	using a hockey stick	implement basic	different player				
	heart rate and utilize a	defensive strategies,	Demonstrate proper	to stick handle a	offensive and	positions on the court				
	heart rate monitor.	both as a team and as	kicking technique and	puck/ball.	defensive	(ex. point guard,				
	Know how to safely use	individuals.	control with a soccer	Understand the	techniques, both	shooting guard,				
	various exercises that help develop the five	Implement basic offensive and	ball while lofting it into	different positions on the ice and the	as a team and as individuals.	forward). Dribble a basketball				
		attencive and	the air.	I on the ice and the	Lunduviduolo					

 components of health	defensive positions	Demonstrate proper	importance of each	Implement basic	correctly using both
related fitness.	and formations.	short and long passing	one.	offensive and	hands in a stationary
Spot weight training	Implement basic	technique to a partner	Demonstrate	defensive	position as well as while
exercises properly while	scoring principles,	and teammates	proper goaltending	positions on the	moving across the court
working in the weight	rules and understand	Demonstrate proper	skills.	•	with proper head and
<b>v</b>				court.	
room.	the penalties for	trapping technique in	Demonstrate	Implement basic	body position.
Use proper etiquette in	violations of these	order to regain control	proper movement	scoring principles,	Demonstrate the three
the weight room and to	rules.	of the ball.	skills while	rotation	types of passes used in
respect fellow students	Understand the	Demonstrate proper	performing	procedures, rules	basketball (ex. chest,
while participating in	dimensions of the	technique when	different kinds of	and regulations,	bounce, overhead
various fitness activities.	playing field,	heading the ball into	shots.	safety concerns	passes).
	boundaries and other	the goal or to a	Implement basic	and understand	Use proper form
	areas of importance.	teammate.	scoring principles,	the penalties for	shooting from a
	Identify potential risks	Cooperate with each	rules and	violations of these	stationary position.
	and dangers	other and work in a	understand the	rules.	Demonstrate the
	associated with	group setting while	penalties for	Understand the	understanding of the
	physical activity and	learning/practicing	violations of these	dimensions of the	three basic shots in
	describe how to	soccer skills and proper	rules.	playing court,	basketball (lay-up, foul
	minimize these risks.	technique.		boundaries and	shot, jump shot).
	Understand the	Work in modified		other areas of	Demonstrate the proper
	importance of physical	teams while practicing		importance.	defensive stance and
	conditioning and its	soccer skills and proper		Identify potential	position used in a
	relationship to	technique during a		risks and dangers	variety of defenses.
	participation in the	facilitated game.		associated with	Understand the
	sport of football.	Recite the basic rules		physical activity	differences between the
		of a soccer games.		and describe how	different types of
		Demonstrate basic		to minimize these	defenses used in the
		knowledge of a soccer		risks.	game of basketball (ex.
		field dimensions and		Understand the	zones and man to man).
		recognize the following		importance of	Develop the inclusion of
		areas on the field:		, physical	lead up games and
		center circle, center-		conditioning and	activities for the game of
		line, goal line, and		its relationship to	basketball.
		corner arc.		participation in	Develop etiquette,
				the sport of	scoring and
				volleyball.	sportsmanship in a
					regulation game and
					tournament play.
	l				tournament pluy.

Unit	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12			
Length of	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks			
Unit									
Торіс	Badminton	Speedball	Pickleball	Softball/Baseball	Golf	Cooperative Games			
Standards	2.5.12.A.1: Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking								
	skills from/to tennis, bad	minton, ping pong, racqu	etball).						
	2.5.12.A.2: Analyze applie	cation of force and motio	n (weight transfer, power, sp	eed, agility, range of	motion) and modify r	novement to impact			
	performance.								
	2.5.12.A.3: Design and lea	ad a rhythmic activity tha	t includes variations in time,	space, force, flow, an	d relationships (creat	ive, cultural, social, and			
	fitness dance).								
	-	•	e and discuss how each part of		-				
			standing by using appropriate	e and effective offens	ive, defensive, and co	poperative strategies.			
	2.5.12.B.2: Apply a variet		• •						
	-		and extrinsic motivation and						
	-		preparation of players, officia	ls, trainers, and other	participants and reco	ommend strategies to			
	improve their performance and behavior. 2.5.12.C.2: Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.								
			-	-					
			lization and technology on th	e development of, pa	rticipation in, and vie	ewing of games, sports,			
	dance, and other movem	· · ·	•		<b>( (:)</b>				
		ment, and evaluate a fith	ess plan that reflects knowle	uge and application o	r nthess-training prin	cipais. <u>(FITE and additional</u>			
Skills	training principles) Students will know and	Students will know	Students will know and	Students will know	Students will	Students will know and			
JKIIIS	be able to:	and be able to:	be able to:	and be able to:	know and be able	be able to:			
	Demonstrate a basic	Explain the safety	Demonstrate an	Proper throwing	to:	Demonstrate an			
	knowledge of safety	rules of each activity.	understanding of	mechanics.	Explain the rules	understanding of			
	while using equipment	Effectively move	movement concepts and	Proper fielding	and scoring in	movement concepts and			
	on the court.	safely through space	the use of motor skills.	mechanics.	Golf.	the use of motor skills.			
	Demonstrate the basic	while actively	Demonstrate the ability	Proper hitting	Understand	Effectively move safely			
	skills of badminton:	participating. This will	to use effective	mechanics.	common golf	through space while			
	backhand stroke,	benefit their	interpersonal skills.	Cognitive	terminology.	actively participating.			
	forehand stroke, smash,	development of	Develop the	understanding of	Understand cause	Demonstrate responsible			
	and serve.	spatial awareness.	understanding that	situational play.	and effect factors	personal and social			
	Demonstrate the basic	Demonstrate an	challenge, enjoyment,	Understanding the	that influence ball	behavior.			
	knowledge of rules of	understanding of	creativity, and self/social	rules and	flight.	Demonstrate the ability			
	the game and keeping	movement concepts	expression are important,	conventions of	Demonstrate pre-	to use effective			
	score. • Successfully	and the use of motor	life-enhancing	play.	and in-swing	interpersonal skills.			

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	play a game of tennis	skills.	experiences that are		fundamentals of	Demonstrate the ability
	while observing the	Demonstrate the	found in creative		the short and	to use decision making
	rules and etiquette of	ability to use effective	activities.		long game.	skills of appropriate goal
	the court.	interpersonal skills.	Demonstrate an		Demonstrate pre-	setting, risk-taking, and
		To learn and practice	understanding and		and in-swing	problem solving.
		good sportsmanship	respect for themselves,		fundamentals of	Understand that
		and teamwork.	each other, equipment,		putting.	challenge, enjoyment,
		To acquire self	and the rules of the			creativity, self-expression
		discipline, self-control,	game.			and social interaction are
		and self-confidence.	Demonstrate a basic			important, life-enhancing
		Demonstrate an	knowledge of safety			experiences and are
		understanding and	while using equipment on			found in recreational
		respect for	the court.			activities.
		themselves, each	Demonstrate the basic			Demonstrate an
		other, equipment, and	skills of Pickleball.			understanding and
		the rules of the game.	Demonstrate basic			respect for differences.
		Demonstrate proper	knowledge of rules of the			Play hard, Play safe, Play
		technique when	game.			fun.
		converting the ball				
		from the ground to				
		the air.				
		Play safe, play fair,				
		and have fun!				

Mathematics

Title: Algebra l

Timeline: Full Year; 5 Credits

# **Course Description:**

Students taking Algebra I will focus on learning the basics of Algebra while expressing that knowledge both verbally and through written expressions. They will learn the basic operations working with expressions, as well as how to write algebraic expressions with verbal descriptions. Students will also become familiar with linear equations, learning how to create them, graph them and interpret them. Students will graph and solve both equalities and inequalities. Students will be exposed to different classifications of polynomial expressions and basic computation with polynomials.

# Scope and Sequence:

- I. Basic Algebraic Concepts
- II. Solving Equations
- III. Linear Equations
- IV. Solving Inequalities and Absolute Value
- V. Systems of Linear Equations and Inequalities
- VI. Laws of Exponents

Refer to the attached curriculum map for a detailed outline of course objectives.

## **Curriculum Alignment:**

New Jersey Student Learning Standards - Algebra I Standards for Mathematical Content Standards for Mathematical Practice PARCC Evidence Tables - Algebra I

## **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: Algebra I

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Length of Unit	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
Topics	Basic Algebraic Concepts	Solving Equations	Linear Equations	Solving Inequalities and Absolute Value	Systems of Linear Equations and Inequalities	Laws of Exponents
Standards for Mathematical Content	A.ARP.A.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. N.RN.A.1 - Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3) 3 = 5(1/3) 3 to hold, so (51/3) 3 must equal 5. N.RN.A.2 - Rewrite expressions involving	A.CED.A.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. A.CED.A.4 - Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R. A.REI.A.1 - Explain each step in solving a simple equation as following from	<ul> <li>A.CED.A.2- Create</li> <li>equations in two or</li> <li>more variables to</li> <li>represent</li> <li>relationships</li> <li>between quantities;</li> <li>graph equations on</li> <li>coordinate axes with</li> <li>labels and scales.</li> <li>A.REI.D.10 -</li> <li>Understand that the</li> <li>graph of an equation</li> <li>in two variables is the</li> <li>set of all its solutions</li> <li>plotted in the</li> <li>coordinate plane,</li> <li>often forming a curve</li> <li>(which could be a</li> <li>line).</li> <li>A.REI.D.12 - Graph</li> <li>the solutions to a</li> <li>linear inequality in</li> <li>two variables as a</li> <li>half plane (excluding</li> <li>the boundary in the</li> <li>case of a strict</li> <li>inequality), and graph</li> <li>the solution set to a</li> <li>system of linear</li> </ul>	A.REI.D.10 - Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	A.CED.A.3 - Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. A.REI.C.5 - Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. A.REI.C.6 - Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing	<b>A.SSE.A.2</b> - Use the structure of an expression to identify ways to rewrite it. For example, see $x4 - y4$ as (x2) 2 - (y2) 2, thus recognizing it as a difference of squares that can be factored as (x2 - y2)(x2 + y2). <b>N.RN.A.1</b> - Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3) 3 = 5(1/3) 3 to hold, so (51/3) 3 must equal 5. <b>N.RN.A.2</b> - Rewrite expressions involving

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		irrational, integers,	•	Slope	Inequalities	No solution	Monomials		

	whole and natural numbers Imaginary Numbers Inequalities Absolute Value Order of Operations Exponent Expressions	Formulas Distributive Property Linear Properties	Equation Parallel and Perpendicular Lines Point-Slope Format Slope-Intercept Form Standard Format	Absolute Value	Infinite Solutions Coordinate Plane Elimination method Substitution -Method Graphing Method	Properties
Skills	Adding and Subtracting Real Numbers Multiplying and Dividing Real Numbers Order of Operations (PEMDAS) Simplifying Algebraic Expressions with Real Numbers	Solving Equations by Adding and Subtracting (One- Step) Solving Equations by Multiplying and Dividing (One-Step) Solving Two Step Equations Solving Multi-Step Equations Solving Equations Involving the Distributive Property Solving Equations with Variables on Both Sides Solving for a Variable Solving for a Variable Solving Word Problems Involving Linear Equations Solving Problems Using Formulas Solving Problems Using Literal Equations	Using Intercepts to Graph Linear Equations (standard form) Rate of Change and Definition of Slope Forms of Linear Equations (Standard) Forms of Linear Equations (Slope- Intercept) Form of Linear Equations (Point- Slope) Parallel Lines Perpendicular Lines Writing Linear Equations (given various pieces of information)	Graphing and Writing Inequalities Solving One-Step Inequalities Solving Two-Step Inequalities Solving Multi- Step Inequalities Solving Inequalities with Variables on Both Sides Solving Compound Inequalities Absolute Value Equations Absolute Value Inequalities	Solving a System of Linear Equations (graphically) Solving a System of Linear Equations (substitution) Solving a System of Linear Equations (Elimination Method) Consistent and Inconsistent Systems Independent and Dependent Systems Solving and Graphing a Linear Inequalities with Two Variables Solving a System of Linear Inequalities	Integer Exponents Multiplying Monomials Multiplication Property (Product of Powers Property) Multiplication Property (Power of a Power Property) Multiplication Property (Power of a Product Property) Dividing Monomials Division Property (Quotient of Powers Properties Division Property (Positive Power of a Quotient Property) Division Property (Negative Power of a Quotient Property)

Title: Geometry

Timeline: Full Year; 5 Credits

## **Course Description:**

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations in a coordinate plane and congruence in terms of rigid motions. Students make geometric constructions to assist in the comprehension of geometric concepts. These concepts are also applied to modeling situations. Similarity, special right triangles, right triangles, trigonometric ratios, circles, volume, and surface area of solids are also covered. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. Students will also be introduced to the basics of writing proofs to solve (prove) properties algebra and geometric figures.

## Scope and Sequence:

- I. Geometric Constructions
- II. Geometric Reasoning
- III. Lines Parallel/Perpendicular
- IV. Triangle Basics
- V. Triangle Congruence
- VI. Triangle Properties and Attributes
- VII. Transformational Geometry
- VIII. Properties of Polygons and Quadrilaterals
- IX. Two Dimensional Measurements
- X. Three Dimensional Measurements
- XI. Similarity

Refer to attached curriculum map for a detailed outline of course objectives.

### **Curriculum Alignment:**

New Jersey Student Learning Standards - Geometry Standards for Mathematical Content and Practice

PARCC Evidence Tables - Geometry

## **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: Geometry

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Length of Unit	4 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	4 Weeks
Topics	Geometric Constructions	Geometric Reasoning	Lines	Triangle Basics	Triangle	Triangle Properties
			Parallel/Perpendicular	-	Congruence	and Attributes
Standards for	G.GPE.B.6 - Find the	G.GPE.B.6 - Find the	G.CO.A.1 - Know precise	G.CO.B.6 Use	G.CO.B.8 -	G.CO.C.10 - Prove
Mathematical	point on a directed line	point on a directed	definitions of angle, circle,	geometric	Explain how the	theorems about
Content	segment between two	line segment between	perpendicular line, parallel	descriptions of	criteria for	triangles. Theorems
	given points that	two given points that	line, and line segment,	rigid motions to	triangle	include: measures
	partitions the segment in	partitions the	based on the undefined	transform figures	congruence	of interior angles of
	a given ratio.	segment in a given	notions of point, line,	and to predict the	(ASA, SAS, and	a triangle sum to
	<b>G.GPE.B.7</b> - Use	ratio.	distance along a line, and	effect of a given	SSS) follow from	180°; base angles of
	coordinates to compute	G.GPE.B.7 - Use	distance around a circular	rigid motion on a	the definition of	isosceles triangles
	perimeters of polygons	coordinates to	arc.	given figure; given	congruence in	are congruent; the
	and areas of triangles and	compute perimeters	G.CO.C.9 - Prove theorems	two figures, use	terms of rigid	segment joining
	rectangles, e.g., using the	of polygons and areas	about lines and angles.	the definition of	motions.	midpoints of two
	distance formula.	of triangles and	Theorems include: vertical	congruence in	G.CO.C.10 -	sides of a triangle is
	G.CO.D.12 - Make formal	rectangles, e.g., using	angles are congruent;	terms of rigid	Prove theorems	parallel to the third
	geometric constructions	the distance formula.	when a transversal crosses	motions to decide	about triangles.	side and half the
	with a variety of tools	G.CO.D.12 - Make	parallel lines, alternate	if they are	Theorems	length; the median
	and methods (compass	formal geometric	interior angles are	congruent.	include:	of a triangle meet
	and straightedge, string,	constructions with a	congruent and	G.CO.B.7 -Use the	measures of	at a point.
	reflective devices, paper	variety of tools and	corresponding angles are	definition of	interior angles of	G.SRT.B.4 - Prove
	folding, dynamic	methods (compass	congruent; points on a	congruence in	a triangle sum to	theorems about
	geometric software, etc.).	and straightedge,	perpendicular bisector of a	terms of rigid	180°; base	triangles. Theorems
	Copying a segment;	string, reflective	line segment are exactly	motions to show	angles of	include: a line
	copying an angle;	devices, paper	those equidistant from the	that two triangles	isosceles	parallel to one side
	bisecting a segment;	folding, dynamic	segment's endpoints.	are congruent if	triangles are	of a triangle divides
	bisecting an angle;	geometric software,	G.GPE.B.5 - Prove the slope	and only if	congruent; the	the other two
	constructing	etc.). Copying a	criteria for parallel and	corresponding	segment joining	proportionally, and
	perpendicular lines,	segment; copying an	perpendicular lines and use	pairs of sides and	midpoints of two	conversely; the
	including the	angle; bisecting a	them to solve geometric	corresponding	sides of a	Pythagorean
	perpendicular bisector of	segment; bisecting an	problems (e.g., find the	pairs of angles are	triangle is	Theorem proved
	a line segment; and	angle; constructing	equation of a line parallel	congruent.	parallel to the	using triangle
	constructing a line	perpendicular lines,	or perpendicular to a given	G.CO.B.8 - Explain	third side and	similarity.
	parallel to a given line	including the	line that passes through a	how the criteria	half the length;	<b>G.SRT.B.5</b> - Use

	through a point not on the line.	perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	given point).	for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	the medians of a triangle meet at a point.	congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
Standards for Mathematical Practice		۸ MP.3 Construc	e sense of problems and perse IP.2 Reason abstractly and qua ct viable arguments & critique MP.4 Model with mathen MP.5 Use appropriate tools st MP.6 Attend to precisi MP.7 Look for and make use o k for and express regularity in	antitatively. the reasoning of oth natics. rategically. on. f structure.		
Content	Formulas from Coordinate Geometry (Slope, Midpoint and Distance) (G.GPE.7) Coordinate Plane Slope Distance Formula Midpoint Formula Coordinate/Formula Segment/Angle 1D & 2D Vocabulary: Point, Line, Ray, Segment, Plane, Collinear Angles: Construct, Measure, Name, Classify, Int/Ext Bisecting a Segment/Angle Segment Bisector Angle Bisector Segments/Angles	Proof Theorem Conclusion Conditional Conjecture Converse Inverse hypothesis two-column proof truth value Negation Converse Inverse contrapositive Equivalent statements	Alternate exterior angles Alternate interior angles Corresponding angles Parallel Lines Parallel Planes Skew lines Transversals	Triangle Leg Right Triangle Isosceles Triangle Equilateral Triangle	Leg Hypotenuse Congruent notation Isosceles triangle Equilateral triangle	Indirect proof Indirect reasoning Midsegment Perpendicular Bisectors Angle Bisectors Medians Equidistant Altitude of a triangle

Skills	Finding the Midpoint of a	Finding and Using a	Lines and Angles	Classifying	Proving Triangle	Perpendicular and
Skiis	Segment on a Coordinate	Pattern	Angles Formed by Parallel	Triangles	Congruence	Angle Bisectors
	Plane	Using Inductive	Lines and Transversal	Angle	(SSS, SAS, ASA,	Bisectors of
	Finding the Endpoint of a	Reasoning	Proving Lines Parallel	Relationship in	AAS, HL, and	Triangles
	Segment on a Coordinate	Collecting Information	Perpendicular Lines	Triangles	CPCTC)	Circumcenters and
	Plane	to make a Conjecture	Slopes and Lines	Proving	Isosceles and	Incenters
	Finding the Distance	Making a Prediction	Lines in the Coordinate	e e		Medians and
	between Two Points	-		Congruent	Equilateral	
	Copying a Segment/Angle	Finding a	Plane	Triangles	Triangle	Altitudes of
	Bisecting a Segment/Angle	Counterexample		Triangle	Properties	Triangles
	Measuring and Classifying	Conditional		Congruence (SSS,		The Triangle
	Angles	Statements		SAS, ASA, AAS, HL,		Midsegment
	Naming Points, Lines, and Planes	Identifying the		and CPCTC)		Theorem
	Naming Segments and Rays	Hypothesis and				Inequalities in One
	Measuring Segment Lengths	Conclusion				Triangle
	Using the Segment Addition	Writing a Conditional				Inequalities in Two
	Postulate	Finding and Writing				Triangles
	Comparing Segment	the Truth Value of a				The Pythagorean
	Lengths	Conditional				Theorem
	Using the Midpoint of a	Biconditionals and				Applying Special
	Segment	Definitions				Right Triangles
	Naming Angles	Writing a				
	Measuring and Classifying	biconditional				
	Angles	Identifying the				
	Using Congruent Angles	conditionals in a				
	Using the Angle Addition	biconditional				
	Postulate Identify Angle Pairs	Writing a Definition as				
	Finding Missing Angles	a Biconditional				
	Using an Angle Bisector to	Identifying Good				
	Find Angle Measures	Definitions				
		Counterexample				
		Inductive Reasoning				
		Deductive Reasoning				
		Biconditional				
		Statements				
		Algebraic Proofs				
		/16001010110015				

Unit	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
Length of Unit	6 Weeks	3 Weeks	4 Weeks	4 Weeks	3 Weeks
Topics	Transformational Geometry	Properties of Polygons and Quadrilaterals	Two Dimensional Measurements	Three Dimensional Measurements	Similarity
Standards for Mathematical Content	G.CO.A.4 - Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. G.CO.A.5 - Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	<b>G.CO.A.3</b> - Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. <b>G.CO.C.11</b> - Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	<b>G.MG.A.1</b> - Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). <b>G.MG.A.2</b> - Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	G.GMD.A.1 - Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. G.GMG.A.2 - +) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures. G.GMD.A.3 - Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. G.GMD.B.4 - Identify the shapes of two- dimensional cross- sections of three- dimensional objects, and identify three- dimensional objects generated by rotations of two-dimensional objects.	<ul> <li>G.SRT.A.1 - Verify experimentally the properties of dilations given by a center and a scale factor: <ul> <li>a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.</li> <li>b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.</li> </ul> </li> <li>G.SRT.A.2 - Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</li> <li>G.SRT.A.3 - Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.</li> </ul>

Standards for Mathematical Practice	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments & critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.						
Content	Reflections Translations Rotations Composition of Transformations Symmetry Tessellations Dilations	Properties of Polygons Attributes of Polygons Properties of Parallelograms Conditions of Parallelograms Properties of Special Parallelograms Conditions of Special Parallelograms Properties of Trapezoids Properties of Kites Review of all Polygons and Quadrilaterals	Triangle and Quadrilateral (Area and Perimeter) Circles (Area and Circumference) Area and Perimeter of Composite Figures Area and Perimeter of Regular Polygons (Equilateral Triangle, Square, and Regular Hexagon w/o Right Trigonometry) Area and Perimeter of Coordinate Plane Effect of Changing Dimensions Proportionally	Solid Geometry Representations of Three Dimensional Figures Formulas in Three- Dimensional Space Surface/Lateral Area (Cylinders, Prisms, Cones, Pyramids and Spheres) Volumes (Cylinders, Prisms, Cones, Pyramids, and Spheres) Comparing Surface Areas and Volumes	Ratios and Proportions Ratios in Similar Polygons Triangle Similarity: AS, SSS and SAS. Applying Properties of Similar Triangles Using Proportional Relationships Dilations and Similarity in the Coordinate Plane		
Skills	Writing a rule to describe a translation Reflecting a point across a line Graphing a reflection image Drawing a rotation of an image for a particular degree measure Identifying lines of symmetry, rotational	Prove a quadrilateral is a parallelogram Prove rhombuses, rectangles and squares are equal with If Then statements Find missing angle values of kites and trapezoids	Find area and perimeter of triangles, quadrilaterals, and circles Use the coordinate plane system of find area and perimeter of two-dimensional figures.	Find the surface area and volume of three- dimensional figures Solve word problems involving surface area and volume of various real life figures.	Use ratios and proportions to find missing values of sides and angles		

symmetry and symme	try in		
three-dimensional obj	ects		
Finding a scale factor f	or		
dilations			
Identifying symmetries	s in a		
tessellation			

Title: Algebra II

Timeline: Full Year; 5 Credits

## **Course Description:**

Students taking Algebra 2 will continue to build upon skills learned in Algebra 1. They will review solving linear equations both algebraically and graphically. Students will solve systems of equations and inequalities using different methods. Students working in Algebra 2 will work with functions and relations, demonstrating how they can create them and apply them to real world situations. Students will be exposed to matrices, and basic arithmetic operations associated with them. This course will also work with more advanced topics working with quadratics and polynomials.

## Scope and Sequence:

- I. Linear Functions
- II. Linear Systems
- III. Laws of Exponents
- IV. Polynomials
- V. Factoring
- VI. Quadratic Functions
- VII. Rational Functions
- VIII. Exponential and Logarithmic Functions
- IX. Polynomial Functions
- X. Matrices
- XI. Complex Numbers

Refer to the attached curriculum map for a detailed outline of course objectives.

## **Curriculum Alignment:**

New Jersey Student Learning Standards - Algebra

Standards for Mathematical Content and Practice

PARCC Evidence Tables - Algebra II

## **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: Algebra II

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Length of	3 Weeks	3 Weeks	4 Weeks	4 Weeks	3 Weeks	3 Weeks
Unit						
Topics	Linear Functions	Linear Systems	Laws of Exponents	Polynomials	Factoring	Quadradic Functions
Standards for	A-CED.A.2 - Create	A-CED.A.3 -	N-RN.A.1 - Explain	A-SSE.A.1 -	A-SSE.A.1 - Interpret	F-IF.B.4 - For a function
Mathematical	equations in two or	Represent	how the definition of	Interpret	expressions that	that models a
Content	more variables to	constraints by	the meaning of	expressions that	represent a quantity	relationship between two
	represent	equations or	rational exponents	represent a	in terms of its	quantities, interpret key
	relationships between	inequalities, and	follows from extending	quantity in terms of	context.	features of graphs and
	quantities; graph	by systems of	the properties of	its context.	a. Interpret	tables in terms of the
	equations on	equations and/or	integer exponents to	a. Interpret	parts of an	quantities, and sketch
	coordinate axes with	inequalities, and	those values, allowing	parts of an	expression,	graphs showing key
	labels and scales.	interpret solutions	for a notation for	expression,	such as	features given a verbal
	A-REI.B.3 - Solve linear	as viable or	radicals in terms of	such as	terms,	description of the
	equations and	nonviable options	rational exponents.	terms,	factors, and	relationship. Key features
	inequalities in one	in a modeling	For example, we	factors, and	coefficients.	include: intercepts;
	variable, including	context. For	define 51/3 to be the	coefficients.	b. Interpret	intervals where the
	equations with	example,	cube root of 5 because	b. Interpret	complicated	function is increasing,
	coefficients	represent	we want (51/3) 3 =	complicated	expressions	decreasing, positive, or
	represented by letters.	inequalities	5(1/3) 3 to hold, so	expressions	by viewing	negative; relative
	F-IF.B.6 - Calculate	describing	(51/3) 3 must equal 5.	by viewing	one or more	maximums and
	and interpret the	nutritional and	N-RN.A.2 - Rewrite	one or	of their parts	minimums; symmetries;
	average rate of change	cost constraints	expressions involving	more of	as a single	end behavior; and
	of a function	on combinations	radicals and rational	their parts	entity. For	periodicity.
	(presented	of different foods.	exponents using the	as a single	example,	F-IF.C.7 - Graph functions
	symbolically or as a	A-REI.D.11 -	properties of	entity. For	interpret	expressed symbolically
	table) over a specified	Explain why the x-	exponents.	example,	P(1+r) n as	and show key features of
	interval. Estimate the	coordinates of the	F-IF.C.8 – Write a	interpret	the product	the graph, by hand in
	rate of change from a	points where the	function defined by	P(1+r) n as	of P and a	simple cases and using
	graph.	graphs of the	an expression in	the product	factor not	technology for more
	F-IF.C.7 - Graph	equations $y = f(x)$	different but	of P and a	depending	complicated cases.
	functions expressed	and $y = g(x)$		factor not	on P	a. Graph linear
	symbolically and show	intersect are the	equivalent forms to	depending	A-SSE.A.2 - Use the	and quadratic
	key features of the	solutions of the	reveal and explain	on P	structure of an	functions and
	graph, by hand in	equation f(x) =	different properties	A-SSE.A.2 - Use the	expression to	show intercepts,

simple cases and us	ing g(x); find the	of the function.	structure of an	identify ways to	maxima, and
technology for mor		b. Use the	expression to	rewrite it. For	minima.
complicated cases.	approximately,	properties of	identify ways to	example, see x4 – y4	c. Graph
a. Graph lin		exponents to	rewrite it. For	as (x2) 2 – (y2) 2,	polynomial
and quadra		interpret	example, see x4 –	thus recognizing it as	functions,
functions a	0,	expressions	y4 as (x2) 2 – (y2) 2	a difference of	identifying zeros
show	functions, make	for	, thus recognizing it	squares that can be	when suitable
intercepts,	tables of values,	exponential	as a difference of	factored as (x2 – y2	factorizations are
maxima, an	,	functions. For	squares that can be	)(x2 + y2 ).	available, and
minima.	approximations.	example,	factored as $(x^2 - y^2)$	, , , <u>, , , , , , , , , , , , , , , , </u>	showing end
b. Graph	Include cases	identify	)(x2 + y2 ).		behavior.
square root		percent rate of	A-APR.A.1 -		d. (+) Graph
cube root, a		change in	Understand that		rational
piecewise-	polynomial,	functions such	polynomials form a		functions,
defined	rational, absolute	as y = (1.02)t,	system analogous		identifying zeros
functions,	value,	y = (0.97)t, $y = (0.97)t$	to the integers,		and asymptotes
including st	-	(1.01)12t, y =	namely, they are		when suitable
functions a		(1.2)t/10, and	closed under the		factorizations are
absolute va	J. J	classify them	operations of		available, and
functions.		as	addition,		showing end
c. Graph		representing	subtraction, and		behavior.
polynomial		exponential	multiplication; add,		F-IF.C.8 - Write a function
functions,		growth or	subtract, and		defined by an expression
identifying		decay	multiply		in different but
zeros when		accay	polynomials.		equivalent forms to
suitable					reveal and explain
factorizatio	ns				different properties of
are availabl	e,				the function.
and showin					a. Use the
end behavi	•				process of
d. (+) Grapł	1				, factoring and
rational					completing the
functions,					square in a
identifying					quadratic
zeros and					function to show
asymptotes					zeros, extreme
when suita	ble				values, and
factorizatio	ns				symmetry of the

are availabl	e,	graph, and
and showin	g	interpret these in
end behavio	or.	terms of a
e. Graph		context.
exponentia	I	A-REI.B.4 - Solve
and		quadratic equations in
logarithmic		one variable.
functions,		a. Use the
showing		method of
intercepts a	and	completing the
end behavio		square to
and		transform any
trigonomet	ric	, quadratic
functions,		equation in x into
showing		an equation of
period,		the form (x – p) 2
midline, and	d	= q that has the
amplitude.		same solutions.
		Derive the
		quadratic
		formula from this
		form.
		b. Solve quadratic
		equations by
		inspection (e.g.,
		for $x^2 = 49$ ),
		taking square
		roots, completing
		the square, the
		quadratic
		formula and
		factoring, as
		appropriate to
		the initial form of
		the equation.
		Recognize when
		the quadratic
		formula gives
		iorinua gives

Standards for Mathematical       MP.1 Make sense of problems and persevere in solving them.         Mathematical       MP.2 Reason abstractly and quantitatively.         Practice       MP.3 Construct viable arguments. MP.4 Dodd with mathematics. MP.5 Use appropriate tools strategically.							complex solutions and
Standards for       MP.1 Make sense of problems and persevere in solving them.         Mathematical       MP.2 Reason abstractly and quantitatively.         Practice       MP.1 Make sense of problems and persevere in solving them.         MALE Standards for       MP.1 Make sense of problems and persevere in solving them.         Mathematical       MP.2 Reason abstractly and quantitatively.         Practice       MP.4 Model with mathematics.         MP.4 Model with mathematics.       MP.4 Model with mathematics.							write them as a ±
Standards for       MP.1 Make sense of problems and persevere in solving them.         Mathematical       MP.2 Reason abstractly and quantitatively.         Practice       MP.3 Construct viable arguments & critique the reasoning of others.         MP.5 Use appropriate tools strategically.							
Standards for       MP-1 Make sense of problems and persevere in solving them.         Mathematical       MP-2 Reason abstractly and quantitatively.         Practice       MP-3 Construct viable arguments & critique the reasoning of others.         MP-5 Use appropriate tools strategically.							numbers a and b.
Standards for       MP.1 Make sense of problems and persevere in solving them.         Mathematical       MP.2 Reason abstractly and quantitatively.         Practice       MP.3 Construct viable arguments & critique the reasoning of others.         MP.4 Model with mathematics.       MP.4 Model with mathematics.         MP.5 Use appropriate tools strategically.       MP.5 Use appropriate tools strategically.							
Standards for       MP.1 Make sense of problems and persevere in solving them.         Mathematical       MP.2 Reason abstractly and quantitatively.         Practice       MP.5 Use appropriate tools strategically.							
Standards for       MP.1 Make sense of problems and persevere in solving them.         Mathematical       MP.2 Reason abstractly and quantitatively.         Practice       MP.4 Model with mathematics.         MP.5 Use appropriate tools strategically.							form of an expression to
Standards for       MP.1 Make sense of problems and persevere in solving them.         Standards for       MP.1 Make sense of problems and persevere in solving them.         Mathematical       MP.2 Reason abstractly and quantitatively.         Practice       MP.3 Construct viable arguments & critique the reasoning of others.         MP.4 Model with mathematics.       MP.4 Model with mathematics.         MP.5 Use appropriate tools strategically.							
Standards for       MP.1 Make sense of problems and persevere in solving them.         Standards for       MP.2 Construct viable arguments & critique the reasoning of others.         MP.5 Use appropriate tools strategically.							properties of the quantity
Standards for       MP.1 Make sense of problems and persevere in solving them.         Mathematical       MP.2 Reason abstractly and quantitatively.         Practice       MP.3 Construct viable arguments & critique the reasoning of others.         MP.5 Use appropriate tools strategically.							
Standards for       MP.1 Make sense of problems and persevere in solving them.         Mathematical       MP.2 Reason abstractly and quantitatively.         Practice       MP.3 Construct viable arguments & critique the reasoning of others.         MP.5 Use appropriate tools strategically.							•
Standards for       MP.1 Make sense of problems and persevere in solving them.         Mathematical       MP.2 Reason abstractly and quantitatively.         Practice       MP.3 Construct viable arguments & critique the reasoning of others.         MP.4 Model with mathematics.       MP.5 Use appropriate tools strategically.							
Standards for       MP.1 Make sense of problems and persevere in solving them.         Mathematical       MP.2 Reason abstractly and quantitatively.         Practice       MP.3 Construct viable arguments & critique the reasoning of others.         MP.4 Model with mathematics.       MP.5 Use appropriate tools strategically.							•
Standards for       MP.1 Make sense of problems and persevere in solving them.         Mathematical       MP.2 Reason abstractly and quantitatively.         Practice       MP.3 Construct viable arguments & critique the reasoning of others.         MP.5 Use appropriate tools strategically.							
Standards for Mathematical Practice       MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments & critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically.       defines.							
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MP.4 Model with mathematics. MP.5 Use appropriate tools strategically.	Practice		MP.3 C				
MP.6 Attend to precision		MP.5 Use appropriate tools strategically.					
		MP.6 Attend to precision.					
MP.7 Look for and make use of structure.							
MP.8 Look for and express regularity in repeated reasoning.			M	P.8 Look for and express re	egularity in repeated re	easoning.	1
Content Rate of Change One solution, No Properties of Standard Form Standard Form Quadratic equations	Content	Rate of Change	One solution, No	Properties of	Standard Form	Standard Form	Quadratic equations with
		_	-		Factoring		both real and complex

	Intercept Form Vertical and Horizontal Lines Writing Equations of Lines Point Slope Form Slope Intercept Form Standard Form Parallel Lines Perpendicular Lines	Many Solutions. Substitution Method Graphing Method Elimination Method	Scientific Notation Exponential Functions Exponential Growth Exponential Decay Division Property (Quotient of Powers Property) Division Property (Positive Power of a Quotient Property) Division Property (Negative Power of a Quotient Property)	Greatest Common Factor (GCF) Monomial Binomial Trinomial Polynomial Difference of Squares Perfect Square Trinomial	Greatest Common Factor (GCF) Monomial Binomial Trinomial Polynomial Difference of Squares Perfect Square Trinomial	solutions. Quadratics can model real world problems. Key features of quadratic functions Intercepts Intervals of increasing or decreasing Relative maximums and Minimums Role of Symmetry Factoring quadratics The Quadratic Formula Completing the Square Role technology plays
Skills	Solving Linear equations and Inequalities Graphing Linear Functions Writing Linear Functions Linear Inequalities in two variables	Solving Systems of Equations by Graphing Solving Systems of Equations by Substitution Solving Systems of Equations by Elimination Solving System of Linear Inequalities Linear Equations in Three Dimensions	Integer Exponents Multiplying Monomials Dividing Monomials	Classifying Polynomials Addition and Subtraction of Polynomials Multiplication of Polynomials by a Monomial Division of Polynomials by a Monomial Multiplication of Binomials Multiplication of Polynomials	Factoring using Common Factors Factoring Quadratic Trinomials Factoring – Difference of two squares	Graphing Quadratic Functions Solving Quadratic Functions by Graphing Solving Quadratic Functions by the Square Root Method Solving Quadratic Functions by Factoring Completing the Square

Unit	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
Length of Unit	3 Weeks	4 Weeks	4 Weeks	3 Weeks	2 Weeks
Topics	Rational Functions	Exponential and Logarithmic Functions	Polynomials	Matrices	Complex
					Numbers
Standards for	N-RN.A.1 - Explain how the	A-REI.D.11 - Explain why the x-	A-APR.A.1 -	N-VM.C.6 - Use matrices	N.CN.A.1 - Know
Mathematical	definition of the meaning	coordinates of the points where the	Understand that	to represent and	there is a
Content	of rational exponents	graphs of the equations y = f(x) and y =	polynomials form a	manipulate data, e.g., to	complex number i
	follows from extending the	g(x) intersect are the solutions of the	system analogous	represent payoffs or	such that i $2 = -1$ ,
	properties of integer	equation f(x) = g(x); find the solutions	to the integers,	incidence relationships in	and every
	exponents to those values,	approximately, e.g., using technology to	namely, they are	a network.	complex number
	allowing for a notation for	graph the functions, make tables of	closed under the	<b>N-VM.C.8</b> - Add,	has the form a +
	radicals in terms of rational	values, or find successive approximations.	operations of	subtract, and multiply	bi with a and b
	exponents. For example,	Include cases where f(x) and/or g(x) are	addition,	matrices of appropriate	real.
	we define 51/3 to be the	linear, polynomial, rational, absolute	subtraction, and	dimensions.	N.CN.A.2 - Use
	cube root of 5 because we	value, exponential, and logarithmic	multiplication; add,	A-REI.D.11 - Explain why	the relation i $2 = -$
	want (51/3) 3 = 5(1/3) 3 to	functions.	subtract, and	the x-coordinates of the	1 and the
	hold, so (51/3) 3 must	F-IF.C.7 - Graph functions expressed	multiply	points where the graphs	commutative,
	equal 5.	symbolically and show key features of the	polynomials.	of the equations y = f(x)	associative, and
	A-APR.D.7 - Understand	graph, by hand in simple cases and using	A-APR.B.2 - Know	and y = g(x) intersect are	distributive
	that rational expressions	technology for more complicated cases.	and apply the	the solutions of the	properties to add,
	form a system analogous to	e. Graph exponential and	Remainder	equation f(x) = g(x); find	subtract, and
	the rational numbers,	logarithmic functions, showing	Theorem: For a	the solutions	multiply complex
	closed under addition,	intercepts and end behavior, and	polynomial p(x) and	approximately, e.g., using	numbers.
	subtraction, multiplication,	trigonometric functions, showing	a number a, the	technology to graph the	
	and division by a nonzero	period, midline, and amplitude.	remainder on	functions, make tables of	
	rational expression; add,	F-BF.A.1 - Write a function that describes	division by x – a is	values, or find successive	
	subtract, multiply, and	a relationship between two quantities	p(a), so p(a) = 0 if	approximations. Include	
	divide rational expressions.	b. Combine standard function	and only if (x – a) is	cases where f(x) and/or	
	A-REI.A.2 - Solve simple	types using arithmetic operations.	a factor of p(x).	g(x) are linear,	
	rational and radical	For example, build a function that	A-APR.B.3 - Identify	polynomial, rational,	
	equations in one variable,	models the temperature of a	zeros of	absolute value,	
	and give examples showing	cooling body by adding a constant	polynomials when	exponential, and	
	how extraneous solutions	function to a decaying	suitable	logarithmic functions.	
	may arise.	exponential, and relate these	factorizations are		
	F-IF.C.7 - Graph functions	functions to the model.	available, and use		
	expressed symbolically and	F-BF.B.4 - Find inverse functions.	the zeros to		

	show key features of the graph, by hand in simple cases and using technology for more complicated cases. b. Graph square	<ul> <li>a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x)</li> </ul>	construct a rough graph of the function defined by the polynomial.		
	root, cube root, and piecewise- defined functions, including step functions and absolute value functions.	<ul> <li>=2 x3 or f(x) = (x+1)/(x-1) for x ≠1.</li> <li>F-LE.A.4 - Understand the inverse relationship between exponents and logarithms. For exponential models, express as a logarithm the solution to abct</li> <li>= d where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.</li> </ul>			
Standards for Mathematical Practice	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments & critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.				
Content	Rational Expressions Operations with Rational Expressions	The formulas for Exponential Growth Exponential Decay Interest Rate Compound Interest Properties of Logarithms Logarithmic Applications PH Scale Bacteria Logarithmic Equations Natural Logarithms Irrational Number "e"	Standard Form Factoring Greatest Common Factor (GCF) Monomial Binomial Trinomial Polynomial Difference of Squares Perfect Square Trinomial	Determinant Dimensions or Order of a Matrix Identity Matrix Inverse Matrix Matrix Scalar Square Matrix Zero Matrix	Simplify the square roots of negative numbers. Add, subtract, and multiply complex numbers. Find the conjugate of a complex number. Divide complex numbers,

					including rationalization of the denominator using the conjugate. Plot complex numbers on a complex plane Demonstrate the absolute value of a complex number
Skills	Simplifying Rational	Exponential Growth and Decay Functions Graphing Exponential Growth and Decay	Classification of Polynomials	Properties of Matrices	Graphing
	Expressions Multiplying Rational	Functions	Operations with	Operations with Matrices (Addition, subtraction,	Complex Numbers
	Expressions	Inverse of relations and functions	Polynomials	scalar multiplication)	Operations with
	Dividing Rational	Logarithmic Functions	Operations with	Operations with Matrices	Complex
	Expressions	Properties of Logarithms (expand and	Polynomials (Long	(multiply 3x3 matrices)	Numbers
	Adding and Subtracting	condense)	Division)	Solving systems of	Evaluate Powers
	Rational Expressions	Solving Exponential and Logarithmic	Factoring	equations using matrices	of i
	Solving Rational Equations	Equations	Polynomials		
	Graphing Rational	The Natural base e	Finding Real Roots		
	Functions		of Polynomial		
	Solving Rational Equations		Equations		

Title: Trigonometry

Timeline: Full Year; 5 Credits

## **Course Description:**

Trigonometry will develop the students' mathematical concepts, improve logical thinking, and help to promote success. The laws of sines and cosines will be studied and applied to real life situations. Students will study relations, functions, trigonometric graphs and their properties and transformations using angular and radian measures. There is an emphasis on solving trigonometric equations and proving trigonometric identities. Students will use graphing calculators in activities that are appropriate to the topics being studied.

## Scope and Sequence:

- I. Trigonometry with Right Triangles
- II. Trigonometry with General Triangles
- III. Circles: Sine, Cosine, and Tangent
- IV. Graphs of Trigonometric Functions
- V. Trigonometric Equations and Identities

## **Curriculum Alignment:**

New Jersey Student Learning Standards - Mathematics Standards for Mathematical Content and Practice

## **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Title: Probability and Statistics

Timeline: Full Year; 5 Credits

### **Course Description:**

This course introduces students to the methods used in the field of applied statistics using mathematical models. Emphasis is given to concepts and techniques for collecting, analyzing, representing data, drawing conclusions, and making predictions. The major focus of this course is to provide students with experience in measures of location and dispersion, correlation, and regression. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs. Students will work with independent and dependent events, random variables, conditional probability, binomial and geometric distributions.

## Scope and Sequence:

- I. Introduction to Statistics
- II. Analyzing Categorical Data
- III. Displaying, Comparing, and Summarizing Quantitative Data
- IV. Modeling Data Distributions
- V. Exploring Bivariate Numerical Data
- VI. Study Design
- VII. Probability
- VIII. Counting, Permutations, and Combinations
- IX. Random Variables
- X. Sampling Distributions
- XI. One-Sample Confidence Intervals and z and t Significance Tests
- XII. Two-Sample Inference for the Difference Between Groups
- XIII. Inference for Categorical Data
- XIV. Advanced Regression

## **Curriculum Alignment:**

New Jersey Student Learning Standards - Mathematics Standards for Mathematical Content and Practice

## **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Title: Consumer Math

Timeline: Full Year; 5 Credits

### **Course Description:**

Students taking Consumer Math will get experience in financial literacy. They will use basic mathematics skills in order to solve everyday problems. Students will experience 'real-world' applications involving mathematics such as: investments, income, expenses, taxes ad needs vs wants. They will also work throughout the year completing various projects such as creating a monthly budget based on an income, balancing a checkbook and how to read and write checks. Students will be able to connect concepts learned in class with outside scenarios, preparing them to be successful and responsible consumers.

#### Scope and Sequence:

- I. Earning Income
- II. Basic Purchases
- III. Checking and Savings Accounts
- IV. Credit
- V. Transportation
- VI. Taxes
- VII. Budgets
- VIII. Investments

## **Curriculum Alignment:**

New Jersey Student Learning Standards - Mathematics Standards for Mathematical Content and Practice

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Title: Math Strategies

Timeline: Full Year; 5 Credits

#### **Course Description:**

This course explores the basic operations of arithmetic, subtraction, multiplication, and division. Students will be introduced to math vocabulary and symbols. Other areas covered will include rounding, estimation, decimals and fractions, numerical ordering, percentages, ratios, proportions, rational and irrational numbers, and the reading, writing, and verbalizing of various numbers. Students will gain a better understanding of numbers and how to use them in practical applications such as measurement and money.

#### Scope and Sequence:

- I. Number sense and numeration (exponents, place values, comparing and ordering numbers)
- II. Addition and Subtraction: whole numbers and decimals including practical applications to money
- III. Multiplication and Division: whole numbers and decimals including practical application to money
- IV. Variables, expressions, equations and adding like terms
- V. Number Theory
- VI. Fractions: adding and subtracting
- VII. Fractions: multiplication and division
- VIII. Geometry and Measurement: exploring the basic figures, classifying triangles, circumference, perimeter, and area
- IX. Ratio, proportions and application to money
- X. Percent and application to money
- XI. Proportions and percent and application to money

#### **Curriculum Alignment:**

New Jersey Student Learning Standards - Mathematics Standards for Mathematical Content and Practice

#### **Grading Procedures:**

0	
Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Science

Title: Environmental Science

Timeline: Full Year; 5 Credits

#### **Course Description:**

The Big Bang Theory; weather; climate change - all heady subjects, all integral to our study of humanity's place in the universe. Environmental science students will explore the Earth's place in the universe and human interaction. Further, they will study the impact on Earth through a unique combination of multimedia and hands-on activities designed to put students' experiences into perspective with regards to the long history of everything around them. By the end of the course, students will have practical knowledge of such varied topics as planetary motion and earthquakes.

#### Scope and Sequence:

- I. Big Bang Theory
- II. Star Life Cycle
- III. Planets
- IV. Moon Phases and Tides
- V. Plate Tectonics
- VI. Earthquakes
- VII. Volcanoes
- VIII. Rock Cycle
- IX. Weather Patterns
- X. Layers of the Atmosphere
- XI. Carbon Cycle
- XII. Water Cycle
- XIII. The Climate
- XIV. Natural Resources

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards/Next Generation Science Standards - Earth and Space Sciences

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: Environmental Science

Unit	Unit 1	Unit 2	Unit 3
Length of Unit	13 Weeks	13 Weeks	13 Weeks
Торіс	Earth's Place in the Universe	Earth's Systems	Earth and Human Activity
Standards	<ul> <li>HS-ESS3-2 - Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.</li> <li>HS-ESS3-3 - Communicate scientific ideas about the way stars, over their life cycle, produce elements.</li> <li>HS-ESS3-4 - Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.</li> <li>HS-ESS3-6 - Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.</li> </ul>	<ul> <li>HS-ESS3-1 - Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.</li> <li>HS-ESS3-5 - Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.</li> </ul>	<ul> <li>HS-ESS3-1 - Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.</li> <li>HS-ESS3-5 - Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.</li> <li>HS-ESS3-6 - Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.</li> </ul>
Content/	Big Bang Theory	Weather Patterns	Types of Natural Resources
Disciplinary Core Ideas	Star Life Cycle Planets	Layers of Atmosphere Carbon Cycle	Managing Natural Resources Human Impacts on Natural Resources
Core lueas	Moon Phases Moon/Tides	Water Cycle	Natural Hazards
	Plate Tectonics	Global Climate Patterns	Global Climate Change
	Earthquakes	Population Impact on Climate	Weather and Climate
	Volcanoes	Natural Resources	
	Natural Resources	Natural Hazards	
	Developing Possible Solutions	Global Climate Change	
	Human Impacts on Earth Systems		
	Weather and Climate		
	Global Climate Change		
Skills/ Science	Constructing Explanations and Designing	Constructing Explanations and Designing	Constructing Explanations and Designing
and Engineering	Solutions	Solutions	Solutions

Practices	Using Mathematical and Computational	Analyzing and Interpreting Data	Using Mathematical and Computational
	Thinking		Thinking
	Engaging in Argument from Evidence		Analyzing and Interpreting Data
Crosscutting	Stability and Change	Stability and Change	Stability and Change
Concepts	Systems and System Models	Cause and Effect	Cause and Effect
			Systems and System Models

Title: Biology

Timeline: Full Year; 5 Credits

## **Course Description:**

Biology is the study of life. What is it? How do you stay alive? Students will learn what it takes to truly be alive through a unique blending of field and lab studies. Young scientists will implement interactive notebooks and digital portfolios to document their observations, predictions, and revelations. Graduates will have practical lab experience and digital dissection training upon the completion of this course.

#### Scope and Sequence:

- I. From Molecules to Organisms: Structures and Processes
- II. Heredity: Inheritance and Variation of Traits
- III. Biological Evolution: Unity and Diversity
- IV. Ecosystems: Interactions, Energy, and Dynamics

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards/Next Generation Science Standards - Life Sciences

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: Biology

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Length of Unit	10 Weeks	10 Weeks	10 Weeks	10 Weeks
Торіс	From Molecules to Organisms:	Heredity: Inheritance and	Biological Evolution: Unity and Diversity	Ecosystems: Interactions,
	Structures and Processes	Variation of Traits		Energy, and Dynamics
Standards	HS-LS1-1 - Construct an	HS-LS3-1 - Ask questions to	HS-LS4-1 - Communicate scientific	HS-LS2-1 - Use mathematical
	explanation based on evidence	clarify relationships about the	information that common ancestry and	and/or computational
	for how the structure of DNA	role of DNA and chromosomes	biological evolution are supported by	representations to support
	determines the structure of	in coding the instructions for	multiple lines of empirical evidence.	explanations of factors that
	proteins which carry out the	characteristic traits passed from	HS-LS4-2 - Construct an explanation	affect carrying capacity of
	essential functions of life	parents to offspring.	based on evidence that the process of	ecosystems at different scales.
	through systems of specialized	HS-LS3-2 - Make and defend a	evolution primarily results from four	HS-LS2-2 - Use mathematical
	cells.	claim based on evidence that	factors: (1) the potential for a species to	representations to support and
	HS-LS1-2 - Develop and use a	inheritable genetic variations	increase in number, (2) the heritable	revise explanations based on
	model to illustrate the	may result from (1) new genetic	genetic variation of individuals in a	evidence about factors affecting
	hierarchical organization of	combinations through meiosis,	species due to mutation and sexual	biodiversity and populations in
	interacting systems that	(2) viable errors occurring	reproduction, (3) competition for	ecosystems of different scales.
	provide specific functions	during replication, and/or (3)	limited resources, and (4) the	HS-LS2-3 - Construct and revise
	within multicellular organisms.	mutations caused by	proliferation of those organisms that	an explanation based on
	HS-LS1-3 - Plan and conduct an	environmental factors.	are better able to survive and reproduce	evidence for the cycling of
	investigation to provide	HS-LS3-3 - Apply concepts of	in the environment.	matter and flow of energy in
	evidence that feedback	statistics and probability to	HS-LS4-3 - Apply concepts of statistics	aerobic and anaerobic
	mechanisms maintain	explain the variation and	and probability to support explanations	conditions.
	homeostasis.	distribution of expressed traits	that organisms with an advantageous	HS-LS2-4 - Use mathematical
	HS-LS1-4 - Use a model to	in a population.	heritable trait tend to increase in	representations to support
	illustrate the role of cellular		proportion to organisms lacking this	claims for the cycling of matter
	division (mitosis) and		trait.	and flow of energy among
	differentiation in producing		HS-LS4-4 - Construct an explanation	organisms in an ecosystem.
	and maintaining complex		based on evidence for how natural	HS-LS2-5 - Develop a model to
	organisms.		selection leads to adaptation of	illustrate the role of
	HS-LS1-5 - Use a model to		populations.	photosynthesis and cellular
	illustrate how photosynthesis		HS-LS4-5 - Evaluate the evidence	respiration in the cycling of
	transforms light energy into		supporting claims that changes in	carbon among the biosphere,
	stored chemical energy.		environmental conditions may result in	atmosphere, hydrosphere, and

Content/	<ul> <li>HS-LS1-6 - Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.</li> <li>HS-LS1-7 - Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.</li> </ul>	Structure and Function	(1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. HS-LS4-6 - Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. Evidence of Common Ancestry and	geosphere. HS-LS2-6 - Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. HS-LS2-7 - Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. HS-LS2-8 - Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce. Interdependent Relationships in
Disciplinary Core Ideas	Growth and Development of Organisms Organization for Matter and Energy Flow in Organisms	Inheritance of Traits Variation of Traits	Diversity Natural Selection Adaptation Biodiversity and Humans Developing Possible Solutions	Ecosystems Ecosystems Dynamics, Functioning, and Resilience Cycles of Matter and Energy Transfer in Ecosystems Energy in Chemical Processes Biodiversity and Humans Developing Possible Solutions Social Interactions and Group Behavior
Skills/ Science and Engineering Principles	Constructing Explanations and Designing Solutions Developing and Using Models Planning and Carrying Out Investigations	Asking Questions and Defining Problems Analyzing and Interpreting Data Engaging in Argument from Evidence	Obtaining, Evaluating, and Communicating Information Constructing Explanations and Designing Solutions Analyzing and Interpreting Data Engaging in Argument from Evidence Using Mathematics and Computational Thinking	Using Mathematics and Computational Thinking Constructing Explanations and Designing Solutions Developing and Using Models Engaging in Argument from Evidence

Crosscutting	Structure and Function	Cause and Effect	Patterns	Scale, Proportion, and Quantity
Concepts	Systems and System Models	Scale, Proportion, and Quantity	Cause and Effect	Energy and Matter
	Stability and Change			Stability and Change
	Energy and Matter			Systems and System Models
				Cause and Effect

Title: Chemistry

Timeline: Full Year; 5 Credits

#### **Course Description:**

This class focuses on the subatomic level and how interactions within this realm produce global change. The students will learn what matter is composed of and its interactions with everything we see, feel, and hear. By delving into the invisible world of chemistry, students will get a glimpse backstage into the wondrous universe. From nuclear energy to periodic table trends, this course will provide an enriching educational experience for all.

#### Scope and Sequence:

- I. Atomic Theory and Structure
- II. The Periodic Table
- III. Nuclear Chemistry
- IV. Bonding and Chemical Formulae
- V. Biochemistry and Chemistry in Society

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards/Next Generation Science Standards - Physical Science

#### Grading Procedures:

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: Chemistry

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Length of	8 Weeks	8 Weeks	8 Weeks	8 Weeks	8 Weeks
Unit					
Торіс	Atomic Theory and	The Periodic Table	Nuclear Chemistry	Bonding and Chemical	Biochemistry and
	Structure			Formulae	Chemistry in Society
Standards	HS-PS1-1 - Use the	HS-PS1-1 - Use the	HS-PS1-1 - Use the	HS-PS1-1 - Use the	HS-ETS1-1 - Analyze a
	periodic table as a model	periodic table as a model	periodic table as a model	periodic table as a model	major global challenge to
	to predict the relative	to predict the relative	to predict the relative	to predict the relative	specify qualitative and
	properties of elements	properties of elements	properties of elements	properties of elements	quantitative criteria and
	based on the patterns of	based on the patterns of	based on the patterns of	based on the patterns of	constraints for solutions
	electrons in the	electrons in the outermost	electrons in the outermost	electrons in the outermost	that account for societal
	outermost energy level	energy level of atoms.	energy level of atoms.	energy level of atoms.	needs and wants.
	of atoms.	HS-PS1-2 - Construct and	HS-PS1-2 - Construct and	HS-PS1-2 - Construct and	HS-ETS1-2 - Design a
	HS-PS1-2 - Construct and	revise an explanation for	revise an explanation for	revise an explanation for	solution to a complex real-
	revise an explanation for	the outcome of a simple	the outcome of a simple	the outcome of a simple	world problem by breaking
	the outcome of a simple	chemical reaction based	chemical reaction based	chemical reaction based	it down into smaller, more
	chemical reaction based	on the outermost electron	on the outermost electron	on the outermost electron	manageable problems that
	on the outermost	states of atoms, trends in	states of atoms, trends in	states of atoms, trends in	can be solved through
	electron states of atoms,	the periodic table, and	the periodic table, and	the periodic table, and	engineering.
	trends in the periodic	knowledge of the patterns	knowledge of the patterns	knowledge of the patterns	HS-ETS1-3 - Evaluate a
	table, and knowledge of	of chemical properties.	of chemical properties.	of chemical properties.	solution to a complex real-
	the patterns of chemical	HS-PS1-3 - Plan and	HS-PS1-3 - Plan and	HS-PS1-4 - Develop a	world problem based on
	properties.	conduct an investigation to	conduct an investigation to	model to illustrate that the	prioritized criteria and
	HS-PS1-3 - Plan and	gather evidence to	gather evidence to	release or absorption of	trade-offs that account for
	conduct an investigation	compare the structure of	compare the structure of	energy from a chemical	a range of constraints,
	to gather evidence to	substances at the bulk	substances at the bulk	reaction system depends	including cost, safety,
	compare the structure of	scale to infer the strength	scale to infer the strength	upon the changes in total	reliability, and aesthetics as
	substances at the bulk	of electrical forces	of electrical forces	bond energy.	well as possible social,
	scale to infer the	between particles.	between particles.	HS-PS1-5 - Apply scientific	cultural, and environmental
	strength of electrical	HS-PS1-4 - Develop a	HS-PS1-4 - Develop a	principles and evidence to	impacts.
	forces between particles.	model to illustrate that the	model to illustrate that the	provide an explanation	
		release or absorption of	release or absorption of	about the effects of	
		energy from a chemical	energy from a chemical	changing the temperature	
		reaction system depends	reaction system depends	or concentration of the	
		upon the changes in total	upon the changes in total	reacting particles on the	

		have de la concerci	have all a warmen i		
		bond energy.	bond energy.	rate at which a reaction	
		HS-PS1-5 - Apply scientific	HS-PS1-5 - Apply scientific	occurs.	
		principles and evidence to	principles and evidence to	HS-PS1-6 - Refine the	
		provide an explanation	provide an explanation	design of a chemical	
		about the effects of	about the effects of	system by specifying a	
		changing the temperature	changing the temperature	change in conditions that	
		or concentration of the	or concentration of the	would produce increased	
		reacting particles on the	reacting particles on the	amounts of products at	
		rate at which a reaction	rate at which a reaction	equilibrium.	
		occurs.	occurs.	HS-PS1-7 - Use	
		HS-PS1-6 - Refine the	HS-PS1-6 - Refine the	mathematical	
		design of a chemical	design of a chemical	representations to support	
		system by specifying a	system by specifying a	the claim that atoms, and	
		change in conditions that	change in conditions that	therefore mass, are	
		would produce increased	would produce increased	conserved during a	
		amounts of products at	amounts of products at	chemical reaction.	
		equilibrium.	equilibrium.		
		<b>HS-PS1-7</b> - Use	<b>HS-PS1-7</b> - Use		
		mathematical	mathematical		
		representations to support	representations to support		
		the claim that atoms, and	the claim that atoms, and		
		therefore mass, are	therefore mass, are		
		conserved during a	conserved during a		
		chemical reaction.	chemical reaction.		
		HS-PS1-8 - Develop models	HS-PS1-8 - Develop models		
		to illustrate the changes in	to illustrate the changes in		
		the composition of the	the composition of the		
		nucleus of the atom and	nucleus of the atom and		
		the energy released during	the energy released during		
		the processes of fission,	the processes of fission,		
		fusion, and radioactive	fusion, and radioactive		
		decay.	decay.		
Content/	Structure and Properties	Structure and Properties of		Structure and Properties of	Defining and Delimiting
Disciplinary	of Matter	Matter	Matter	Matter	Engineering Problems
Core Ideas	Chemical Reactions	Chemical Reactions	Chemical Reactions	Chemical Reactions	Optimizing the Design
	Types of Interactions	Types of Interactions	Types of Interactions	Types of Interactions	Solutions
		Optimizing the Design	Optimizing the Design	Optimizing the Design	Developing Possible

		Nuclear Processes	Nuclear Processes	Nuclear Processes	
Skills/ Science	Developing and Using	Developing and Using	Developing and Using	Developing and Using	Asking Questions and
and	Models	Models	Models	Models	Defining Problems
Engineering	Constructing	Constructing Explanations	Constructing Explanations	Constructing Explanations	Constructing Explanations
Principles	Explanations and	and Designing Solutions	and Designing Solutions	and Designing Solutions	and Designing Solutions
	Designing Solutions	Planning and Carrying Out	Planning and Carrying Out	Planning and Carrying Out	
	Planning and Carrying	Investigations	Investigations	Investigations	
	Out Investigations	Using Mathematical and	Using Mathematical and	Using Mathematical and	
		<b>Computational Thinking</b>	<b>Computational Thinking</b>	Computational Thinking	
Crosscutting	Patterns	Patterns	Patterns	Patterns	
Concepts		Energy and Matter	Energy and Matter	Energy and Matter	
		Stability and Change	Stability and Change	Stability and Change	

Title: Forensics

Timeline: Full Year; 5 Credits

### **Course Description:**

How do you catch a criminal? That is the question that this guiding and scientifically rigorous class attempts to answer. Through new-age techniques and historical precedents, the topic of legality and CSI merge into this cause-and-effect course of intrigue and deceit. From fingerprinting to DNA analysis, students will get a front row seat into the inner workings of our criminal justice system. Moreover, they will learn how the guilty get convicted and the innocent get exonerated in the United States.

#### Scope and Sequence:

- I. Investigation & Evidence Hair, Fiber, DNA, Fingerprints
- II. Death Manner Mechanism Cause / Forensic Anthropology
- III. Forensic Psychology

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards/Next Generation Science Standards - Life Science

#### **Grading Procedures:**

-	
Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: Forensics

Unit	Unit 1	Unit 2	Unit 3
Length of Unit	13 Weeks	13 Weeks	13 Weeks
Topics	Investigation & Evidence	Death Manner Mechanism Cause/ and Forensic Anthropology	Forensic Psychology
Standards	<ul> <li>HS-LS-3-1 - Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.</li> <li>HS-LS3-3 - Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</li> <li>HS-ETS1-2 - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</li> </ul>	<ul> <li>HS-ETS1-2 - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</li> <li>HS-PS2-1 - Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.</li> <li>HS-LS3-2 - Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.</li> </ul>	<ul> <li>HS-ETS1-2 - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</li> <li>HS-PS2-1 - Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.</li> </ul>
Content/ Disciplinary Core Ideas	Observation Skills Crime Scene Eyewitness Accounts Locard's Principle Hair Fiber DNA Fingerprints	Four Manners of Death Stages of Decomposition Autopsy Report Insects and the Determined Time of Death Environmental Factors in Determination of Time of Death Using Bones and Bone Fragments	The Mind of Psychopath What Makes a Serial Killer Mass Murder vs. Serial Killing Gang Mentality and How it Relates to Psychology History of Profiling Modius Opernadi Signature of Serial Killers
Skills/ Science and Engineering Principles	Developing and Using Models Engaging in Argument from Evidence Constructing Explanations and	Constructing Explanations and Designing Solutions Obtaining, Evaluating, and Communicating Information	Analyzing and Interpreting Data Using Mathematics and Computational Thinking Constructing Explanations and

	Designing Solutions	Analyzing and Interpreting Data Asking Questions and Defining Problems Planning and Carrying Out Investigations Engaging in Argument from Evidence	Designing Solutions Engaging in Argument from Evidence Obtaining, Evaluating, and Communicating Information Constructing Explanations and Designing Solutions
Crosscutting Concepts	Cause and Effect Scale, Proportion, and Quantity	Cause and Effect Patterns Stability and Change	Cause and Effect Patterns Stability and Change

Title: Marine Biology

Timeline: Full Year; 5 Credits

#### **Course Description:**

This course is designed for students with an interest in marine biology and oceanography and will provide excellent background for further study of the oceans and the organisms that inhabit it. Major concepts include the study of: the interrelationship of marine and terrestrial environments, the geology of the oceans, marine organisms, and the ecology of coral reefs. Students will learn about the physical structure and chemistry of the ocean, the diversity of ocean life, marine ecology, and the scope and impact of human interactions with the oceans. Laboratory activities reinforce concepts and principles presented. Laboratory activities, including the examination of marine specimens are utilized throughout this course to build upon student knowledge.

#### Scope and Sequence:

- I. Ocean Environment
- II. Marine Organisms
- III. Marine Ecosystems
- IV. Humans and the Seas

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

New Jersey Student Learning Standards/Next Generation Science Standards - Life Science

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: Marine Biology

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Length of Unit	9 Weeks	11 Weeks	11 Weeks	9 Weeks
Topics	Ocean Environment	Marine Organisms	Marine Ecosystems	Humans and the Seas
Standards	<ul> <li>HS-PS1-5 - Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</li> <li>HS-LS1-5 - Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.</li> <li>HS-LS1-7 - Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.</li> <li>HS-LS2-4 - Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.</li> <li>HS-ESS2-4 - Use a model to describe how variations in the flow of energy into and out of Earth's systems result in</li> </ul>	<ul> <li>HS-PS1-4 - Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.</li> <li>HS-LS1-5 - Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.</li> <li>HS-LS 1-6 - Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.</li> <li>HS-LS 3-2 - Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.</li> <li>HS-ESS1-5 - Evaluate evidence of the past and current</li> </ul>	<ul> <li>HS-PS3-4 - Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).</li> <li>HS-LS2-5 - Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.</li> <li>HS-LS2-6 - Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.</li> <li>HS-LS1-2</li> <li>HS-ESS1-2 - Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.</li> <li>HS-ESS2-2 - Analyze geoscience data to</li> </ul>	<ul> <li>HS-PS3-3 - Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.</li> <li>HS-LS 1-2- Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</li> <li>HS-LS3-3 - Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</li> <li>HS-LS2-4 - Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</li> <li>HS-ESS1-2 - Construct an explanation of the Big Bang theory based on</li> </ul>

	changes in climate. HS-ESS2-5 - Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.	movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.	make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. <b>HS-ESS2-3</b> - Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.	astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. <b>HS-ESS3-2</b> - Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost- benefit ratios <b>HS-ESS2-3</b> - Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
Content/ Disciplinary Core Ideas	Science & Marine Biology Fundamentals of Ecology Geology of the Oceans Water Waves and Tides Organization for Matter and Energy Flow in Organisms Cycles of Matter and Energy Transfer in Ecosystems Weather and Climate Earth Materials and Systems The Roles of Water in Earth's Surface Processes Chemical Reactions	Biological Concepts Marine Fish Marine Reptiles Marine Mammals Shark Week Chemical Reactions Structure and Properties of Matter Organization for Matter and Energy Flow in Organisms Variation of Traits The History of Planet Earth	Intertidal Communities Estuaries Coral Reef Communities Continental Shelves & Netic zone Electromagnetic Radiation The Universe and Its Stars Earth Material and Systems Weather and Climate Plate Tectonics and Large-Scale System Interactions Wave Properties Conservation of Energy and Energy Transfer Energy in Chemical Processes Cycles of Matter and Energy Transfer in Ecosystems Ecosystem Dynamics, Functioning, and Resilience	Harvesting the Oceans Oceans in Jeopardy Variation of Traits Evidence of Common Ancestry and Diversity Structure and Function Definitions of Energy Energy and Chemical Processes The Universe and Its Stars Electromagnetic Radiation Natural Resources Developing Possible Solutions Human Impacts on Earth Systems

Skills/ Science and Engineering Principles	Developing and Using Models Using Mathematics and Computational Thinking Planning and Carrying Out Investigations Constructing Explanations and Designing Solutions	Developing and Using Models Constructing Explanations and Designing Solutions Engaging in Argument from Evidence	Constructing Explanations and Designing Solutions Analyzing and Interpreting Data Developing and Using Models Planning and Carrying Out Investigations Engaging in Argument from Evidence	Analyzing and Interpreting Data Obtaining, Evaluating, and Communicating Information Developing and Using Models Constructing Explanations and Designing Solutions Engaging in Argument from Evidence
Crosscutting Concepts	Energy and Matter Cause and Effect Structure and Function Patterns	Energy and Matter Cause and Effect Patterns	Energy and Matter Stability and Change Systems and System Models	Scale, Proportion, and Quantity Systems and System Models Energy and Matter Using Mathematics and Computational Thinking Stability and Change

Social Studies

Title: World History

Timeline: Full Year; 5 Credits

#### **Course Description:**

World History traces the development of civilization from the Neolithic Revolution to the Age of Industrialization. This course includes the study of past civilizations and their influences on modern societies. The purpose of World History is to develop a greater understanding of how geography along with cultural institutions and beliefs shape the evolution of human societies.

## Scope and Sequence:

- I. Geography
- II. Ancient/Classical Civilization
- III. Emergence of the First Global Age
- IV. Age of Revolutions
- V. World Wars
- VI. The Modern World

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

NJ Student Learning Standards - Social Studies 6.2 World History/Global Studies

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: World History

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Length of Unit	4 Weeks	4 Weeks	6 Weeks	6 Weeks
Topics	Geography	Ancient/Classical Civilizations	Emergence of the First Global Age	Renaissance, Reformation, Scientific Revolution, and Enlightenment
Essential Question(s)	How does where I am impact who I am?	What causes conflict?	Who are the winners and losers in globalization?	What causes change?
Big Idea⁵	Human/ Environment Interaction	Culture	Globalization	Birth of Ideas
Standards	6.2.12.B.1.b - Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns. 6.2.12.B.6.a - Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.	<ul> <li>6.2.8.A.3.a - Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</li> <li>6.2.8.A.3.c - Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</li> <li>6.2.8.D.3.d - Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</li> </ul>	<ul> <li>6.2.12.A.1.a - Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</li> <li>6.2.12.C.1.c - Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</li> <li>6.2.12.D.1.a - Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.</li> <li>6.2.12.D.1.b - Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</li> <li>6.2.12.D.1.c - Analyze various</li> </ul>	<ul> <li>6.2.12.A.2.a - Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa</li> <li>6.2.12.A.2.b - Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</li> <li>6.2.12.D.2.a - Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.</li> <li>6.2.12.D.2.b - Determine the factors that led to the</li> </ul>

<sup>&</sup>lt;sup>5</sup> Every unit will focus on the political, social, economic and geographic causes and effects of the topics studied.

			matications for the Atlanticals.	Defermention and the immediate	
			motivations for the Atlantic slave	Reformation and the impact on	
			trade and the impact on Europeans,	European politics.	
			Africans, and Americans.	6.2.12.D.2.d - Analyze the	
			6.2.12.D.1.e - Assess the impact of	impact of new intellectual,	
			economic, political, and social	philosophical, and scientific	
			policies and practices regarding	ideas on how humans viewed	
			African slaves, indigenous peoples,	themselves and how they	
			and Europeans in the Spanish and	viewed their physical and	
			Portuguese colonies.	spiritual worlds.	
			6.2.12.D.1.f - Analyze the political,	6.2.12.D.2.e - Assess the impact	
			cultural, and moral role of Catholic	of the printing press and other	
			and Protestant Christianity in the	technologies developed on the	
			, European colonies.	dissemination of ideas.	
Content	Physical Geography:	Classical civilizations (i.e., Greece,	Abrahamic and Eastern Religions	Enlightenment in Different	
	Landmasses and oceans	Rome, India and China) Cultural	The Crusades	Regions of the World	
	Political Geography:	Exchange and Diffusion	Syrian Civil War	Rise of Power in European	
	Countries, borders, and	World Religions	Slavery Practices	Nations	
	boundaries	C C	Christianity in the European colonies	Causes and Effects of the	
	Cultural Geography: How			Renaissance	
	geography impacts			Causes and Effects of the	
	society and culture			Reformation	
				The Printing Press	
Skills	-Compare present and past	events to evaluate the consequences of	past decisions and to apply lessons learn		
		s through time due to shifting values and			
	and economic landscape.				
	•	geographic representations to show the	spatial patterns of physical and human r	phenomena.	
		ne physical and human characteristics of			
		s from false arguments when interpretin	-		
		-	-		
	-Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. -Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date,				
		value of the sources to guide the selectic			
		÷		manner taking into consider	
	-Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.				
Holocaust /		Origins of slavery and genocide	Transatlantic Slave Trade		
Amistad					
Requirement					
Topic(s)					
i upic(s)					

Unit	Unit 5	Unit 6	Unit 7
Length of Unit	6 Weeks	6 Weeks	6 Weeks
Topics	Age of Revolutions	World Wars	The Modern World
Essential	Does might make right?	Do we have an obligation to humanity	Who are the winners and losers in
Question(s)		beyond our borders?	globalization?
Big Idea <sup>6</sup>	Change	Human Rights	Security and Sustainability
			Idealism and Extremism
Standards	6.2.12.A.3.a - Explain how and why various ideals	6.2.12.A.4.a - Explain the differences	6.2.12.A.5.a - Explain how and why
	(e.g., liberty, popular sovereignty, natural rights,	between socialism, communism, and	differences in ideologies and policies
	democracy, nationalism) became driving forces for	fascism and explain the reasons for their	between the United States and the USSR
	reforms and revolutions, their influence on Latin	spread in Europe and Asia.	resulted in a cold war, the formation of new
	American independence movements, and evaluate	6.2.12.A.4.c - Analyze the motivations,	alliances (e.g., NATO, SEATO, Warsaw Pact),
	their impact on government, society, and	causes, and consequences of the	and periodic military clashes (e.g., Korean
	economic opportunities.	genocides of Armenians, Roma (gypsies),	War, conflicts in the Middle East).
	6.2.12.A.3.b - Relate the responses of various	and Jews, as well as the mass	6.2.12.A.5.b - Analyze the structure and
	governments to pressure for self-government or	exterminations of Ukrainians and	goals of the United Nations and evaluate
	self-determination to subsequent reform or	Chinese.	the organization's ability to solve or mediate
	revolution.	6.2.12.A.4.d - Assess government	international conflicts.
	6.2.12.A.3.c - Analyze the relationship between	responses to incidents of ethnic cleansing	6.2.12.A.5.d - Analyze the causes and
	industrialization and the rise of democratic and	and genocide.	consequences of mass killings (e.g.,
	social reforms, including the expansion of	6.2.12.B.4.a - Determine the geographic	Cambodia, Rwanda, Bosnia-Herzegovina,
	parliamentary government.	impact of World War I by comparing and	Somalia, Sudan), and evaluate the
	6.2.12.A.3.d - Compare and contrast the struggles	contrasting the political boundaries of	responsibilities of the world community in
	for women's suffrage and workers' rights in	the world in 1914 and 1939.	response to such events.
	Europe and North America, and evaluate the	<b>6.2.12.B.4.c</b> - Explain how the	6.2.12.B.5.c - Determine the impact of
	degree to which each movement achieved its	disintegration of the Ottoman empire	migration on the way of life (e.g., social,
	goals.	and the mandate system led to the	economic, and political structures) in
	6.2.12.C.3.b - Analyze interrelationships among	creation of new nations in the Middle	countries of origin and in adopted countries.
	the Industrial Revolution, nationalism, competition	East.	6.2.12.C.5.b - Compare and contrast free
	for global markets, imperialism, and natural	6.2.12.C.4.a - Analyze government	market capitalism, Western European
	resources.	responses to the Great Depression and	democratic socialism, and Soviet
	6.2.12.C.3.c - Compare the characteristics of	their consequences, including the growth	communism.
	capitalism, communism, and socialism to	of fascist, socialist, and communist	6.2.12.D.5.a - Relate the lingering effects of
	determine why each system emerged in different	movements and the effects on capitalist	colonialism to the efforts of Latin American,
	world regions.	economic theory and practice.	African, and Asian nations to build stable

<sup>6</sup> Every unit will focus on the political, social, economic and geographic causes and effects of the topics studied.

6.2.12.C.3.d - Determine how, and the extent to	6.2.12.C.4.c - Assess the short- and long-	economies and national identities.
which, scientific and technological changes,	term demographic, social, economic, and	
transportation, and new forms of energy brought	environmental consequences of the	
about massive social, economic, and cultural	violence and destruction of the two	
changes.	World Wars.	
6.2.12.D.3.b - Explain how industrialization and	6.2.12.D.4.a - Analyze the extent to	
urbanization affected class structure, family life,	which nationalism, industrialization,	
the daily lives of men, women, and children, and	territory disputes, imperialism,	
the environment.	militarism, and alliances led to World	
6.2.12.D.3.d - Analyze the extent to which racism	War I.	
was both a cause and consequence of imperialism,	6.2.12.D.4.b - Analyze the Treaty of	
and evaluate the impact of imperialism from	Versailles and the League of Nations from	
multiple perspectives.	the perspectives of different nations.	
	6.2.12.D.4.d - Analyze the extent to	
	which the legacy of World War I, the	
	global depression, ethnic and ideological	
	conflicts, imperialism, and traditional	
	political or economic rivalries caused	
	World War II.	
	6.2.12.D.4.e - Compare how Allied	
	countries responded to the expansionist	
	actions of Germany and Italy.	
	6.2.12.D.4.g - Analyze the role of racial	
	bias, nationalism, and propaganda in	
	mobilizing civilian populations in support	
	of "total war".	
	6.2.12.D.4.h - Assess the extent to which	
	world war, depression, nationalist	
	ideology, communism, and liberal	
	democratic ideals contributed to the	
	emergence of movements for national	
	self-rule or sovereignty in Africa and Asia.	
	6.2.12.D.4.i - Compare and contrast the	
	actions of individuals as perpetrators,	
	bystanders, and rescuers during events of	
	persecution or genocide, and describe	
	the long-term consequences of genocide	
	for all involved.	

Content	Latin American Independence Movements	The Causes and Effects of:	Cold War
	The Industrial Revolution	World War I	Korean War
	Reforming the Industrial World	World War II	Conflicts in the Middle East
	Women's Suffrage	The Holocaust	United Nations
	Worker's Rights	Government Responses to Genocide and	Modern Day Genocides
	Capitalism, Communism, and Socialism	Ethnic Cleansing	Migration
		Effects of the Disintegration of the	Capitalism, Democratic Socialism, and
		Ottoman Empire	Communism
Holocaust (	<ul> <li>-Analyze how change occurs through time due to shand economic landscape.</li> <li>-Construct various forms of geographic representation -Relate current events to the physical and human cher -Distinguish valid arguments from false arguments were -Evaluate sources for validity and credibility and to cher -Gather relevant information from multiple sources context, and corroborative value of the sources to ge -Demonstrate effective presentation skills by presentation appropriate use of language for task and audience.</li> </ul>	ions to show the spatial patterns of physical haracteristics of places and regions. when interpreting current and historical ever detect propaganda, censorship, and bias. representing a wide range of views (includir guide the selection. hting information in a clear, concise, and wel	and human phenomena. hts. ng historians and experts) while using the date, I-organized manner taking into consider
Holocaust /	Haitian Slave Rebellion	The Holocaust	Rwandan Genocide, Bosnian Genocide,
Amistad		African-American Role in War Effort	Africa's role in the world today
Requirement			
Topic(s)			

Title: United States History I

Timeline: Full Year; 5 Credits

#### **Course Description:**

This course studies the United States from the Age of Exploration through the Civil War. US History I course looks at the very first settlements in America, and the dramatic development of the New World. The course introduces the themes of balance between unity and diversity, the shaping of democracy, the search for opportunity, and the influence of geographical factors through the topics of slavery, revolution, and inalienable human rights.

# Scope and Sequence:

- I. Pre-America
- II. Birth of a Nation
- III. The American Civil War and Reconstruction
- IV. Civil Rights Movement

Refer to the attached curriculum map for a detailed outline of course objectives.

# **Curriculum Alignment:**

NJ Student Learning Standards - Social Studies 6.1 US History: American World

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: United States History I

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Length of Unit	10 Weeks	10 Weeks	10 Weeks	10 Weeks
Topics	Pre-America	Birth of a Nation	The American Civil War and Reconstruction	Civil Rights Movement
Essential Question(s)	What are the costs and benefits of exploration and colonization?	What inspires change? What is rights do all humans deserve?	Who defines a nation's values and priorities?	What is required for change to occur?
Big Idea <sup>1</sup>	A Clash of Cultures causes political, social, economic, and geographic change.	The creation of a system of government is based upon the political, social, economic, and geographic values of its creators.	As regions evolve differently, political, social, economic, and geographic conflicts erupt.	Changes in the rights and experiences of the African American Community have been evolving since the Pre-America Era and are based on the political, social, economic, and geographic state of the country instead of human rights.
Standards	<ul> <li>6.1.12.A.1.a - Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</li> <li>6.1.12.A.1.b - Analyze how gender, property ownership, religion, and legal status affected political rights.</li> <li>6.1.12.B.1.a - Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.</li> <li>6.1.12.C.1.a - Explain how economic ideas and the practices of mercantilism and capitalism</li> </ul>	<ul> <li>6.1.12.A.2.b - Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.</li> <li>6.1.12.A.2.c - Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.</li> <li>6.1.12.A.2.d - Explain how</li> </ul>	<ul> <li>6.1.12.A.3.h - Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.</li> <li>6.1.12.A.3.i - Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.</li> <li>6.1.12.D.3.a - Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</li> <li>6.1.12.D.3.b - Explain how immigration intensified ethnic and cultural conflicts and complicated</li> </ul>	<ul> <li>6.1.12.D.4.d - Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</li> <li>6.1.12.D.5.d - Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</li> <li>6.1.12.A.6.c - Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state</li> </ul>

<sup>1</sup> Every unit will focus on the political, social, economic and geographic causes and effects of the topics studied.

conflicted during this time period.	judicial review made the	the forging of a national identity.	and local governmental policies.
6.1.12.C.1.b - Determine the extent	Supreme Court an influential	6.1.12.D.3.c - Assess how states'	6.1.12.D.8.b - Assess the impact
to which natural resources, labor	branch of government, and	rights (i.e., Nullification) and	of artists, writers, and musicians
systems (i.e., the use of indentured	assess the continuing impact	sectional interests influenced party	of the 1920s, including the
servants, African slaves, and	of the Supreme Court today.	politics and shaped national	Harlem Renaissance, on
immigrant labor), and	6.1.12.A.2.e - Examine the	policies (i.e., the Missouri	American culture and values.
entrepreneurship contributed to	emergence of early political	Compromise and the Compromise	6.1.12.A.13.b - Analyze the
economic development in the	parties and their views on	of 1850).	effectiveness of national
American colonies.	centralized government and	6.1.12.A.4.a - Analyze the ways in	legislation, policies, and Supreme
6.1.12.D.1.a - Assess the impact of	foreign affairs, and compare	which prevailing attitudes,	Court decisions (i.e., the Civil
the interactions and conflicts	these positions with those of	socioeconomic factors, and	Rights Act, the Voting Rights Act,
between native groups and North	today's political parties.	government actions (i.e., the	the Equal Rights Amendment,
American settlers.	6.1.12.B.2.b - Evaluate the	Fugitive Slave Act and Dred Scott	Title VII, Title IX, Affirmative
	effectiveness of the	Decision) in the North and South	Action, Brown v. Board of
	Northwest Ordinance in	(i.e., Secession) led to the Civil	Education, and Roe v. Wade) in
	resolving disputes over	War.	promoting civil liberties and
	Western lands and the	6.1.12.A.4.b - Analyze how ideas	equal opportunities.
	expansion of slavery.	found in key documents (i.e., the	6.1.12.B.13.a - Determine the
	6.1.12.D.2.a - Analyze	Declaration of Independence, the	factors that led to migration from
	contributions and	Seneca Falls Declaration of	American cities to suburbs in the
	perspectives of African	Sentiments and Resolutions, the	1950s and 1960s, and describe
	Americans, Native	Emancipation Proclamation, and	how this movement impacted
	Americans, and women	the Gettysburg Address)	cities.
	during the American	contributed to demanding equality	6.1.12.C.13.a - Explain how
	Revolution.	for all.	individuals and organizations
	<b>6.1.12.D.2.b</b> - Explain why	<b>6.1.12.A.4.c</b> - Judge the	used economic measures (e.g.,
	American ideals put forth in	effectiveness of the 13th, 14th,	the Montgomery Bus Boycott, sit
	the Constitution (i.e., due	and 15th Amendments in obtaining	downs, etc.) as weapons in the
	process, rule of law, and	citizenship and equality for African	struggle for civil and human
	individual rights) have been	Americans.	rights.
	denied to different groups of	6.1.12.B.4.b - Analyze the impact	6.1.12.D.13.a - Determine the
	people throughout time.	of population shifts and migration	impetus for the Civil Rights
	6.1.12.D.2.d - Analyze	patterns during the Reconstruction	Movement, and explain why
	arguments for new women's	period.	national governmental actions
	roles and rights, and explain	6.1.12.C.4.a - Assess the role that	were needed to ensure civil rights
	why 18th-century society	economics played in enabling the	for African Americans.
	limited women's aspirations.	North and South to wage war.	6.1.12.D.13.b - Compare and
	6.1.12.D.2.e - Determine the	6.1.12.C.4.b - Compare and	contrast the leadership and

		impact of African American	contrast the immediate and long-	ideology of Martin Luther King,
		leaders and institutions in	term effects of the Civil War on the	Jr., and Malcolm X during the Civil
		shaping free Black	economies of the North and South.	Rights Movement, and evaluate
		communities in the North.	<b>6.1.12.D.4.a</b> - Compare and	their legacies.
		<b>6.1.12.A.3.a</b> - Assess the	contrast the roles of African	then regules.
		influence of Manifest	Americans who lived in Union and	
		Destiny on foreign policy	Confederate states during the Civil	
		during different time periods	War.	
		in American history.	<b>6.1.12.D.4.c</b> - Analyze the debate	
		<b>6.1.12.A.3.b</b> - Determine the	about how to reunite the country,	
		extent to which America's	and determine the extent to which	
		foreign policy (i.e., Tripoli	enacted Reconstruction policies	
		pirates, the Louisiana	achieved their goals.	
		Purchase, the War of 1812,	<b>6.1.12.D.4.d</b> - Relate conflicting	
		the Monroe Doctrine, the	_	
		War with Mexico, and Native	political, economic, social, and	
		American removal) was	sectional perspectives on Reconstruction to the resistance of	
			some Southern individuals and	
		influenced by perceived		
		national interest.	states.	
		<b>6.1.12.A.3.e</b> - Judge the	<b>6.1.12.D.4.e</b> - Analyze the impact of the Civil War and the 14th	
		fairness of government		
		treaties, policies, and actions	Amendment on the development	
		that resulted in Native	of the country and on the	
		American migration and	relationship between the national	
		removal.	and state governments.	
Content	Slave Trade	Causes and Effects of the	Causes of the Civil War	WEB DuBois v. Booker T
	European Exploration	Revolution (Political,	Westward Expansion	Washington
	Impact on Native Americans	Economic, Social)	North v. South Geography	Great Migration
	Colonization/Geography of the	Declaration of Independence	Northern v. Southern Economies	Harlem Renaissance
	Colonies	Constitutional Conventions	Debate on Slavery	Jim Crow Laws
		Role of Different Societal	State Rights vs. Federal Control	Causes and Effects of The Civil
		Groups	Life During the Civil War	Rights Movement
		Government (Democratic	Underground Railroad	
		Republic, Bill of Rights, 3	Life on the Battlefield	
		Branches of Government)	Life at Home	
		Lewis and Clark	Emancipation Proclamation	
		Trail of Tears	Results of Civil War/Reconstruction	
			13th, 14th and 15th Amendments	

			Freedmen's Bureau KKK		
Skills	• Compare present and past ev	ents to evaluate the consequenc	es of past decisions and to apply lesso	ons learned.	
	<ul> <li>Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</li> <li>Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.</li> <li>Relate current events to the physical and human characteristics of places and regions.</li> <li>Distinguish valid arguments from false arguments when interpreting current and historical events.</li> <li>Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</li> <li>Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.</li> <li>Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider</li> </ul>				
	appropriate use of language f				
Holocaust /	Trans-Atlantic Slave Trade	African-American role in war	Indian Removal Act,	The Political, Social, Economic	
Amistad	Life of a Slave	effort	Native American Genocide	and Geographic changes in the	
Requirement		3/5 Compromise	Sectionalism	African American Community	
Topic(s)			Jim Crow	from Reconstruction through the	
			Rise of KKK	Civil Rights Movement	
			Amistad Agreement		

Title: United States History II

Timeline: Full Year; 5 Credits

### **Course Description:**

United States History II traces how the U.S. became a modern nation and explores the challenges of modernization and America's place in the world today. Students will examine the impact of global conflicts on the United States in World Wars I & II and the Cold War as well as the human struggle for rights and equality through the Great Immigration at the turn of the 20th century, the impact of manufacturing, the creation of unions, the rise of the women's and civil rights movements. An in-depth investigation of historical events and periods, the fostering of multicultural awareness, the recognition of ethical, civic, and democratic values present in American history, and the development of a historical perspective in relation to contemporary events represent the major aspects of the course.

# Scope and Sequence:

- I. Industrial Revolution and the Progressive Era
- II. Early 1900s
- III. The World at War
- IV. Contemporary US History

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

NJ Student Learning Standards - Social Studies 6.1 US History: American World

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: United States History II

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Length of Unit	10 Weeks	10 Weeks	10 Weeks	10 Weeks
Topics	Industrial Revolution and The Progressive Era	Early 1900s	The World at War	Contemporary US History
Essential	How does technology	How does power impact	What rights do all humans deserve?	Does might make right?
Question(s)	impact society and socio-	political, social, economic, and	Do we have an obligation to humanity	Who are the winners and losers in
	economics?	geographic change?	beyond our borders?	globalization?
Big Idea <sup>1</sup>	The Impact of	Understanding Human	Conflicing Ideologies Effect the Human	Globalization
	Industrialization on Society	Ambition	Experience	
Standards	6.1.12.A.5.a - Assess the	6.1.12.D.6.c - Analyze the	6.1.12.A.11.a - Evaluate the	6.1.12.A.12.a - Analyze ideological
	impact of governmental	successes and failures of efforts	effectiveness of international	differences and other factors that
	efforts to regulate	to expand women's rights,	agreements following World War I	contributed to the Cold War and to
	industrial and financial	including the work of important	(e.g., League of Nations, Treaty of	United States involvement in conflicts
	systems in order to	leaders (i.e., Elizabeth Cady	Versailles, Washington Naval	intended to contain communism,
	provide economic	Stanton, Susan B. Anthony,	Conference, Kellogg- Briand Pact) in	including the Korean War, the Cuban
	stability.	Alice Paul, and Lucy Stone) and	preventing international disputes.	Missile Crisis, and the Vietnam War.
	6.1.12.A.5.b - Analyze the	the eventual ratification of the	6.1.12.A.11.b - Compare and contrast	6.1.12.A.12.b - Examine constitutional
	effectiveness of	19th Amendment.	different perspectives about how the	issues involving war powers, as they
	governmental policies and	6.1.12.A.7.a - Analyze the	United States should respond to	relate to United States military
	of actions by groups and	reasons for the policy of	aggressive policies and actions taken by	intervention in the Korean War, the
	individuals to address	neutrality regarding World War	other nations at this time.	Vietnam War, and other conflicts.
	discrimination against	I, and explain why the United	6.1.12.A.11.c - Determine if American	6.1.12.A.12.c - Explain how the Arab-
	new immigrants, Native	States eventually entered the	policies regarding Japanese internment	Israeli conflict influenced American
	Americans, and African	war.	and actions against other minority	foreign policy.
	Americans.	6.1.12.A.7.b - Evaluate the	groups were a denial of civil rights.	6.1.12.D.12.a - Analyze the impact of
	6.1.12.B.5.b - Assess the	impact of government policies	<b>6.1.12.A.11.d</b> - Analyze the decision to	American governmental policies on
	impact of rapid	designed to promote patriotism	use the atomic bomb and the	independence movements in Africa,
	urbanization on the	and to protect national security	consequences of doing so.	Asia, the Caribbean, and the Middle
	environment and on the	during times of war on	6.1.12.A.11.e - Assess the responses of	East. 6.1.12.D.12.b - Analyze efforts
	quality of life in cities.	individual rights (i.e., the	the United States and other nations to	to eliminate communism, such as
	6.1.12.C.5.a - Analyze the	Espionage Act and the Sedition	the violation of human rights that	McCarthyism, and their impact on
	economic practices of	Amendment).	occurred during the Holocaust and	individual civil liberties.

<sup>1</sup> Every unit will focus on the political, social, economic and geographic causes and effects of the topics studied.

corporations and	<b>6.1.12.A.7.c</b> - Analyze the	other genocides.	<b>6.1.12.D.12.c</b> - Evaluate how the
monopolies regarding the	Treaty of Versailles and the	<b>6.1.12.D.11.d</b> - Compare the varying	development of nuclear weapons by
production and marketing	League of Nations from the	perspectives of victims, survivors,	industrialized countries and
of goods, and determine	perspectives of different	bystanders, rescuers, and perpetrators	developing counties affected
the positive or negative	countries.	during the Holocaust.	international relations.
impact of these practices	6.1.12.C.7.b - Assess the	6.1.12.D.11.e - Explain how World War	6.1.12.D.12.d - Compare and contrast
on individuals and the	immediate and long-term	II and the Holocaust led to the creation	American public support of the
nation and the need for	impact of women and African	of international organizations (i.e., the	government and military during the
government regulations.	Americans entering the work	United Nations) to protect human	Vietnam War with that of other
6.1.12.C.5.b - Compare	force in large numbers during	rights, and describe the subsequent	conflicts.
and contrast economic	World War I.	impact of these organizations.	6.1.12.D.12.e - Analyze the role that
development of the	<b>6.1.12.A.8.a</b> - Relate		media played in bringing information
North, South, and West in	government policies to the		to the American public and shaping
the post-Civil War period.	prosperity of the country during		public attitudes toward the Vietnam
6.1.12.D.5.b - Evaluate	the 1920s, and determine the		War.
how events led to the	impact of these policies on		6.1.12.A.13.b - Analyze the
creation of labor and	business and the consumer.		effectiveness of national legislation,
agricultural organizations	6.1.12.D.8.a - Explain why the		policies, and Supreme Court decisions
that protect the rights of	Great Migration led to		(i.e., the Civil Rights Act, the Voting
workers.	heightened racial tensions,		Rights Act, the Equal Rights
6.1.12.D.5.d - Relate	restrictive laws, a rise in		Amendment, Title VII, Title IX,
varying immigrants'	repressive organizations, and an		Affirmative Action, Brown v. Board of
experiences to gender,	increase in violence.		Education, and Roe v. Wade) in
race, ethnicity, or	6.1.12.D.8.b - Assess the impact		promoting civil liberties and equal
occupation.	of artists, writers, and musicians		opportunities.
6.1.12.A.6.a - Evaluate	of the 1920s, including the		6.1.12.D.15.a - Compare United
the effectiveness of	Harlem Renaissance, on		Nations policies and goals (i.e., the
Progressive reforms in	American culture and values.		International Declaration of Human
preventing unfair	6.1.12.A.9.a - Analyze how the		Rights and the United Nations
business practices and	actions and policies of the		Millennium Development Goals)
political corruption and in	United States government		intended to promote human rights
promoting social justice.	contributed to the Great		and prevent the violation of human
6.1.12.A.6.c - Relate the	Depression.		rights with actions taken by the
creation of African	6.1.12.B.9.a - Determine how		United States.
American advocacy	agricultural practices,		6.1.12.D.15.b - Compare the
organizations (i.e., the	overproduction, and the Dust		perspectives of other nations and the
National Association for	Bowl intensified the worsening		United States regarding United States
the Advancement of	economic situation during the		foreign policy.

	Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies. <b>6.1.12.C.6.a</b> - Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.	Great Depression. <b>6.1.12.D.9.a</b> - Explore the global context of the Great Depression and the reasons for the worldwide economic collapse. <b>6.1.12.D.9.b</b> - Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities. <b>6.1.12.A.10.a</b> - Evaluate the arguments regarding the role of the federal government during the New Deal era. <b>6.1.12.A.10.b</b> - Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.		<ul> <li>6.1.12.D.15.c - Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.</li> <li>6.1.12.D.15.d - Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.</li> </ul>
Content	Mass Production Monopolies and Economic Changes Immigration (3 Great Migrations) Life of Workers in the North v. South Muckrakers Jacob Riis Worker Strikes and Unions Capitalism and Communism Urbanization	World War I (Political Social and Economic Causes and Effects)-Treaty of Versailles-Militarism, Alliances, Imperialism, NationalismTrench WarfareBlack Migration and Harlem RenaissanceWomen's Movement (during war, right to vote)1920s Great Depression Dust Bowl The New Deal	<ul> <li>World War II (Political Social and Economic Causes and Effects) <ul> <li>Isolationism</li> <li>Pearl Harbor</li> <li>Atomic Bomb</li> <li>Homefront</li> <li>Capitalism v. Communism v. Fascism</li> <li>Japanese Internment</li> <li>War Atrocities and Genocide</li> </ul> </li> <li>Holocaust <ul> <li>Growth of Nazism</li> <li>Personal Experiences</li> <li>Nuremberg Laws</li> <li>Concentration camps</li> </ul> </li> </ul>	Cold War • The UN • Competition USA V. USSR • Effect on other nations. • Nuclearization America as the lone superpower • The rise of modern terrorism • 9/11 • America's wars
Skills		nd past events to evaluate the cons	sequences of past decisions and to apply l ng values and beliefs as well as technologi	

	<ul> <li>Relate current even</li> <li>Distinguish valid a</li> <li>Evaluate sources</li> <li>Gather relevant in date, context, and</li> <li>Demonstrate effective</li> </ul>	forms of geographic representations ents to the physical and human chara arguments from false arguments whe for validity and credibility and to deto nformation from multiple sources rep d corroborative value of the sources to	en interpreting current and historical ever ect propaganda, censorship, and bias. presenting a wide range of views (includir	nts. ng historians and experts) while using the		
Holocaust / Amistad	Nat Turner, FredrickAfrican-American role in warThe Holocaust, The Rape of Nanking,Newark Race Riots, MLK, MX, Civil					
Requirement	DouglaseffortAfrican-American role in war effortRights MovementHarlem Renaissance, Race Riots,Black Lives Matter Movement					
Topic(s)		Inequalities (social, financial,				
		etc)				

Title: Economics

Timeline: Full Year; 5 Credits

#### **Course Description:**

This course explores the choices and decisions that people make about how to use the world's limited resources. The goal of this course is to provide students with knowledge that is strongly established in economic principles so that he or she will be able to differentiate between economic models, understand issues related to global and national economics, gain insight into choices that businesses makes, and learn about the importance of managing personal finances and planning for one's financial security.

#### Scope and Sequence:

- I. Economic Ideologies
- II. Business
- III. Personal Economics
- IV. Career Planning

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

NJ Student Learning Standards -Social Studies: 6.1 US History: American in the World 21st Century Life and Careers: 9.2 Career Awareness, Exploration, and Preparation

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: Economics

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Length of	10 Weeks	10 Weeks	10 Weeks	10 Weeks
Unit				
Торіс	Economic Ideologies	Business	Personal Economics	Career Planning
Essential	What responsibilities does a	Who or what decides what you get?	How do you control your	How do you control your
Question	government have to its people?		future?	future?
Big Idea	Capitalism and Communism	Supply and Demand	Financial Planning	Career Planning
Standards	<ul> <li>6.1.12.C.6.a - Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.</li> <li>6.1.12.C.6.b - Determine how supply and demand influence price and output during the Industrial Revolution</li> <li>6.1.12.C.7.a - Determine how technological advancements affected the nature of World War I on land, on water, and in the air.</li> <li>6.1.12.C.7.b - Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.</li> <li>6.1.12.C.8.a - Analyze the push-pull factors that led to the Great Migration.</li> <li>6.1.12.C.8.b - Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</li> </ul>	<ul> <li>9.2.12.C.4 - Analyze how economic conditions and societal changes influence employment trends and future education.</li> <li>9.2.12.C.6 - Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</li> <li>9.2.12.C.7 - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</li> <li>9.2.12.C.8 - Assess the impact of litigation and court decisions on employment laws and practices.</li> </ul>	9.2.12.C.9 - Analyze the correlation between personal and financial behavior and employability.	<ul> <li>9.2.12.C.1 - Review career goals and determine steps necessary for attainment.</li> <li>9.2.12.C.2 - Modify Personalized Student Learning plans to support declared career goals.</li> <li>9.2.12.C.3 - Identify transferable career skills and design alternate career plans.</li> <li>9.2.12.C.5 - Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</li> </ul>

Content	Communism	The Cost of Education	Personal Finances	Career Goals		
	Capitalism	Economic Change	Business Finances	Career Skills		
	Socialism	Supply and Demand	Financial Planning	Career Opportunities		
	Economic Change throughout History	Employment Law	Budgeting			
			Debt			
			Credit			
	<ul> <li>-Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</li> <li>-Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</li> <li>-Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.</li> <li>-Relate current events to the physical and human characteristics of places and regions.</li> <li>-Distinguish valid arguments from false arguments when interpreting current and historical events.</li> <li>-Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</li> <li>-Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.</li> <li>-Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.</li> </ul>					

Title: Sociology

Timeline: Full Year; 5 Credits

# **Course Description:**

This course will introduce students to the study of humankind's most important creation-- the social group. Sociology is based on the concept that everything that we, as humans, do is either directly or indirectly influenced by the society in which we live. In this course, students will examine the various skills and techniques that sociologists employ when studying groups of people. Students will then examine a wide variety of groups and the behaviors that characterize them.

#### Scope and Sequence:

- I. The Sociological Perspective
- II. Socialization and Social Change
- III. Social Structure
- IV. Social Stratification
- V. Sociology of Poverty and Politics

Refer to the attached curriculum map for a detailed outline of course objectives.

# **Curriculum Alignment:**

NJ Student Learning Standards - Social Studies 6.3 Active Citizenship in the 21st Century

# Grading Procedures:

Briocedures		
Do Now	10%	
Participation		20%
Class Assignm	nents	50%
Assessments		20%

# Union County Educational Services Commission Curriculum Mapping Format: Sociology

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	
Length of Unit	8 Weeks	8 Weeks	8 Weeks	8 Weeks	8 Weeks	
Торіс	The Sociological Perspective	Culture	Socialization and Social Structure	Social Stratification	Sociology of Poverty and Politics	
Standards	<b>6.3 Active Citizenship in</b> <b>the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
Essential Question	What is Sociology? How are the origins of Sociology ingrained in the process of the scientific method?	What is the extent of culture's role in our daily lives?	How is society divided into groups, and how do these groups work together for the betterment of society?	Can any society function completely and justly without crime and conflict?	What role does modern politics and government organizations have on poverty?	
Big Idea(s)	Development, structure, and function of society	Culture	Social Structure Socialization	Deviance and Power	Social Mobility/ Social Action	
Skills	<ul> <li>Chronological Thinking:</li> <li>Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</li> <li>Presentation Skills:</li> <li>Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.</li> <li>Critical Thinking:</li> <li>Distinguish valid arguments from false arguments when interpreting current and historical events.</li> </ul>					

Title: 20th Century Civil Liberties

Timeline: Full Year; 5 Credits

# **Course Description:**

This course is designed to be an in-depth study of social injustice, including slavery, genocide, and present-day racism. Students will be examining the immediate and enduring consequences of genocide and hatred, especially how they continue to impact the world we live in today. The course will culminate with a participatory action-research project where students assume a proactive role as citizens in their own communities.

#### Scope and Sequence:

- I. The Environment
- II. Life Under the Jim Crow South/ Life Under Nazi Germany
- III. Women's Rights Movement/ Civil Rights
- IV. Law and Order
- V. Hate Groups
- VI. Modern Day (American) Social Issues

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

NJ Student Learning Standards - Social Studies

- 6.1 U.S. History: America in the World
- 6.2 World History/Global Studies
- 6.3 Active Citizenship in the 21st Century

National Curriculum Standards for Social Studies

#### **Grading Procedures:**

Do Now	15%	
Participation		30%
Attendance		5%
Assessments		50%

# Union County Educational Services Commission Curriculum Mapping Format: 20th Century Civil Liberties

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Length of Unit	4 Weeks	4 Weeks	4 Weeks	4 Weeks	5 Weeks
Торіс	Life under the Jim Crow South/ Life under Nazi Germany	Women's Rights Movement/ Civil Rights	Law and Order	Hate Groups	Modern day (American) Social Issues/ Environmental Racism
Standards	<ul> <li>D2.His.16.9-12 Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</li> <li>D2.Geo.5.9-12 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> <li>D2.Geo.10.9-12 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</li> <li>6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or</li> </ul>	D2.His.16.9-12 Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past. D2.Geo.5.9-12 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. D2.Geo.10.9-12 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use. 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as	<ul> <li>D2.His.16.9-12 Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</li> <li>D2.Geo.5.9-12 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> <li>D2.Geo.10.9-12 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</li> <li>6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such</li> </ul>	D2.His.16.9-12 Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past. D2.Geo.5.9-12 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. D2.Geo.10.9-12 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use. 6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic,	<ul> <li>D2.His.16.9-12 Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</li> <li>D2.Geo.5.9-12 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</li> <li>D2.Geo.10.9-12 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</li> <li>6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible</li> </ul>

	community (e.g., bike helmet, recycling).	bullying, and propose solutions to address such actions.	problems are universal.	territorial, religious, and/or nationalist differences.	solutions.
Big Idea(s)	Students will grasp how interconnected societies are. Students will begin to grasp how ideas do not generate in a bubble.	Student's will begin to understand how everyday people can change one's society.	Student's will begin to grasp what happens when people demand change	Student's will begin to grasp how change can affect a society.	Students will begin to understand how history repeats itself. Students will begin to grasp how one's actual environment affects society
Content	Factors/features that establish a Civilization	Spread of cross-cultural ideas	Social and Economic factors that influence change	Social and Economic factors that cause conflict	Globalization Hate Groups
Skills	Students will learn how to annotate primary documents. Students will learn to connect and synthesize multiple sources of information.	Students will learn how to research primary and secondary sources. Students will learn how to properly cite information.	Students will learn to find quality sources on the internet. Students will learn how to write a research paper.	Students will learn how to create and present a project of their own making. Students will learn how to question the source of information.	Students will learn how to apply previously learned skills to modern day issues. Students will learn how to navigate quality news gathering sources.
<i>Holocaust /</i> Amistad Requirement Topic(s)	Nuremberg Laws	Montgomery Bus Boycott Malcolm X			

Title: 20th Century History

Timeline: Full Year; 5 Credits

### **Course Description:**

Students in Modern World History study the major turning points that shaped the modern world, from the Renaissance through the present, including the cause and course of the World Wars I & II. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world.

#### Scope and Sequence:

- I. Renaissance and Reformation
- II. Age of Exploration
- III. Industrialization and Nationalism
- IV. Imperialism (Asia, Africa, India, Latin America)
- V. WWI & Russian Revolution
- VI. Rise of dictatorships (Nazism and Fascism) & WWII
- VII. Cold War and Postwar Changes
- VIII. Globalization and Current World Issues

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

NJ Student Learning Standards - Social Studies

- 6.2 World History/Global Studies
- 6.3 Active Citizenship in the 21st Century

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: 20<sup>th</sup> Century History

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Length of	3 Weeks	4 Weeks	5 Weeks	6 Weeks
Unit				
Topics	Renaissance and	Age of Exploration	Industrialization and Nationalism	Imperialism (Asia, Africa, India, Latin
·	Reformation			America)
Standards	6.2.12.D.2.a - Determine	6.2.12.B.1.a - Explain major	6.2.12.A.3.c - Analyze the relationship	6.2.12.D.1.d - Explain how the new
	the factors that led to the	changes in world political	between industrialization and the rise of	social stratification created by
	Renaissance, the	boundaries between 1450 and	democratic and social reforms, including	voluntary and coerced interactions
	significance of the	1770, and assess the extent of	the expansion of parliamentary	among Native Americans, Africans, and
	location of the Italian city-	European political and military	government.	Europeans in Spanish colonies laid the
	states as the center of the	control in Africa, Asia, and the	6.2.12.A.3.d - Compare and contrast the	foundation for conflict.
	Renaissance, and the	Americas by the mid-18th	struggles for women's suffrage and	6.2.12.D.1.e - Assess the impact of
	impact on the arts.	century.	workers' rights in Europe and North	economic, political, and social policies
	6.2.12.D.2.b - Determine	<b>6.2.12.C.1.b</b> - Trace the	America, and evaluate the degree to	and practices regarding African slaves,
	the factors that led to the	movement of essential	which each movement achieved its	indigenous peoples, and Europeans in
	Reformation and the	commodities (e.g., sugar, cotton)	goals. 6.2.12.A.3.e - Analyze the motives	the Spanish and Portuguese colonies.
	impact on European	from Asia to Europe to America,	for and methods by which European	6.2.12.D.1.f - Analyze the political,
	politics.	and determine the impact trade	nations, Japan, and the United States	cultural, and moral role of Catholic and
		on the New World's economy	expanded their imperialistic practices in	Protestant Christianity in the European
		and society. 6.2.12.C.1.c - Assess	Africa and Asia during this era, and	colonies.
		the role of mercantilism in	evaluate the impact of these actions on	6.2.12.C.3.e - Compare the impact of
		stimulating European expansion	their relations.	imperialism on economic development
		through trade, conquest, and	<b>6.2.12.C.3.a</b> - Analyze interrelationships	in Africa, Asia, and Latin America
		colonization.	among the "agricultural revolution,"	regarding barriers or opportunities for
		6.2.12.C.1.d - Determine the	population growth, industrialization,	future development and political
		effects of increased global trade	specialization of labor, and patterns of	independence.
		and the importation of gold and	land-holding.	6.2.12.D.3.a - Explain how individuals
		silver from the New World on	6.2.12.C.3.b - Analyze interrelationships	and groups promoted revolutionary
		inflation in Europe, Southwest	among the Industrial Revolution,	actions and brought about change
		Asia, and Africa.	nationalism, competition for global	during this time period. 6.2.12.D.3.b -
		6.2.12.C.1.e - Determine the	markets, imperialism, and natural	Explain how industrialization and
		extent to which various	resources.	urbanization affected class structure,
		technologies, (e.g., printing, the	<b>6.2.12.C.3.c</b> - Compare the	family life, the daily lives of men,
		marine compass, cannonry,	characteristics of capitalism,	women, and children, and the
		Arabic numerals) derived from	communism, and socialism to determine	environment. 6.2.12.D.3.c - Compare

Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest. <b>6.2.12.D.1.a</b> - Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans. <b>6.2.12.D.1.b</b> - Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas. <b>6.2.12.D.1.c</b> - Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans. <b>6.2.12.D.1.d</b> - Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict. <b>6.2.12.D.1.e</b> - Assess the impact of economic, political, and social policies and practices regarding African slaver, indigeneur	why each system emerged in different world regions. <b>6.2.12.C.3.d</b> - Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes. <b>6.2.12.C.3.e</b> - Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence. <b>6.2.12.D.3.a</b> - Explain how individuals and groups promoted revolutionary actions and brought about change during this time period. <b>6.2.12.D.3.b</b> - Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.	and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century. <b>6.2.12.D.3.d</b> - Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives. <b>6.2.12.D.3.e</b> - Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
laid the foundation for conflict. 6.2.12.D.1.e - Assess the impact of economic, political, and social		
political, cultural, and moral role of Catholic and Protestant Christianity in the European		

		colonies.		
Big Idea(s)	The Renaissance influenced modern architecture and works.	Spain and Portugal influence exploration and the modern world.	Industrialization modernized the world.	Throughout history, larger countries have dominated smaller countries for economic gain.
Content	Artists (Michelangelo, Da Vinci, Raphael) Architecture, Shift towards humanism Luther and Protestant Reformation	Explorers Destinations and Expansion Triangular Trade Columbian Exchange (Colonial Latin America)	Industrial Revolution (shift from Agrarian Revolution) Revolutions due to Industrial Revolution	Colonial Rule in Southeast Asia Empire Building in Africa British Rule in India Nation Building in Latin America
Skills	Analysis of primary and secondary sources Picture analysis Critical thinking/ DBQ questions Note taking	Analysis of primary and secondary sources Picture analysis Critical thinking/ DBQ questions Note taking	Analysis of primary and secondary sources Picture analysis Critical thinking/ DBQ questions Note taking	Analysis of primary and secondary sources Picture analysis Critical thinking/ DBQ questions Note taking
Amistad and Holocaust		Transatlantic Slave Trade		

Unit	Unit 5	Unit 6	Unit 7	Unit 8
Length of Unit	6 Weeks	6 Weeks	5 Weeks	5 Weeks
Topics	WWI & Russian Revolution	Rise of Dictatorships (Nazism and Fascism) & WWII	Cold War and Postwar Changes	Globalization and Current World Issues
Standards	<ul> <li>6.2.12.D.4.a - Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</li> <li>6.2.12.D.4.f - Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</li> <li>6.2.12.D.4.g - Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".</li> <li>6.2.12.D.4.h - Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.</li> <li>6.2.12.D.4.i - Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</li> <li>6.2.12.D.4.j - Analyze how the social, economic, and political roles of women were transformed during this</li> </ul>	<ul> <li>6.2.12.D.4.a - Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</li> <li>6.2.12.D.4.f - Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</li> <li>6.2.12.D.4.g - Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war".</li> <li>6.2.12.D.4.h - Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.</li> <li>6.2.12.D.4.i - Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</li> <li>6.2.12.D.4.j - Analyze how the social, economic, and political roles of women were transformed during this</li> </ul>	<ul> <li>6.2.12.A.5.a - Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).</li> <li>6.2.12.B.5.a - Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.</li> <li>6.2.12.B.5.b - Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia</li> </ul>	<ul> <li>6.2.12.A.5.d - Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia- Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.</li> <li>6.2.12.A.6.a - Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</li> <li>6.2.12.A.6.b - Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights. 6.2.12.A.6.c - Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</li> <li>6.2.12.A.6.d - Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</li> </ul>

	time period. <b>6.2.12.D.4.k</b> - Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.	time period. 6.2.12.D.4.k - Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.		
Big Idea(s)	Causes of Conflict	Conflict and Genocide.	Containment of Communism and Spread of Democracy	Globalization, Trade and Human Life (Genocide/ Human Trafficking)
Content	Motives of War (Militarism, Alliances, Imperialism, Nationalism) Outcome of War Slate Set for WWII	Fascism (Mussolini in Italy) Nazism (Hitler in Germany) State of German Affairs that Led to War Holocaust Main Battles (Invasion of Poland, D- day, taking of Berlin)	Communism vs Democracy Berlin Wall Cuban Missile Crisis Arms/ Space Race New Structure of Eastern Europe (satellite states) Steps Democratic States Take to Stop Communism	Urbanization Developing and Developed Countries Human Trafficking Genocides of Rwanda Sudan, Nanking, Armenians, and Native Americans Current Issues Plaguing the United States
Skills	Analysis of primary and secondary sources Picture analysis Critical thinking analysis questions Note taking WWI alliance debate Map analysis	Analysis of primary and secondary sources Picture analysis Critical thinking analysis questions Note taking WWII project (soldier journals) Map analysis	Analysis of primary and secondary sources Picture analysis Critical thinking analysis questions Note taking Comparison of governments	Analysis of primary and secondary sources Picture analysis Critical thinking analysis questions Note taking Current events Globalization project
Amistad and Holocaust	Genocide (Armenian)	Holocaust		Genocide (Africa)

Spanish

Title: Spanish l

Timeline: Full Year; 5 Credits

### **Course Description:**

Spanish I will teach students to communicate in present tense, simple future and simple past tenses in order to express basic needs, opinions and form questions in a real life situation. By the end of the course, students will have a solid understanding that language and culture are intertwined and that communication is not only speech, but also understanding the products of another culture, which in turn will help them understand their own selves as well. At this level, the primary emphasis is on developing listening and speaking skills in Spanish. Students talk about everyday situations using simple questions and short answers at the phrase or sentence level. Cultural awareness of the world where Spanish is spoken is an integral component of the course. Lastly, students will understand that successful communication is knowing how, when and why to convey a message to different audiences.

#### **Course Outline:**

- I. Personal Identity
- II. La vida escolar
- III. La Familia y las celebraciones
- IV. La Familia y la comida
- V. La comida y el restaurante
- VI. La salud y las actividades

Refer to the attached curriculum map for a detailed outline of course objectives.

# **Curriculum Alignment:**

New Jersey Student Learning Standards - World Languages

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: Spanish I

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Length of	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
Unit						
Topic	Personal Identity	La Vida Escolar	La Familia y las	La Familia y la comida	La comida y el	La salud y las
			celebraciones		restaurante	actividades
Standards	7.1.NM.A.1 - Recognize	7.1.NM.A.1 -	7.1.NM.A.1 -	7.1.NM.A.1 - Recognize	7.1.NM.A.1 -	7.1.NM.A.1 -
	familiar spoken or	Recognize familiar	Recognize familiar	familiar spoken or	Recognize familiar	Recognize familiar
	written words and	spoken or written	spoken or written	written words and	spoken or written	spoken or written
	phrases contained in	words and phrases	words and phrases	phrases contained in	words and phrases	words and phrases
	culturally authentic	contained in	contained in	culturally authentic	contained in	contained in
	materials using	culturally authentic	culturally authentic	materials using	culturally authentic	culturally authentic
	electronic information	materials using	materials using	electronic information	materials using	materials using
	and other sources	electronic	electronic	and other sources	electronic	electronic
	related to targeted	information and	information and	related to targeted	information and	information and
	themes.	other sources related	other sources	themes.	other sources related	other sources
	7.1.NM.A.2 -	to targeted themes.	related to targeted	7.1.NM.B.1 - Use digital	to targeted themes.	related to targeted
	Demonstrate	7.1.NH.A.2 -	themes.	tools to exchange basic	7.1.NM.B.1 - Use	themes.
	comprehension of	Demonstrate	7.1.NM.B.2 - Give	information at the word	digital tools to	7.1.NM.B.2 - Give
	simple, oral and written	comprehension of a	and follow simple	and memorized-phrase	exchange basic	and follow simple
	directions, commands,	series of oral and	oral and written	level related to self and	information at the	oral and written
	and requests through	written directions,	directions,	targeted themes.	word and	directions,
	appropriate physical	commands, and	commands, and	<b>7.1.NM.B.2</b> - Give and	memorized-phrase	commands, and
	response.	requests through	requests when	follow simple oral and	level related to self	requests when
	7.1.NH.A.3 - Recognize	appropriate physical	participating in	written directions,	and targeted themes.	participating in age-
	some common gestures	response.	age-appropriate	commands, and	7.1.NM.B.2 - Give	appropriate
	and cultural practices	7.1.NM.B.2 - Give and	classroom and	requests when	and follow simple	classroom and
	associated with target	follow simple oral and	cultural activities.	participating in age-	oral and written	cultural activities.
	culture(s).	written directions,	7.1.NM.C.2 -	appropriate classroom	directions,	<b>7.1.NM.B.4</b> - Ask
	7.1.NH.A.8 - Identify	commands, and	Imitate, recite,	and cultural activities.	commands, and	and respond to
	some unique linguistic	requests when	and/or dramatize	<b>7.1.NM.B.3</b> - Imitate	requests when	simple questions,
	elements in English and	participating in age-	simple poetry,	appropriate gestures	participating in age-	make requests, and
	the target language.	appropriate	rhymes, songs,	and intonation of the	appropriate	express preferences
	7.1.NM.B.2 - Give and	classroom and	and skits.	target	classroom and	using memorized
	follow simple oral and	cultural activities.	<b>7.1.NM.B.4</b> - Ask	culture(s)/language	cultural activities.	words and phrases.
	written directions,	7.1.NM.C.2 - Imitate,	and respond to	during greetings, leave-	7.1.NM.B.3 -Imitate	7.1.NM.C.2 -

	commands, and requests when participating in age- appropriate classroom and cultural activities.	recite, and/or dramatize simple poetry, rhymes, songs, and skits.	simple questions, make requests, and express preferences using memorized words and phrases. <b>7.1.IL.A.8</b> - Compare and contrast unique linguistic elements in English and the target language.	takings, and daily interactions. <b>7.1.NM.C.2</b> - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. <b>7.1.NM.C.2</b> -Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
Essential Questions	What is identify? What is culture?	What are you like? What is identity?	What is the definition of family? What are some of customs and traditions of Spanish speaking countries?	What is the definition of family How does my family help define my identity?	How does food help define my identity?	In what areas do teenagers have control? What factors influence teen choices in a given culture?
Content	Vocabulary "Quien soy yo" Verb TO BE Descriptions (Colors, Physical Characteristics, Adjectives) Numbers 1-50 Calendar (Days of the week, Date, Seasons) Body parts Nationalities Question words Greetings and farewell	School subjects School supplies Activities associated with school Question words Expressions and numbers associated with telling time (i.e. morning, afternoon, evening) The structures necessary to: Express time Ask memorized questions	Unit vocabulary "La familia" Celebrations Subject Pronouns Verbs TO BE Spanish Countries Cultural and intellectual developments Cultural Traditions Societal Beliefs	Express possession State basic family information. Distinguish state of being, feelings Family members Verb ser/estar (to be) Vocabulary for likes and dislikes ( <i>gustar</i> ) Conjugation regular verbs Food basic vocab	Food vocabulary Distinguish food groups based on MyPlate (USDA) Identify cultural similarities and differences about food Verb ser/estar (to be) Verb gustar Conjugation regular verbs	Food and eating habits Body parts Hygiene Healthy lifestyle choices Structures for comparing as appropriate Reflexives Tener Tener ganas de Tener que

Skills	Recognize basic sound distinctions and intonation patterns and their effects on communicating meaning Ask questions and provide responses Describe themselves in Spanish Express the date in Spanish Use expressions of greeting and farewell(oral/written) Respond to simple commands	related to school activities in the present time frame • Answer simple questions related to school activities in the present time frame Cultural products related to school Transportation School Places and professions Ask questions and provide responses Describe how they and others feel Express verbally what they and their friends do Describe themselves and others in Spanish Describe how they and others feel Express and provide responses Recognize basic sound distinctions and intonation patterns and their effects on communicating	Use expressions of likes and dislikes (oral/written) Identify differences and similarities State basic family information Recognize and use common gestures and cultural practices associated with family celebrations Use expressions for descriptions (oral/written) Utilize question words	Express likes, dislikes, emotions, agreement and disagreement Express possession State basic family information Identify main ideas and some details when reading and listening Use expressions of likes and dislikes (oral/written) Identify differences and similarities Recognize and use common gestures and cultural practices	State basic food information Identify main ideas and some details when reading and listening Use expressions of likes and dislikes (oral/written) Identify differences and similarities of food groups Identify how to make healthy food choices Order food and beverages in a restaurant	Identify free time activities Compare their opportunities with those of other students Describe personal habits related to teenage life Make recommendations about positive choices
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			and details when reading and listening	associated with family celebrations Recognize food and its		
			Comprehend	relationship with culture		
			simple, culturally			
			authentic			
			announcements,			
			messages, and			
			advertisements			
			Identify commonly			
			held viewpoints of			
			the cultures, such			
			as those relating to			
			celebrations and			
			traditions			
Suggested	Interpersonnel Mode	Interpersonal Mode	Interpersonal	Interpersonal Mode	Interpersonal Mode	Interpersonal Mode
Activities	1. Work in pairs to	1. Work in pairs to	Mode	1. Work in pairs to	1. Work in pairs to	1. Work in pairs to
	develop and/or	develop and/or	1. Work in pairs	develop and/or	develop and/or	develop and/or
	practice	practice	to develop	practice	practice	practice
	conversations	conversations	and/or	conversations appropriate for a	conversations	conversations
	appropriate for a given situation or	appropriate for a given situation or	practice conversations	given situation or	appropriate for a given situation or	appropriate for a given situation
	theme.	theme.	appropriate for	theme.	theme.	or theme.
	2. Perform a skit or	2. Perform a skit or	a given	2. Perform a skit or	2. Perform a skit or	2. Perform a skit or
	short play for a	short play for a	situation or	short play for a	short play for a	short play for a
	class, the school or	class.	theme.	class.	class.	class.
	the community.	3. Develop	2. Perform a skit	3. Develop	3. Develop	3. Develop
	3. Develop	conversations or	or short play	conversations or	conversations or	conversations or
	conversations or	create stories	for a class.	create stories based	create stories	create stories
	create stories based	based on	3. Develop	on provided visual	based on	based on
	on provided visual	provided visual	conversations	cues.	provided visual	provided visual
	cues.	cues.	or create	4. Discuss activities:	cues.	cues.
	4. Use flash cards or	4. Use flash cards or	stories based	with a partner, talk	4. Discuss activities:	4. Discuss
	board activities to	board activities to	on provided	about activities that	with a partner,	activities: with a
	demonstrate	demonstrate	visual cues.	your family, or	talk about	partner, talk
	comprehension,	comprehension,	4. Discuss holiday	another family, likes	activities that	about activities
	such as Q&A with	such as Q&A with	activities: with	to do and what is a	your family, or	that your family,
	flash cards,	flash cards,	a partner, talk	traditional meal.	another family,	or another

Hangman,	whiteboard drills,	about activities		likes to do and	family, likes to
whiteboard drills,	etc.	that your	Interpretive Mode	what is a	do and what is a
etc.		family, or	1. Complete a cloze	traditional meal.	traditional meal.
	Interpretive Mode	another family,	activity to indicate		
Interpretive Mode	1. Participate in	likes to do in a	reading	Interpretive Mode	Interpretive Mode
1. Participate in	multiple choice,	5. party. ¿Qué le	comprehension.	1. Complete a cloze	1. Complete a
multiple choice,	short-answer,	gusta hacer a	2. <i>"info gap"</i> . Students	activity to	cloze activity to
short-answer,	true/false, and	tu amigo?	read and answer	indicate reading	indicate reading
true/false, and fill-	fill-in-the-blank	¿Qué le gusta	using complete	comprehension.	comprehension.
in-the-blank	activities to	hacer a tu	sentences.	2. <i>"La Receta"</i> .	2. "Actividades en
activities to indicate	indicate listening	maestra?	3. Help students locate	Students read	mi tiempo
listening and/or	and/or reading	indestra:	cognate words on	and answer using	libre". Students
reading	comprehension.	Interpretive Mode	the reading, using	complete	read and answer
comprehension.	2. Complete a cloze	1. Complete a	underlining and a	sentences.	using complete
2. Complete a cloze	activity to	cloze activity	highlighter.	3. Help students	sentences.
activity to indicate	indicate reading	to indicate	4. Work on a	locate cognate	3. Help students
listening and/or	comprehension.	reading	sequencing activity,	words on the	locate cognate
reading	3. Work on a	comprehensio	such as reorganizing	reading, using	words on the
comprehension.	sequencing	n	a story, putting	underlining and a	reading, using
3. Work on a	activity, such as	2. "La abuela".	sentences or	highlighter.	underlining and
sequencing activity,	reorganizing a	Students read	pictures in order,	4. Work on a	a highlighter.
such as reorganizing	story, putting	and answer	creating a	sequencing	4. Work on a
a story, putting	sentences or	using complete	storyboard.	activity, such as	sequencing
sentences or	pictures in order,	sentences.	5. Take dictation.	reorganizing a	activity, such as
pictures in order,	creating a	3. Help students	J. Take dictation.	story, putting	reorganizing a
creating a	storyboard.	locate cognate	Presentational Mode	sentences or	story, putting
storyboard, filling in	4. Take dictation.	words on the	1. Maintain student	pictures in order,	sentences or
the "missing		reading, using	portfolios with	creating a	pictures in
information" to	Presentational Mode	underlining	various writing	storyboard.	order, creating a
indicate listening	1. Maintain student	and a	activities.	5. Take dictation.	storyboard.
and/or reading	portfolios with	highlighter.			5. Take dictation.
comprehension.	various writing	4. Work on a	2. Create a poster with captions that	Presentational Mode	
4. Take dictation.	activities.	sequencing	illustrates	1. Maintain student	Presentational
	2. Create a poster	activity, such	something learned,	portfolios with	Mode
Presentational Mode	with captions that	as reorganizing	such as a food plate.	various writing	
1. Maintain student	illustrates	a story, putting	3. Produce a brochure	activities.	1. Maintain student
portfolios with	something	sentences or	or schedule, using		portfolios with
various writing	learned, such as a	pictures in	technology when	2. Create a poster with captions	
	iedifieu, sucil ds d		technology when	with captions	various writing

3	captions that illustrates something learned, such as a family tree.	3.	family tree. Produce a brochure or schedule, using technology when appropriate.		esentational ode	appropriate.	3.	that illustrates something learned, such as "receta favorita". Produce a brochure or schedule, using technology when appropriate.	2.	activities. Create a poster with captions that illustrates something learned, such as recommendatio ns for a healthy lifestyle. Produce a brochure or schedule, using technology when appropriate.
				3.	as a family tree.					

Title: Spanish II

Timeline: Full Year; 5 Credits

# **Course Description:**

The second year expands the basic listening, speaking, reading and writing skills so that students can begin to create with the language. Students feel more at ease with simple conversations and brief written descriptions on familiar topics. Students also gain a deeper appreciation of, and sensitivity to, diverse cultures and customs of Latin America and Spain. Students will see that (a) Language reflects and is influenced by the culture in which it is found, (b) Cultural perspectives are gained by using the language and through experience with its products and practices, and that (c) Strategies for communication must go beyond vocabulary acquisition and that circumlocution is just as important as word retention in terms of making meaning.

# **Course Outline:**

- I. Personal Identity
- II. La vida escolar
- III. La Familia y las celebraciones
- IV. La Familia y la comida
- V. La comida y el restaurante
- VI. La salud y las actividades

Refer to the attached curriculum map for a detailed outline of course objectives.

# **Curriculum Alignment:**

New Jersey Student Learning Standards - World Languages

# **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

# Union County Educational Services Commission Curriculum Mapping Format: Spanish II

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Length of	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
Unit						
Topic	Personal Identity	La Vida Escolar	La Familia y las	nilia y las La Familia y la comida La comida y el		La salud y las
			celebraciones		restaurante	actividades
Standards	7.1.NH.A.1 - Recognize	7.1.NH.A.1 -	7.1.NH.A.1 -	7.1.NH.A.1 - Recognize	7.1.NH.A.1 -	7.1.NH.A.1 -
	familiar words and	Recognize familiar	Recognize familiar	familiar words and	Recognize familiar	Recognize familiar
	phrases, understand	words and phrases,	words and phrases,	phrases, understand the	words and phrases,	words and phrases,
	the main idea, and	understand the main	understand the main	main idea, and infer the	understand the main	understand the main
	infer the meaning of	idea, and infer the	idea, and infer the	meaning of some highly	idea, and infer the	idea, and infer the
	some highly	meaning of some	meaning of some	contextualized,	meaning of some	meaning of some
	contextualized,	highly	highly	unfamiliar spoken or	highly	highly
	unfamiliar spoken or	contextualized,	contextualized,	written words in	contextualized,	contextualized,
	written words in	unfamiliar spoken or	unfamiliar spoken or	culturally authentic	unfamiliar spoken or	unfamiliar spoken or
	culturally authentic	written words in	written words in	materials using	written words in	written words in
	materials using	culturally authentic	culturally authentic	electronic information	culturally authentic	culturally authentic
	electronic information	materials using	materials using	and other sources	materials using	materials using
	and other sources	electronic	electronic	related to targeted	electronic	electronic
	related to targeted	information and	information and	themes.	information and	information and
	themes.	other sources related	other sources related	7.1.NH.B.3 - Imitate	other sources related	other sources related
	7.1.NH.A.2 -	to targeted themes.	to targeted themes.	appropriate gestures,	to targeted themes.	to targeted themes.
	Demonstrate	7.1.NH.B.3 - Imitate	7.1.NH.B.3 - Imitate	intonation, and	7.1.NM.B.4 - Ask and	7.1.NH.B.3 - Imitate
	comprehension of a	appropriate	appropriate	common idiomatic	respond to simple	appropriate
	series of oral and	gestures, intonation,	gestures, intonation,	expressions of	questions, make	gestures, intonation,
	written directions,	and common	and common	the target	requests, and	and common
	commands, and	idiomatic	idiomatic	culture(s)/language	express preferences	idiomatic
	requests through	expressions of the	expressions of the	during daily	using memorized	expressions of the
	appropriate physical	target	target	interactions.	words and phrases.	target
	response	culture(s)/language	culture(s)/language	<b>7.1.NM.B.4</b> - Ask and	7.1.NH.B.3 - Imitate	culture(s)/language
	7.1.NH.B.3 - Imitate	during daily	during daily	respond to simple	appropriate	during daily
	appropriate gestures,	interactions.	interactions.	questions, make	gestures, intonation,	interactions.
	intonation, and	7.1.NM.B.4 - Ask and	7.1.NM.B.4 - Ask and	requests, and express	and common	7.1.NH.C.3 - Describe
	common idiomatic	respond to simple	respond to simple	preferences using	idiomatic	in writing people and
	expressions of the	questions, make	questions, make	memorized words and	expressions of the	things from the
	target	requests, and	requests, and	phrases.	target	home and school

	culture(s)/language during daily interactions. <b>7.1.NH.C.3</b> - Describe in writing people and things from the home and school environment.	express preferences using memorized words and phrases. <b>7.1.NM.C.2</b> - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. <b>7.1.NH.C.3</b> - Describe in writing people and things from the home and school environment.	express preferences using memorized words and phrases. <b>7.1.NH.C.3</b> - Describe in writing people and things from the home and school environment.	<b>7.1.NH.C.3</b> - Describe in writing people and things from the home and school environment.	culture(s)/language during daily interactions. <b>7.1.NH.C.3</b> - Describe in writing people and things from the home and school environment.	environment.
Essential Questions	What is identify? What is culture?	What are you like? What is identity?	What is the definition of family? What are some of customs and traditions of Spanish speaking countries?	What is the definition of family How does my family help define my identity?	How does food help define my identity?	In what areas do teenagers have control? What factors influence teen choices in a given culture?
Content	Vocabulary "Quien soy yo" verb TO BE descriptions Physical Characteristics Numbers 50-10 Body parts Definite articles Subject pronouns and adjectives Directions Pronouns after prepositions	School subjects Classroom objects and furniture School supplies Activities associated with school Ordinal numbers Question words Numbers for telling time Days of the week Months of the year Expressions associated with telling time (i.e. morning, afternoon, evening) The structures	Unit vocabulary." La familia" Las fiestas Subject Pronouns Verbs TO BE Spanish Countries Possessive adjectives. Celebrations Examines change and continuity by exploring the ways in which family structures changed over time in Europe, China, and the Islamic world.	Express possession State basic family information. Distinguish state of being, feelings Family members Verb ser/estar (to be) Vocabulary for likes and dislikes ( <i>gustar</i> ) Conjugation regular verbs Food basic vocab	Food vocabulary Distinguish food groups based on MyPlate (USDA) Identify cultural similarities and differences about food Verb ser/estar (to be) Verb gustar Conjugation regular verbs	Food and eating habits Body parts Hygiene Healthy lifestyle choices Structures for comparing as appropriate Reflexives Tener Tener ganas de Tener que

	1					
		necessary to:				
		<ul> <li>Express time</li> </ul>				
		• Ask				
		memorized				
		questions				
		related to				
		school				
		activities in				
		the present				
		time frame				
		<ul> <li>Answer</li> </ul>				
		simple				
		questions				
		related to				
		school				
		activities in				
		the present				
		time frame				
		Cultural products				
		related to school				
Skills	Recognize basic sound	Ask questions and	Use expressions of	Express likes, dislikes,	State basic food	Identify free time
	distinctions and	provide responses	likes and dislikes	emotions, agreement	information	activities
	intonation patterns	Describe how they	(oral/written)	and	Identify main ideas	Compare their
	and their effects on	and others feel	Identify differences	disagreement	and some details	opportunities with
	communicating	Express verbally	and similarities	Express	when reading and	those of other
	meaning	what they and their	State basic family	possession	listening	students
	Ask questions and	friends do	information	State basic family	Use expressions of	Describe personal
	provide responses	Describe themselves	Recognize and use	information	likes and dislikes	habits related to
	Describe themselves in	and others in Spanish	common gestures	Identify main ideas and	(oral/written)	teenage life
	Spanish	Describe how they	and	some details when	Identify differences	Make
	Express the date in	and others feel	cultural practices	reading and listening	and similarities of	recommendations
	Spanish	Ask questions and	associated with	Use expressions of likes	food groups	about positive
	Use expressions of	provide responses	family celebrations	and dislikes	Identify how to make	choices
	greeting and	Recognize basic	Use expressions for	(oral/written)	healthy food choices	
	farewell(oral/written)	sound distinctions	descriptions	Identify differences and	Order food and	
	Respond to simple	and intonation	(oral/written)	similarities	beverages in a	
	commands	patterns and their	Utilize question	Recognize and use	restaurant	
		effects on	words			

		communicating	Identify main ideas	common gestures and		
		meaning	and details when	cultural practices		
			reading	associated with family		
			and listening	celebrations		
			Comprehend simple,	Recognize food and its		
			culturally authentic	relationship with		
			announcements,	culture		
			messages, and	Discusses cultural and		
			advertisements	intellectual		
			Identify commonly	developments by		
			held viewpoints of	looking at the ways in		
			the cultures, such as	which families were		
			those relating to	influenced by the		
			celebrations and	cultural traditions and		
			traditions	beliefs of the wider		
			Explores systems of	society.		
			social and gender			
			structure by focusing			
			on how family			
			groupings reflected			
			the wider gender			
			ideologies of their			
			home societies, and			
			how gender			
			ideologies did not			
			always reflect actual			
			family relationships			
			Discusses cultural			
			and intellectual			
			developments by			
			looking at the ways			
			in which families			
			were influenced by			
			the cultural			
			traditions and beliefs			
			of the wider society			
Suggested	Interpersonnel Mode	Interpersonal Mode	Interpersonal Mode	Interpersonal Mode	Interpersonal Mode	Interpersonal Mode
Activities	1. Work in pairs to	1. Work in pairs to	1. Work in pairs to	1. Work in pairs to	1. Work in pairs to	1. Work in pairs to

develop and/or	develop and/or	develop and/or	develop and/or	develop and/or	develop and/or
practice	practice	practice	practice	practice	practice
conversations	conversations	conversations	conversations	conversations	conversations
appropriate for a	appropriate for a	appropriate for a	appropriate for a	appropriate for a	appropriate for a
given situation or	given situation or	given situation	given situation or	given situation	given situation
theme.	theme.	or theme.	theme.	or theme.	or theme.
2. Perform a skit or	2. Perform a skit or	2. Perform a skit or	2. Perform a skit or	2. Perform a skit or	2. Perform a skit or
short play for a	short play for a	short play for a	short play for a	short play for a	short play for a
class, the school or	class.	class.	class.	class.	class.
the community.	3. Develop	3. Develop	3. Develop	3. Develop	3. Develop
3. Develop	conversations or	conversations or	conversations or	conversations or	conversations or
conversations or	create stories	create stories	create stories based	create stories	create stories
create stories	based on	based on	on provided visual	based on	based on
based on provided	provided visual	provided visual	cues.	provided visual	provided visual
visual cues.	cues.	cues.	<ol><li>Discuss activities:</li></ol>	cues.	cues.
4. Use flash cards or	4. Use flash cards	4. Discuss holiday	with a partner, talk	4. Discuss activities:	4. Discuss activities:
board activities to	or board	activities: with a	about activities that	with a partner,	with a partner,
demonstrate	activities to	partner, talk	your family, or	talk about	talk about
comprehension,	demonstrate	about activities	another family, likes	activities that	activities that
such as Q&A with	comprehension,	that your family,	to do and what is a	your family, or	your family, or
flash cards,	such as Q&A	or another	traditional meal.	another family,	another family,
Hangman,	with flash cards,	family, likes to		likes to do and	likes to do and
whiteboard drills,	whiteboard	do in a	Interpretive Mode	what is a	what is a
etc.	drills, etc.	5. party. ¿Qué le	1. Complete a cloze	traditional meal.	traditional meal.
		gusta hacer a tu	activity to indicate		
Interpretive Mode	Interpretive Mode	amigo? ¿Qué le	reading	Interpretive Mode	Interpretive Mode
1. Participate in	1. Participate in	gusta hacer a tu	comprehension.	1. Complete a cloze	1. Complete a cloze
multiple choice,	multiple choice,	maestra?	2. <i>"info gap"</i> . Students	activity to	activity to
short-answer,	short-answer,		read and answer	indicate reading	indicate reading
true/false, and fill-	true/false, and	Interpretive Mode	using complete	comprehension.	comprehension.
in-the-blank	fill-in-the-blank	1. Complete a cloze	sentences.	2. "La Receta".	2. "Actividades en
activities to	activities to	activity to	<ol><li>Help students</li></ol>	Students read	mi tiempo libre".
indicate listening	indicate listening	indicate reading	locate cognate	and answer	Students read
and/or reading	and/or reading	comprehension	words on the	using complete	and answer
comprehension.	comprehension.	2. "La abuela".	reading, using	sentences.	using complete
2. Complete a cloze	2. Complete a cloze	Students read	underlining and a	3. Help students	sentences.
activity to indicate	activity to	and answer	highlighter.	locate cognate	3. Help students
listening and/or	indicate reading	using complete	4. Work on a	words on the	locate cognate
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		reading	_	comprehension.		sentences.		sequencing activity,		reading, using		words on the
		comprehension.	3.	Work on a	3.	•		such as reorganizing		underlining and		reading, using
	3.			sequencing		locate cognate		a story, putting		a highlighter.		underlining and
		sequencing		activity, such as		words on the		sentences or	4.	Work on a		a highlighter.
		activity, such as		reorganizing a		reading, using		pictures in order,		sequencing	4.	Work on a
		reorganizing a		story, putting		underlining and		creating a		activity, such as		sequencing
		story, putting		sentences or		a highlighter.		storyboard.		reorganizing a		activity, such as
		sentences or		pictures in order,	4.	Work on a	5.	Take dictation.		story, putting		reorganizing a
		pictures in order,		creating a		sequencing				sentences or		story, putting
		creating a		storyboard.		activity, such as	Pre	sentational Mode		pictures in order,		sentences or
		storyboard, filling	4.	Take dictation.		reorganizing a	1.	Maintain student		creating a		pictures in order,
		in the "missing				story, putting		portfolios with		storyboard.		creating a
		information" to	Pre	sentational Mode		sentences or		various writing	5.	Take dictation.		storyboard.
		indicate listening	1.	Maintain student		pictures in order,		activities.			5.	Take dictation.
		and/or reading		portfolios with		creating a	2.	Create a poster with	Pre	esentational Mode		
		comprehension.		various writing		storyboard.		captions that	1.	Maintain student	Pre	esentational Mode
	4.	Take dictation.		activities.	5.	Take dictation.		illustrates		portfolios with	1.	Maintain student
			2.	Create a poster				something learned,		various writing		portfolios with
	Pre	esentational Mode		with captions	Pre	esentational Mode		such as a food plate.		activities.		various writing
	1.	Maintain student		that illustrates	1.	Maintain student	3.	Produce a brochure	2.	Create a poster		activities.
		portfolios with		something		portfolios with		or schedule, using		with captions	2.	Create a poster
		various writing		learned, such as		various writing		technology when		that illustrates		with captions
		activities.		a family tree.		activities.		appropriate.		something		that illustrates
	2.	Create a poster	3.	Produce a	2.	Create a poster				learned, such as		something
		with captions that		brochure or		with captions				"receta favorita".		learned, such as
		illustrates		schedule, using		that illustrates			3.	Produce a		recommendation
		something learned,		technology when		something				brochure or		s for a healthy
		such as a family		appropriate.		learned, such as				schedule, using		lifestyle.
		tree.				a family tree.				technology when	3.	Produce a
	3.	Produce a			3.	Produce a				appropriate.		brochure or
		brochure or				brochure or						schedule, using
		schedule, using				schedule, using						technology when
		technology when				technology when						appropriate.
		appropriate.				appropriate.						· · ·

## Union County Educational Services Commission High School Course Syllabus

Title: Spanish III

Timeline: Full Year; 5 Credits

## **Course Description:**

During the third year of study, students begin to feel comfortable communicating in the language. As more complex language patterns are introduced, students become increasingly able to describe, narrate, and state opinions on familiar situations and cultural themes. To maintain whatever level of proficiency students have acquired over the course of their lingual education, students must develop habits that offer them opportunities to use the language in different settings (ie. writing to a pen pal, visiting a Latino market, traveling aboard, watch/listen to Spanish programming...etc.). Students will be aware that members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs. Lastly, students will discover strategies needed to communicate in linguistically and culturally appropriate ways.

### **Course Outline:**

- I. Personal Identity
- II. La vida escolar
- III. La Familia y las celebraciones
- IV. La Familia y la comida
- V. La comida y el restaurante
- VI. La salud y las actividades

Refer to the attached curriculum map for a detailed outline of course objectives.

#### Curriculum Alignment:

New Jersey Student Learning Standards - World Languages

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

## **Adoption Date:**

# Union County Educational Services Commission Curriculum Mapping Format: Spanish III

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Length of	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
Unit						
Торіс	Personal Identity	La Vida Escolar	La Familia y las	La Familia y la comida	La comida y el	La salud y las actividades
			celebraciones		restaurante	
Standards	7.1.IL.A.4 Use the target	7.1.IL.A.4 Use the	7.1.IL.A.4 Use the	7.1.IL.A.4 Use the	7.1.IL.A.4 Use the	7.1.NH.A.1 - Recognize
	language to describe	target language to	target language to	target language to	target language	familiar words and
	people, places, objects,	describe people,	describe people,	describe people, places,	to describe	phrases, understand the
	and	places, objects, and	places, objects, and	objects, and	people, places,	main idea, and infer the
	daily activities learned	daily activities	daily activities	daily activities learned	objects, and	meaning of some highly
	about through oral or	learned about	learned about	about through oral or	daily activities	contextualized,
	written descriptions.	through oral or	through oral or	written descriptions.	learned about	unfamiliar spoken or
	<b>7.1.IL.B.4</b> Ask and	written descriptions.	written description.	7.1.IL.B.4 Ask and	through oral or	written words in
	respond to factual and	7.1.IL.B.4 Ask and	7.1.IL.B.4 Ask and	respond to factual and	written	culturally authentic
	interpretive questions of	respond to factual	respond to factual	interpretive questions	descriptions.	materials using
	a personal nature or on	and interpretive	and interpretive	of a personal nature or	7.1.IL.B.4 Ask and	electronic information
	school-related topics.	questions of a	questions of a	on school-related	respond to	and other sources
	7.1.IL.C.4 Compare and	personal nature or	personal nature or	topics.	factual and	related to targeted
	contrast age- and level-	on school-related	on school-related	7.1.IL.C.4 Compare and	interpretive	themes.
	appropriate culturally	topics.	topics.	contrast age- and level-	questions of a	7.1.NH.B.3 - Imitate
	authentic materials	7.1.IL.C.4 Compare	7.1.IL.C.4 Compare	appropriate culturally	personal nature	appropriate gestures,
	orally and in writing.	and contrast age-	and contrast age-	authentic materials	or on school-	intonation, and commor
	7.1.IM.B.5 Engage in	and level-	and level-	orally and in writing.	related topics.	idiomatic expressions of
	short conversations	appropriate	appropriate		7.1.IL.C.4	the target
	about personal	culturally authentic	culturally authentic		Compare and	culture(s)/language
	experiences or events,	materials orally and	materials orally and		contrast age- and	during daily interactions
	topics studied in other	in writing.	in writing.		level-appropriate	7.1.NH.C.3 - Describe in
	content areas, and some	7.1.NH.C.4 Tell or			culturally	writing people and
	unfamiliar topics and	retell stories from			authentic	things from the home
	situations.	age- and level-			materials orally	and school
		appropriate,			and in writing.	environment.
		culturally authentic				
		materials orally or in				
		writing.				

Essential	What is identify?	What are you like?	What is the	What is the definition of	How does food	In what areas do
Questions	What is culture?	What is identity?	definition of family?	family?	help define my	teenagers have control?
			What are some of	How does my family	identity?	What factors influence
			customs and	help define my identity?	-	teen choices in a given
			traditions of			culture?
			Spanish speaking			
			countries?			
Content	Vocabulary "Quien soy	School subjects	Unit vocabulary."	Express possession	Food vocabulary	Food and eating habits
	уо"	Classroom objects	La familia"	State basic family	Distinguish food	Body parts
	verb TO BE	and furniture	Las fiestas	information.	groups based on	Hygiene
	descriptions	School supplies	Subject Pronouns	Distinguish state of	MyPlate (USDA)	Healthy lifestyle choices
	colors	Activities associated	Verbs TO BE	being, feelings	Identify cultural	Structures for
	Physical Characteristics	with school	Spanish Countries	Family members	similarities and	comparing as
	Adjectives	Ordinal numbers	Possessive	Verb ser/estar (to be)	differences about	appropriate
	Numbers	Question words	adjectives.	Vocabulary for likes and	food	Reflexives
	Days of the week	Numbers for telling	Celebrations	dislikes ( <i>gustar</i> )	Verb ser/estar (to	Tener
	Date	time	Examines change	Conjugation regular	be)	Tener ganas de
	Body parts	Days of the week	and continuity by	verbs	Verb gustar	Tener que
		Months of the year	exploring the ways	Food basic vocabulary	Conjugation	
		Expressions	in which family		regular verbs	
		associated with	structures changed			
		telling time (i.e.	over time in			
		morning, afternoon,	Europe, China, and			
		evening)	the Islamic world.			
		The structures	Explores systems of			
		necessary to:	social and gender			
		<ul> <li>Express time</li> <li>Ask</li> </ul>	structure by focusing on how			
		memorized	family groupings			
		questions	reflected the wider			
		related to	gender ideologies			
		school	of their home			
		activities in	societies, and how			
		the present	gender ideologies			
		time frame	did not always			
		Answer	reflect actual family			
		simple	relationships.			
		questions	Discusses cultural			

		related to	and intellectual			
		school	developments by			
		activities in	looking at the ways			
		the present	in which families			
		time frame	were influenced by			
		Cultural products	the cultural			
		related to school	traditions and			
			beliefs of the wider			
			society.			
Skills	Pocognizo basis sound	Ask questions and	Use expressions of	Express likes, dislikes,	State basic food	Identify free time
Skiiis	Recognize basic sound distinctions and	provide responses	likes and dislikes	•	information	activities
		Describe how they	(oral/written)	emotions, agreement and	Identify main	Compare their
	intonation patterns and their effects on	and others feel	Identify differences		ideas and some	opportunities with those
		Express verbally	and similarities	disagreement	details when	of other students
	communicating meaning	what they and their	State basic family	Express	reading and	Describe personal habits
	Ask questions and	friends do	information	possession	listening	related to teenage life
	provide responses Describe themselves in	Describe themselves	Recognize and use	State basic family information	Use expressions	Make recommendations
		and others in Spanish	common gestures		of likes and	about positive choices
	Spanish	Describe how they	and	Identify main ideas and	dislikes	about positive choices
	Express the date in	and others feel	cultural practices	some details when	(oral/written)	
	Spanish	Ask questions and	associated with	reading and listening	Identify	
	Use expressions of	provide responses	family celebrations	Use expressions of likes	differences and	
	greeting and	Recognize basic	Use expressions for	and dislikes	similarities of	
	farewell(oral/written)	sound distinctions	descriptions	(oral/written)		
	Respond to simple	and intonation	(oral/written)	Identify differences and	food groups	
	commands			similarities	Identify how to make healthy	
		patterns and their effects on	Utilize question words	Recognize and use	food choices	
				common gestures and	Order food and	
		communicating	Describe Family members	cultural practices		
		meaning		associated with family	beverages in a	
			Identify main ideas and some details	celebrations	restaurant	
				Recognize food and its		
			when reading	relationship with		
			and listening	culture		
			Comprehend	Discusses cultural and		
			simple, culturally	intellectual		
			authentic	developments by		
			announcements,	looking at the ways in		
			messages, and			100

			advertisements.	which families were		
			Identify commonly	influenced by the		
			held viewpoints of	cultural traditions and		
			the cultures,	beliefs of the wider		
			such as those	society.		
			relating to	*;		
			celebrations and			
			traditions.			
Suggested	Interpersonnel Mode	Interpersonal Mode	Interpersonal Mode	Interpersonal Mode	Interpersonal	Interpersonal Mode
Activities	1. Work in pairs to	1. Work in pairs to	1. Work in pairs to	1. Work in pairs to	Mode	1. Work in pairs to
, cervices	develop and/or	develop and/or	develop and/or	develop and/or	1. Work in pairs	develop and/or
	practice	practice	practice	practice	to develop	practice
	conversations	conversations	conversations	conversations	and/or	conversations
	appropriate for a	appropriate for a	appropriate for	appropriate for a	practice	appropriate for a
	given situation or	given situation or	a given	given situation or	conversations	given situation or
	theme.	theme.	situation or	theme.		theme.
	2. Perform a skit or	2. Perform a skit or	theme.	2. Perform a skit or	appropriate for a given	2. Perform a skit or
	short play for a	short play for a	2. Perform a skit	short play for a	situation or	short play for a
		class.		class.	theme.	class.
	class, the school or		or short play for a class.			
	the community.	3. Develop		3. Develop	2. Perform a skit	3. Develop
	3. Develop	conversations or	3. Develop	conversations or	or short play	conversations or
	conversations or	create stories	conversations	create stories based	for a class.	create stories based
	create stories based	based on	or create	on provided visual	3. Develop	on provided visual
	on provided visual	provided visual	stories based	cues.	conversations	cues.
	cues.	cues.	on provided	4. Discuss activities:	or create	4. Discuss activities:
	4. Use flash cards or	4. Use flash cards	visual cues.	with a partner, talk	stories based	with a partner, talk
	board activities to	or board	4. Discuss holiday	about activities that	on provided	about activities that
	demonstrate	activities to	activities: with	your family, or	visual cues.	your family, or
	comprehension,	demonstrate	a partner, talk	another family, likes	4. Discuss	another family, likes
	such as Q&A with	comprehension,	about activities	to do and what is a	activities:	to do and what is a
	flash cards,	such as Q&A	that your	traditional meal.	with a	traditional meal.
	Hangman,	with flash cards,	family, or		partner, talk	
	whiteboard drills,	whiteboard drills,	another family,	Interpretive Mode	about	Interpretive Mode
	etc.	etc.	likes to do in a	1. Complete a cloze	activities that	1. Complete a cloze
			5. party. ¿Qué le	activity to indicate	your family,	activity to indicate
	Interpretive Mode	Interpretive Mode	gusta hacer a tu	reading	or another	reading
	1. Participate in	1. Participate in	amigo? ¿Qué le	comprehension.	family, likes	comprehension.
	multiple choice,	multiple choice,	gusta hacer a tu	2. <i>"info gap"</i> . Students	to do and	2. "Actividades en mi

	short-answer,		short-answer,		maestra?		read and answer		what is a		tiempo libre".
	true/false, and fill-		true/false, and				using complete		traditional		Students read and
	in-the-blank		fill-in-the-blank	Int	erpretive Mode		sentences.		meal.		answer using
	activities to indicate		activities to		Complete a	3.	Help students				complete sentences.
	listening and/or		indicate listening		cloze activity to		locate cognate	Int	erpretive	3.	Help students locate
	reading		and/or reading		, indicate		words on the		ode		cognate words on
	comprehension.		comprehension.		reading		reading, using	1.	Complete a		the reading, using
2.	Complete a cloze	2.	Complete a cloze		comprehension		underlining and a		cloze activity		underlining and a
	activity to indicate		activity to	2.	"La abuela".		highlighter.		to indicate		highlighter.
	listening and/or		indicate reading		Students read	4.	Work on a		reading	4.	Work on a
	reading		comprehension.		and answer		sequencing activity,		comprehensi		sequencing activity,
	comprehension.	3.	Work on a		using complete		such as reorganizing		on.		such as reorganizing
3.	Work on a		sequencing		sentences.		a story, putting	2.	"La Receta".		a story, putting
	sequencing activity,		activity, such as	3.	Help students		sentences or		Students read		sentences or
	such as reorganizing		reorganizing a		locate cognate		pictures in order,		and answer		pictures in order,
	a story, putting		story, putting		words on the		creating a		using		creating a
	sentences or		sentences or		reading, using		storyboard.		complete		storyboard.
	pictures in order,		pictures in order,		underlining and	5.	Take dictation.		sentences.	5.	Take dictation.
	creating a		creating a		a highlighter.			3.	Help students		
	storyboard, filling in		storyboard.	4.	Work on a	Pre	esentational Mode		locate	Pre	esentational Mode
	the "missing	4.	Take dictation.		sequencing	1.	Maintain student		cognate	1.	Maintain student
	information" to				activity, such as		portfolios with		words on the		portfolios with
	indicate listening	Pre	esentational Mode		reorganizing a		various writing		reading, using		various writing
	and/or reading	1.	Maintain student		story, putting		activities.		underlining		activities.
	comprehension.		portfolios with		sentences or	2.	Create a poster		and a	2.	Create a poster with
4.	Take dictation.		various writing		pictures in		with captions that		highlighter.		captions that
			activities.		order, creating		illustrates	4.	Work on a		illustrates
	esentational Mode	2.	Create a poster		a storyboard.		something learned,		sequencing		something learned,
1.	Maintain student		with captions	5.	Take dictation.		such as a food		activity, such		such as
	portfolios with		that illustrates	_			plate.		as		recommendations
	various writing		something		esentational	3.			reorganizing		for a healthy
	activities.		learned, such as		ode		or schedule, using		a story,		lifestyle.
2.	Create a poster with	_	a family tree.	1.	Maintain		technology when		putting	3.	Produce a brochure
	captions that	3.	Produce a		student		appropriate.		sentences or		or schedule, using
	illustrates		brochure or		portfolios with				pictures in		technology when
	something learned,		schedule, using		various writing				order,		appropriate.
	such as a family		technology when	_	activities.				creating a		
	tree.		appropriate.	2.	Create a poster				storyboard.		100

3. Produce a brochure	with captions	5. Take
or schedule, using	that illustrates	dictation.
technology when	something	
appropriate.	learned, such	Presentational
appropriate.	as a family tree.	Mode
	3. Produce a	1. Maintain
	brochure or	student
	schedule, using	portfolios
	technology	with various
	when	writing
	appropriate.	activities.
		2. Create a
		poster with
		captions that
		illustrates
		something
		learned, such
		as "receta
		favorita".
		3. Produce a
		brochure or
		schedule,
		using
		technology
		when
		appropriate.

Visual Art

## Union County Educational Services Commission High School Course Syllabus

Title: Drawing and Painting I

Timeline: Full Year; 5 Credits

## **Course Description:**

This course will encourage authentic creative expression in the form of two dimensional artwork through the use and experimentation of art mediums inspired by personal themes. Students will make connections through art history and understanding how artists translate themes into tangible and symbolic pieces of art. Students will utilize art criticism as a way of understanding the themes and techniques used in art and will use it to support and explain their own art making journey.

### Scope and Sequence:

- I. Why do we create art? Function and Feeling
- II. Intro to Drawing- Contour
- III. Intro to Shading and Creating Three Dimensional Objects
- IV. Intro to Color Theory
- V. Intro to Painting and Techniques
- VI. Acrylic Painting
- VII. Intro to Sculpture Building and Casting in Plaster

Refer to the attached curriculum map for a detailed outline of course objectives.

#### **Curriculum Alignment:**

NJ Student Learning Standards - Visual and Performing Arts

#### **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

#### **Adoption Date:**

## Union County Educational Services Commission High School Course Syllabus

Title: Drawing and Painting II

Timeline: Full Year; 5 Credits

## **Course Description:**

In Drawing and Painting II, students will continue to use problem solving skills and critical thinking in order to design projects and understand connections to art history and the present. They will gain a deeper understanding of the purpose of art and the artist's place in the world around him. Students will focus on design as it pertains to both aestheticism and function and will understand real life applications of art and techniques in society.

## Scope and Sequence:

- I. Intro to Art (Art Criticism and Aesthetics vs Function)
- II. Drawing Contour (Realism vs Abstract)
- III. Drawing Shading/ Still Life
- IV. Color Drawing Symbolism in Art Utilizing Color
- V. Color Theory (Painting)
- VI. Painting and Techniques
- VII. Acrylic Painting (Styles, Techniques in Still Life and Portraiture)
- VIII. Sculpture and Three Dimensional Design in Plaster

Refer to the attached curriculum map for a detailed outline of course objectives.

## **Curriculum Alignment:**

NJ Student Learning Standards - Visual and Performing Arts

## **Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

## **Adoption Date:**

# Union County Educational Services Commission Curriculum Mapping Format - Drawing and Painting I and II

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Length of	1 week	1 month	2 weeks	2 weeks	2 months	1 month
Unit						
Topic	Elements of Art	Drawing and Shading	One Point	Special Project	Painting	Sculpture
		Forms	Perspective			
Standards	1.1.12.D.1 - Distinguish	1.1.12.D.1 - Distinguish	1.1.12.D.1 -	1.1.12.D.1 -	1.1.12.D.1 -	1.1.12.D.1 - Distinguish
	innovative applications	innovative applications	Distinguish	Distinguish innovative	Distinguish innovative	innovative applications
	of the elements of art	of the elements of art	innovative	applications of the	applications of the	of the elements of art
	and principles of design	and principles of design	applications of the	elements of art and	elements of art and	and principles of
	in visual artworks from	in visual artworks from	elements of art and	principles of design in	principles of design in	design in visual
	diverse cultural	diverse cultural	principles of design	visual artworks from	visual artworks from	artworks from diverse
	perspectives and	perspectives and	in visual artworks	diverse cultural	diverse cultural	cultural perspectives
	identify specific cross-	identify specific cross-	from diverse	perspectives and	perspectives and	and identify specific
	cultural themes.	cultural themes.	cultural perspectives	identify specific cross-	identify specific cross-	cross-cultural themes.
	1.2.12.A.1 - Determine	1.2.12.A.1 - Determine	and identify specific	cultural themes.	cultural themes.	1.2.12.A.1 - Determine
	how dance, music,	how dance, music,	cross-cultural	1.2.12.A.1 -	1.2.12.A.1 -	how dance, music,
	theatre, and visual art	theatre, and visual art	themes.	Determine how	Determine how	theatre, and visual art
	have influenced world	have influenced world	1.2.12.A.1 -	dance, music, theatre,	dance, music, theatre,	have influenced world
	cultures throughout	cultures throughout	Determine how	and visual art have	and visual art have	cultures throughout
	history.	history.	dance, music,	influenced world	influenced world	history. <b>1.3.12.D.2</b> -
	1.2.12.A.2 - Justify the	1.2.12.A.2 - Justify the	theatre, and visual	cultures throughout	cultures throughout	Produce an original
	impact of innovations	impact of innovations in	art have influenced	history.	history.	body of artwork in one
	in the arts (e.g., the	the arts (e.g., the	world cultures	1.2.12.A.2 - Justify	1.2.12.A.2 - Justify	or more art mediums
	availability of music	availability of music	throughout history.	the impact of	the impact of	that demonstrates
	online) on societal	online) on societal	1.2.12.A.2 - Justify	innovations in the arts	innovations in the arts	mastery of visual
	norms and habits of	norms and habits of	the impact of	(e.g., the availability	(e.g., the availability	literacy, methods,
	mind in various	mind in various	innovations in the	of music online) on	of music online) on	techniques, and
	historical eras.	historical eras.	arts (e.g., the	societal norms and	societal norms and	cultural
	1.3.12.D.1 - Synthesize	1.3.12.D.1 - Synthesize	availability of music	habits of mind in	habits of mind in	understanding.
	the elements of art and	the elements of art and	online) on societal	various historical eras.	various historical eras.	1.3.12.D.4 - Analyze
	principles of design in	principles of design in	norms and habits of	1.3.12.D.2 - Produce	1.3.12.D.2 - Produce	the syntax and
	an original portfolio of	an original portfolio of	mind in various	an original body of	an original body of	compositional and
	two- and three-	two- and three-	historical eras.	artwork in one or	artwork in one or	stylistic principles of
	dimensional artworks	dimensional artworks	1.3.12.D.2 -	more art mediums	more art mediums	two- and three-

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that reflects personal	that reflects personal	Produce an original	that demonstrates	that demonstrates	dimensional artworks
style and a high degree	style and a high degree	body of artwork in	mastery of visual	mastery of visual	in multiple art media
of technical proficiency	of technical proficiency	one or more art	literacy, methods,	literacy, methods,	(including computer-
and expressivity.	and expressivity.	mediums that	techniques, and	techniques, and	assisted artwork), and
1.3.12.D.2 - Produce an	1.3.12.D.2 - Produce an	demonstrates	cultural	cultural	interpret themes and
original body of	original body of artwork	mastery of visual	understanding.	understanding.	symbols suggested by
artwork in one or more	in one or more art	literacy, methods,	1.3.12.D.4 - Analyze	1.3.12.D.4 - Analyze	the artworks.
art mediums that	mediums that	techniques, and	the syntax and	the syntax and	
demonstrates mastery	demonstrates mastery	cultural	compositional and	compositional and	
of visual literacy,	of visual literacy,	understanding.	stylistic principles of	stylistic principles of	
methods, techniques,	methods, techniques,	1.3.12.D.4 - Analyze	two- and three-	two- and three-	
and cultural	and cultural	the syntax and	dimensional artworks	dimensional artworks	
understanding.	understanding.	compositional and	in multiple art media	in multiple art media	
1.3.12.D.4 - Analyze	1.3.12.D.4 - Analyze the	stylistic principles of	(including computer-	(including computer-	
the syntax and	syntax and	two- and three-	assisted artwork), and	assisted artwork), and	
compositional and	compositional and	dimensional	interpret themes and	interpret themes and	
stylistic principles of	stylistic principles of	artworks in multiple	symbols suggested by	symbols suggested by	
two- and three-	two- and three-	art media (including	the artworks.	the artworks.	
dimensional artworks	dimensional artworks in	computer-assisted			
in multiple art media	multiple art media	artwork), and			
(including computer-	(including computer-	interpret themes			
assisted artwork), and	assisted artwork), and	and symbols			
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Content	Symbolism Color Line	Representing 3 Dimensions on a 2D Plane is an illusion Objects must be lower on the page if they are to appear closer to the viewer Solid objects have no interior lines, just outer Contour	Using angles, horizon lines and vanishing point to create Interiors and Exteriors in One- Point perspective	Special Project (will vary based on the year) Examples: Needle Point Stuffed characters Sewing Silk Screening Masks	Painting supplies and care Tempera paint vs acrylic Pop Art/ Food Art	3D Design Sculpture (Plaster cast/ Plaster of Paris) Hands are expressive and used to communicate
Skills	Represent different emotions and energies using only drawn line Create a non- representational drawing based on music Create a non- representational painting based on music Associate different feelings and energies with colors	Holding a pencil and using a drawing board Form, Use cylinders to create rounded forms Overlapping forms Making forms solid Orientation/ POV Drawing forms from above at and below eye level Composition Breaking down more complex forms into manageable shapes Abstracting forms Shading Determining light source and estimating shadow areas Using various types of drawing materials to shade (charcoal, pencil, water soluble pencil)	Using a ruler Creating a vanishing point and horizon line Connecting lines to vanishing points Putting boxes in one-point perspective Overlapping square objects Overlapping organic shapes	A selection of the following may be included: Design a plan for a piece of artwork Putting together pieces/ construction	Painting procedures (supplies, set-up, etc.) Properties of paint Paint strokes/ painterly and smooth Mixing colors and color theory Using different styles of brushes	Create a 3D design based on hands that expresses a message Using/wrapping plaster cast Creating molds Filling/releasing molds