



Union County Educational Services Commission  
Westfield, New Jersey

# **High School Curriculum Framework And Course Syllabi**

**2018-2023**

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# Acknowledgements

Union County Educational Services Commission gratefully acknowledges the work of the following teachers in the development of this curriculum framework. Their team work, dedication, and efforts to ensure students are provided with a meaningful curriculum is appreciated.

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Spanish	Esperenza Cherville
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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 New Jersey Student Learning Standards and were informed by the New Jersey Curricular Frameworks.

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.

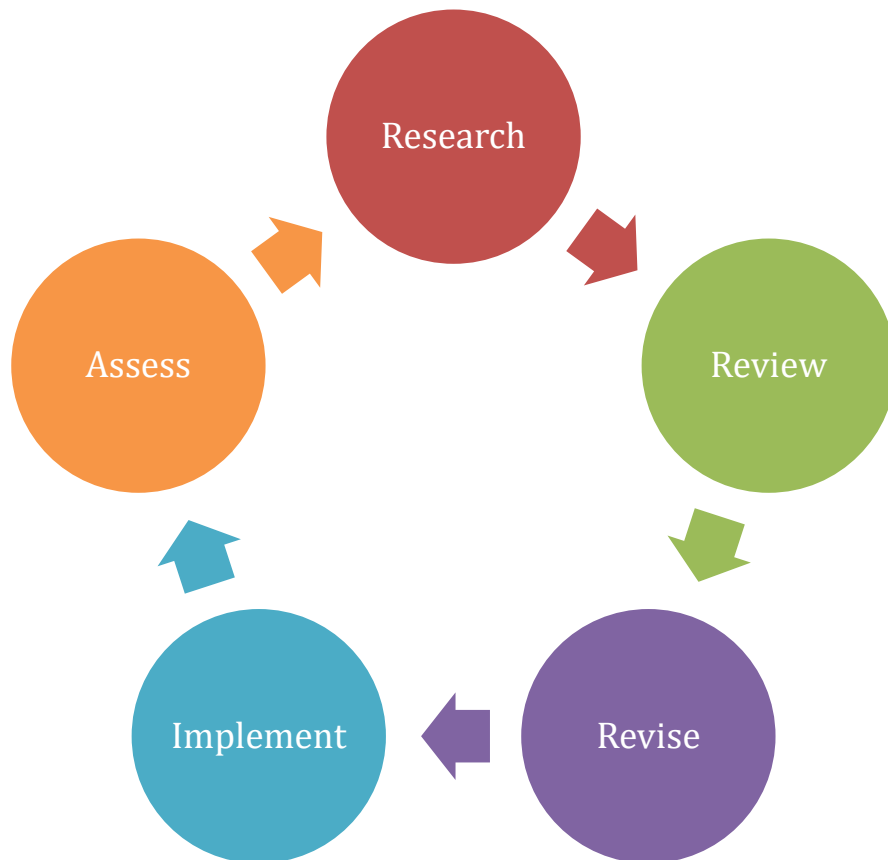
**Consensus Maps:** Consensus maps are designed by the department in consultation with the Director of Curriculum and Instruction and are revised every five years.

**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 be 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, mono-prints, 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

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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

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

	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 information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.	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 and in participating in activities that serve the greater good.	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.
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

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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
Topic	Finding a Job	Resume Building and Job Applications	Interviewing	On the Job Expectations/Etiquette	Budgeting
Standards	<b>9.2.12.C.1-</b> Review career goals and determine steps necessary for attainment. <b>9.2.12.C.5</b> - Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. <b>9.2.12.C.6</b> - Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.	<b>CRP10</b> - Plan education and career paths aligned to personal goals.	<b>CRP4</b> - Communicate clearly and effectively and with reason	<b>CRP1</b> - Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. <b>CRP3</b> - Attend to personal health and financial well-being. <b>9.2.12.C.7</b> - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.	<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



**Union County Educational Services Commission  
High School Course Syllabus**

**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 be 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%

**Adoption Date:**

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
Topic	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	<a href="https://bigfuture.collegeboard.org/college-search">https://bigfuture.collegeboard.org/college-search</a> <a href="https://www.timeforpayback.com/">https://www.timeforpayback.com/</a> <a href="http://playspent.org/">http://playspent.org/</a>	<a href="http://www.commonapp.org/whats-appening/application-updates/common-application-announces-2017-2018-essay-prompts">http://www.commonapp.org/whats-appening/application-updates/common-application-announces-2017-2018-essay-prompts</a> <a href="https://www.collegeessayadvisors.com/portfolio-items/2017-18-common-application-essay-prompts-a-guide/">https://www.collegeessayadvisors.com/portfolio-items/2017-18-common-application-essay-prompts-a-guide/</a>	<a href="https://studentaid.ed.gov/sa/">https://studentaid.ed.gov/sa/</a>	<a href="https://bigfuture.collegeboard.org/get-started/inside-the-classroom/8-ways-to-take-control-of-your-time">https://bigfuture.collegeboard.org/get-started/inside-the-classroom/8-ways-to-take-control-of-your-time</a>

**Union County Educational Services Commission  
High School Course Syllabus**

**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
- II. 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%

**Adoption Date:**

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
Topic	Goal Setting - Personal and Professional	Grit	Mindset	Using Grit and Mindset in College and Career
Standards	<b>CRP10</b> - Plan education and career paths aligned to personal goals. <b>9.2.12.C.1</b> - Review career goals and determine steps necessary for attainment. <b>9.2.12.C.2</b> - Modify Personalized Student Learning Plans to support declared career goals.	<b>2.1.12.E.1</b> - Predict the short- and long-term consequences of unresolved conflicts. <b>2.2.12.A.2</b> - Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.	<b>2.1.12.A.1</b> - Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness. <b>2.1.12.E.4</b> - Develop a personal stress management plan to improve/ maintain wellness. <b>2.2.12.B.1</b> - Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.	<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 style="list-style-type: none"> <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 <ul style="list-style-type: none"> <li>• communication</li> <li>• listening</li> <li>• perseverance</li> <li>• compassion</li> <li>• self-advocacy</li> </ul> Develop independent skills in mindfulness and grit

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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
Topic	Selecting a Service Learning Project	Gathering Resources	Implementation	Reflection
Standards	<p><b>6.3.8.A.1</b> - Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p><b>6.3.8.A.2</b> - 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).</p> <p><b>6.3.8.A.3</b> - Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</p> <p><b>6.3.8.B.1</b> - Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.</p> <p><b>6.3.8.C.1</b> - Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).</p> <p><b>6.3.8.D.1</b> - 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.</p>			
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) Assess community needs based on research Select a community need based on research	Determine the nature of the service to be provided Identify goals of the project Develop an action plan	Engage in project using inquiry and hands on approaches Assess work to ensure the project is meeting the needs of the community	Assess the outcome of the problem by identifying strengths and areas for improvement Assess individual learning and growth Create next steps
Resources	<a href="https://www.ffa.org/sitecollectiondocuments/lts_servicelearningtoolkit.pdf">https://www.ffa.org/sitecollectiondocuments/lts_servicelearningtoolkit.pdf</a>			

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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
Topic	Acceptable Use and Google Drive	Google Docs	Google Apps	Google Sheets	Google Slides
Standards	<p><b>8.1.12.A.1</b> - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p><b>8.1.12.A.2</b> - 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.</p> <p><b>8.1.12.D.2</b> - Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.</p>	<p><b>8.1.12.A.1</b> - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p><b>8.1.12.A.2</b> - 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.</p>	<p><b>8.1.12.A.1</b> - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p><b>8.1.12.A.3</b> - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p>	<p><b>8.1.12.A.1</b> - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p><b>8.1.12.A.4</b> - 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.</p>	<p><b>8.1.12.A.1</b> - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p><b>8.1.12.A.5</b> - Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> <p><b>8.1.12.D.1</b> - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>
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 various digital tools Identify key elements of the district's Acceptable Use Policy Create digital documents and utilize Google Drive to store and share them	demonstrating use of various digital tools Create digital documents and utilize Google Drive to store and share them Create documents for a professional audience	demonstrating use of various digital tools Collaborate in online platforms	demonstrating use of various digital tools Create a spreadsheet and utilize formulas, functions, and sorting	demonstrating use of various digital tools Identify elements of copyright law that pertain to digital production Create slideshows adhering to digital copyright law
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**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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
Topic	Work Based Learning	Skills for Success in the Workplace	Career Planning
Standards	<p><b>9.2.8.B.2</b> - 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.</p> <p><b>9.2.8.B.3</b> - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>	<p><b>9.3.12.ED.5</b> - Demonstrate group collaboration skills to enhance professional education and training practice.</p>	<p><b>9.2.8.B.1</b> - Research careers within the 16 Career Clusters® and determine attributes of career success.</p> <p><b>9.2.12.C.1</b> - Review career goals and determine steps necessary for attainment.</p>
Content	<p>Making the Transition from School to Work</p> <p>Understanding Work Based Learning</p> <p>Expectations of Employers</p>	<p>Team Work</p> <p>Problem Solving</p> <p>Communication</p> <p>Technology in the Workplace</p> <p>Grooming</p> <p>Safety</p> <p>Leadership and Group Dynamics</p>	<p>Learning about Yourself</p> <p>Career Exploration</p> <p>Researching Careers</p> <p>Career Decisions</p>
Skills	<p>Explain how a work based program is organized</p> <p>Describe benefits of a workplace program</p> <p>Identify ways to improve individual learning skills</p> <p>Explain what the employer expects of workers</p> <p>Identify things you can do to promote good working relationships</p>	<p>Recognize how teams develop and work effectively</p> <p>Demonstrate how to manage conflict</p> <p>Identify ways you can improve your reading and comprehension skills</p> <p>Write business letters, memorandums, and reports</p> <p>Utilize appropriate technology for the workplace</p> <p>Explain how your health habits, grooming habits and clothes influence your appearance and the ways others see you</p> <p>Identify and adhere to safety procedures on the job</p> <p>Explain the value of good leadership and group dynamics in the workplace</p>	<p>Analyze how identifying your values, goals, standards, ethics, and resources can help you understand yourself better</p> <p>Select careers and occupations that interest you</p> <p>Evaluate your careers based on educational requirements, work hours, work conditions, pay and personal lifestyles and goals</p> <p>Apply the decision making process to developing a career plan</p>

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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
Standards	<p><b>9.2.12.C.1</b> - Review career goals and determine steps necessary for attainment.</p> <p><b>9.2.12.C.2</b> - Modify Personalized Student Learning Plans to support declared career goals.</p>	<p><b>9.1.12.A.6</b> - Summarize the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>9.2.12.C.1</b> - Review career goals and determine steps necessary for attainment.</p> <p><b>9.2.12.C.6</b> - Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</p> <p><b>9.2.12.C.7</b> - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</p>	<p><b>9.1.12.A.1</b> - Differentiate among the types of taxes and employee benefits.</p> <p><b>9.1.12.B.1</b> - Prioritize financial decisions by systematically considering alternatives and possible consequences.</p> <p><b>9.1.12.B.2</b> - Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.</p> <p><b>9.1.12.G.1</b> Analyze risks and benefits in various financial situations.</p> <p><b>9.1.12.G.2</b> - Differentiate between property and liability insurance protection.</p> <p><b>9.1.12.G.3</b> - Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, given different liability limits and risk factors.</p> <p><b>9.1.12.G.4</b> - Evaluate individual and family needs for insurance protection using opportunity-cost analysis.</p> <p><b>9.1.12.G.5</b> - Differentiate the costs and benefits of renter's and homeowner's insurance.</p> <p><b>9.1.12.G.6</b> - Explain how to self-insure and how to determine when self-insurance is appropriate.</p>
Content	<p>Applying for Jobs</p> <p>Pre-Employment Tests</p> <p>Interviewing</p>	<p>Succeeding on the Job</p> <p>Diversity and Rights in the Workplace</p> <p>Economics</p> <p>Entrepreneurship</p>	<p>Income and Taxes</p> <p>Budgeting</p> <p>Credit</p> <p>Banking</p> <p>Insurance</p> <p>Family</p>
Skills	<p>Explain how to find job openings</p> <p>Create job resumes, letters of application,</p>	<p>Identify the rules of proper workplace conduct</p> <p>Describe the ways to identify and handle stress</p>	<p>Distinguish between gross pay and net pay</p> <p>Describe paycheck deductions</p>

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

**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%

**Adoption Date:**

Union County Educational Services Commission  
Curriculum Mapping Format: Personal Finance

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



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

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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: <ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Pacing</li> <li>• Word choice</li> <li>• Mood</li> <li>• Tone</li> <li>• Figurative language</li> </ul> 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: <ul style="list-style-type: none"> <li>• Tone</li> <li>• Figurative, Connotative, and Technical Meaning</li> <li>• Meaning through context</li> <li>• Impact of word choice on meaning</li> </ul> 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>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.)

	<p>Purposefully sequence events to add to meaning and narrative effect</p> <p>Utilize narrative techniques in writing (dialogue, pacing, description, character)</p> <p>Writing conclusions for narrative</p> <p>Revising</p> <p>Utilize elements of fiction in writing</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>	<p>Outlining</p> <p>Create and develop thesis/claim</p> <p>Citing textual evidence</p> <p>Sequencing</p> <p>Analyzing evidence to support claims</p> <p>Writing counterclaims and supporting them with evidence</p> <p>Writing in a formal and objective tone</p> <p>Writing conclusion statements</p> <p>Compare multiple texts and/or media in writing using textual analysis and details</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>	<p>the claim</p> <p>Compare multiple texts and/or media in writing using textual analysis and details</p> <p>Analyze development of a complex text</p> <p>Use transitions in writing</p> <p>Use content specific vocabulary correctly</p> <p>Using formal or informal writing in the correct situation</p> <p>Creative Writing</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>
Target Standards Reading	<p><b>RL.9-10.1.</b> - 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.</p> <p><b>RL.9-10.2.</b> - 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.</p> <p><b>RL.9-10.3.</b> - 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.</p> <p><b>RL.9-10.5.</b> - 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.</p>	<p><b>RI.9-10.1</b> - 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.</p> <p><b>RI.9-10.2.</b> - 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.</p> <p><b>RI.9-10.3.</b> - 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.</p> <p><b>RI.9-10.4.</b> - 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).</p> <p><b>RI.9-10.5.</b> - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</p>	<p><b>RL.9-10.1.</b> - 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.</p> <p><b>RL.9-10.3.</b> - 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.</p> <p><b>RL.9-10.4.</b> - 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).</p> <p><b>RL.9-10.7.</b> - 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</p>

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

	<p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>W.9-10.4.</b> - 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.)</p> <p><b>W.9-10.5.</b> - 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.</p> <p><b>W.9-10.6.</b> - Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display</p>	<p>limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>B. 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.</p> <p>C. 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.</p> <p>D. Provide a concluding paragraph or section that supports the argument presented.</p> <p><b>W.9-10.2.</b> - 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.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships</p>	<p>each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>B. 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.</p> <p>C. 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.</p> <p>D. Provide a concluding paragraph or section that supports the argument presented.</p> <p><b>W.9-10.4.</b> 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.)</p> <p><b>W.9-10.5.</b> 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.</p> <p><b>W.9-10.6.</b> Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display</p>
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	<p>information flexibly and dynamically.  <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.</p>	<p>among complex ideas and concepts.</p> <ul style="list-style-type: none"> <li>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>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.</li> <li>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul> <p><b>W.9-10.4.</b> - 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.)</p> <p><b>W.9-10.5.</b> - 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.</p> <p><b>W.9-10.6.</b> - Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>W.9-10.7.</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.</p>	<p>information flexibly and dynamically.  <b>W.9-10.9.</b> Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>A. Apply <i>grades 9–10 Reading standards</i> 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]”).</li> <li>B. Apply <i>grades 9–10 Reading standards</i> 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”).</li> </ul> <p><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.</p>
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		<p><b>W.9-10.8.</b> - 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).</p> <p><b>W.9-10.9.</b> - Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>A. Apply <i>grades 9–10 Reading standards</i> 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]”).</li> <li>B. Apply <i>grades 9–10 Reading standards</i> 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”).</li> </ul> <p><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.</p>	
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**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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	<p>Close Reading Annotation to identify textual evidence Identify and analyze theme Analyzing author's use of:</p> <ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Pacing</li> <li>• Word choice</li> <li>• Mood</li> <li>• Tone</li> <li>• Figurative language</li> </ul> <p>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</p>	<p>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</p>	<p>Close Reading Annotation to identify textual evidence Compare and contrast two pieces of writing Characterization Point of View Identify and Analyze:</p> <ul style="list-style-type: none"> <li>• Tone</li> <li>• Figurative, Connotative, and Technical Meaning</li> <li>• Meaning through context</li> <li>• Impact of word choice on meaning</li> </ul> <p>Sequence of Events (including non-chronological sequencing) Purpose of sequencing</p>
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>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 literary nonfiction at grade level text-complexity or above.)

	<p>Purposefully sequence events to add to meaning and narrative effect</p> <p>Utilize narrative techniques in writing (dialogue, pacing, description, character)</p> <p>Writing conclusions for narrative</p> <p>Revising</p> <p>Utilize elements of fiction in writing</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>	<p>Outlining</p> <p>Create and develop thesis/claim</p> <p>Citing textual evidence</p> <p>Sequencing</p> <p>Analyzing evidence to support claims</p> <p>Writing counterclaims and supporting them with evidence</p> <p>Writing in a formal and objective tone</p> <p>Writing conclusion statements</p> <p>Compare multiple texts and/or media in writing using textual analysis and details</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>	<p>the claim</p> <p>Compare multiple texts and/or media in writing using textual analysis and details</p> <p>Analyze development of a complex text</p> <p>Use transitions in writing</p> <p>Use content specific vocabulary correctly</p> <p>Using formal or informal writing in the correct situation</p> <p>Creative Writing</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>
Target Standards Reading	<p><b>RL.9-10.1.</b> - 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.</p> <p><b>RL.9-10.2.</b> - 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.</p> <p><b>RL.9-10.3.</b> - 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.</p> <p><b>RL.9-10.5.</b> - 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.</p>	<p><b>RI.9-10.1</b> - 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.</p> <p><b>RI.9-10.2.</b> - 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.</p> <p><b>RI.9-10.3.</b> - 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.</p> <p><b>RI.9-10.4.</b> - 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).</p> <p><b>RI.9-10.5.</b> - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text</p>	<p><b>RL.9-10.1.</b> - 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.</p> <p><b>RL.9-10.3.</b> - 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.</p> <p><b>RL.9-10.4.</b> - 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).</p> <p><b>RL.9-10.7.</b> - 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.,</p>

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

	<p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>W.9-10.4.</b> - 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.)</p> <p><b>W.9-10.5.</b> - 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.</p> <p><b>W.9-10.6.</b> - Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display</p>	<p>manner that anticipates the audience’s knowledge level and concerns.</p> <p>B. 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.</p> <p>C. 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.</p> <p>D. Provide a concluding paragraph or section that supports the argument presented.</p> <p><b>W.9-10.2.</b> - 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.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>B. 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.</p> <p>C. 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.</p> <p>D. Provide a concluding paragraph or section that supports the argument presented.</p> <p><b>W.9-10.4.</b> 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.)</p> <p><b>W.9-10.5.</b> 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.</p> <p><b>W.9-10.6.</b> Use technology, including the Internet, to produce, share, and update individual or shared writing products,</p>
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	<p>information flexibly and dynamically.  <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.</p>	<p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>W.9-10.4.</b> - 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.)</p> <p><b>W.9-10.5.</b> - 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.</p> <p><b>W.9-10.6.</b> - Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><b>W.9-10.7.</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.</p> <p><b>W.9-10.8.</b> - Gather relevant information from</p>	<p>taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  <b>W.9-10.9.</b> Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 9–10 Reading standards</i> 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]”).</p> <p>B. Apply <i>grades 9–10 Reading standards</i> 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”).</p> <p><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.</p>
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		<p>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).</p> <p><b>W.9-10.9.</b> - Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 9–10 Reading standards</i> 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]”).</p> <p>B. Apply <i>grades 9–10 Reading standards</i> 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”).</p> <p><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.</p>	
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**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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: <ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Pacing</li> <li>• Word choice</li> <li>• Mood</li> <li>• Tone</li> <li>• Figurative language</li> </ul> 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: <ul style="list-style-type: none"> <li>• Tone</li> <li>• Figurative, Connotative, and Technical Meaning</li> <li>• Meaning through context</li> <li>• Impact of word choice on meaning</li> </ul> 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>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.)

Skills	<p>narrative</p> <p>Purposefully sequence events to add to meaning and narrative effect</p> <p>Utilize narrative techniques in writing (dialogue, pacing, description, character)</p> <p>Writing conclusions for narrative</p> <p>Revising</p> <p>Utilize elements of fiction in writing</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>	<p>Write informative texts to explain complex ideas</p> <p>Outlining</p> <p>Create and develop thesis/claim</p> <p>Citing textual evidence</p> <p>Sequencing</p> <p>Analyzing evidence to support claims</p> <p>Writing counterclaims and supporting them with evidence</p> <p>Writing in a formal and objective tone</p> <p>Writing conclusion statements</p> <p>Compare multiple texts and/or media in writing using textual analysis and details</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>	<p>Analyze details and explain how they prove the claim</p> <p>Compare multiple texts and/or media in writing using textual analysis and details</p> <p>Analyze development of a complex text</p> <p>Use transitions in writing</p> <p>Use content specific vocabulary correctly</p> <p>Using formal or informal writing in the correct situation</p> <p>Creative Writing</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>
Target Standards Reading	<p><b>RL.11-12.1.</b> 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.</p> <p><b>RL.11-12.2.</b> 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.</p> <p><b>RL.11-12.3.</b> 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).</p> <p><b>RL.11-12.5.</b> 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</p>	<p><b>RI.11-12.1.</b> 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.</p> <p><b>RI.11-12.2.</b> 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.</p> <p><b>RI.11-12.3.</b> 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.</p> <p><b>RI.11-12.4.</b> 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).</p> <p><b>RI.11-12.5.</b> Analyze and evaluate the</p>	<p><b>RL.11-12.1.</b> 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.</p> <p><b>RL.11-12.3.</b> 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).</p> <p><b>RL.11-12.4.</b> 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.)</p> <p><b>RL.11-12.7.</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live</p>

	<p>provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><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).</p> <p><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.)</p> <p><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.</p>	<p>effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><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.</p> <p><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.</p> <p><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).</p> <p><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.</p>	<p>production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p><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.</p>
Target Standards Writing	<p><b>W.11-12.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s)</p>	<p><b>W.11-12.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create</p>	<p><b>W.11-12.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and</p>

	<p>of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <ul style="list-style-type: none"> <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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</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 from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> <p><b>W.11-12.4.</b> 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.)</p> <p><b>W.11-12.5.</b> 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</p>	<p>an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</li> </ul> <p><b>W.11-12.2.</b> 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.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic; organize complex ideas, concepts, and information so that</li> </ul>	<p>create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</li> </ul> <p><b>W.11-12.4.</b> 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.)</p> <p><b>W.11-12.5.</b> Develop and strengthen writing as</p>
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	<p>most significant for a specific purpose and audience.</p> <p><b>W.11-12.6.</b> 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.</p> <p><b>W.11-12.10.</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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p><b>W.11-12.4.</b> 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.)</p>	<p>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.</p> <p><b>W.11-12.6.</b> 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.</p> <p><b>W.11-12.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>C. Apply <i>grades 11–12 Reading standards</i> 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 topics”).</p> <p>D. Apply <i>grades 11–12 Reading standards</i> 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]”).</p> <p><b>W.11-12.10.</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,</p>
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		<p><b>W.11-12.5.</b> 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.</p> <p><b>W.11-12.6.</b> 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.</p> <p><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.</p> <p><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).</p> <p><b>W.11-12.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 11–12 Reading standards</i> 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</p>	<p>purposes.</p>
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		<p>topics”).</p> <p>B. Apply <i>grades 11–12 Reading standards</i> 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]”).</p> <p><b>W.11-12.10.</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.</p>	
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**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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: <ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Pacing</li> <li>• Word choice</li> <li>• Mood</li> <li>• Tone</li> <li>• Figurative language</li> </ul> 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: <ul style="list-style-type: none"> <li>• Tone</li> <li>• Figurative, Connotative, and Technical Meaning</li> <li>• Meaning through context</li> <li>• Impact of word choice on meaning</li> </ul> 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>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 literary nonfiction at grade level text-complexity or above.)

Skills	<p>narrative</p> <p>Purposefully sequence events to add to meaning and narrative effect</p> <p>Utilize narrative techniques in writing (dialogue, pacing, description, character)</p> <p>Writing conclusions for narrative</p> <p>Revising</p> <p>Utilize elements of fiction in writing</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>	<p>Write informative texts to explain complex ideas</p> <p>Outlining</p> <p>Create and develop thesis/claim</p> <p>Citing textual evidence</p> <p>Sequencing</p> <p>Analyzing evidence to support claims</p> <p>Writing counterclaims and supporting them with evidence</p> <p>Writing in a formal and objective tone</p> <p>Writing conclusion statements</p> <p>Compare multiple texts and/or media in writing using textual analysis and details</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>	<p>Analyze details and explain how they prove the claim</p> <p>Compare multiple texts and/or media in writing using textual analysis and details</p> <p>Analyze development of a complex text</p> <p>Use transitions in writing</p> <p>Use content specific vocabulary correctly</p> <p>Using formal or informal writing in the correct situation</p> <p>Creative Writing</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>
Target Standards Reading	<p><b>RL.11-12.1.</b> 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.</p> <p><b>RL.11-12.2.</b> 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.</p> <p><b>RL.11-12.3.</b> 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).</p> <p><b>RL.11-12.5.</b> 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</p>	<p><b>RI.11-12.1.</b> 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.</p> <p><b>RI.11-12.2.</b> 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.</p> <p><b>RI.11-12.3.</b> 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.</p> <p><b>RI.11-12.4.</b> 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).</p> <p><b>RI.11-12.5.</b> Analyze and evaluate the</p>	<p><b>RL.11-12.1.</b> 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.</p> <p><b>RL.11-12.3.</b> 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).</p> <p><b>RL.11-12.4.</b> 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.)</p> <p><b>RL.11-12.7.</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live</p>

	<p>provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><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).</p> <p><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.)</p> <p><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.</p>	<p>effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><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.</p> <p><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.</p> <p><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).</p> <p><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.</p>	<p>production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p><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.</p>
Target Standards Writing	<p><b>W.11-12.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s)</p>	<p><b>W.11-12.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create</p>	<p><b>W.11-12.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and</p>

	<p>of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>W.11-12.4.</b> 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.)</p> <p><b>W.11-12.5.</b> 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</p>	<p>an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p><b>W.11-12.2.</b> 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.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that</p>	<p>create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p><b>W.11-12.4.</b> 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.)</p> <p><b>W.11-12.5.</b> Develop and strengthen writing as</p>
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	<p>most significant for a specific purpose and audience.</p> <p><b>W.11-12.6.</b> 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.</p> <p><b>W.11-12.10.</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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p><b>W.11-12.4.</b> 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.)</p>	<p>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.</p> <p><b>W.11-12.6.</b> 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.</p> <p><b>W.11-12.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 11–12 Reading standards</i> 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 topics”).</p> <p>B. Apply <i>grades 11–12 Reading standards</i> 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]”).</p> <p><b>W.11-12.10.</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,</p>
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		<p><b>W.11-12.5.</b> 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.</p> <p><b>W.11-12.6.</b> 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.</p> <p><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.</p> <p><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).</p> <p><b>W.11-12.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 11–12 Reading standards</i> 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</p>	<p>purposes.</p>
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		<p>topics”).</p> <p>B. Apply <i>grades 11–12 Reading standards</i> 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]”).</p> <p><b>W.11-12.10.</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.</p>	
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**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

Union County Educational Services Commission  
Curriculum Mapping Format: Creative Writing

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

<p>the approaches the authors take.</p> <p><b>NJSLSA.W4.</b> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>NJSLSA.W5.</b> - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>NJSLSA.W6.</b> - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>NJSLSA.W10.</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.</p> <p><b>NJSLSA.SL2.</b> - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>NJSLSA.SL3.</b> - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>NJSLSA.SL6.</b> - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>NJSLSA.L1.</b> - Demonstrate command of the conventions of</p>	<p>coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>NJSLSA.W5.</b> - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>NJSLSA.W6.</b> - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>NJSLSA.W10.</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.</p> <p><b>NJSLSA.SL2.</b> - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>NJSLSA.SL3.</b> - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>NJSLSA.SL6.</b> - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>NJSLSA.L1.</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>NJSLSA.L2.</b> - Demonstrate</p>	<p>coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>NJSLSA.W5.</b> - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>NJSLSA.W6.</b> - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>NJSLSA.W10.</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.</p> <p><b>NJSLSA.SL2.</b> - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>NJSLSA.SL3.</b> - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>NJSLSA.SL6.</b> - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>NJSLSA.L1.</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>NJSLSA.L2.</b> - Demonstrate</p>	<p>the approaches the authors take.</p> <p><b>NJSLSA.W4.</b> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>NJSLSA.W5.</b> - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>NJSLSA.W6.</b> - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>NJSLSA.W10.</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.</p> <p><b>NJSLSA.SL2.</b> - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>NJSLSA.SL3.</b> - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>NJSLSA.SL6.</b> - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>NJSLSA.L1.</b> - Demonstrate command of the conventions of</p>
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	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 Theme Figurative Language Text Structure The Writing Process	Making Inferences Theme Conflict Characterization Text Structure The Writing Process	Making Inferences Theme Figurative Language Poetic Structure The Writing Process	Making Inferences Theme Figurative Language Text Structure The Writing Process

## Health/Physical Education

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

Union County Educational Services Commission  
Curriculum Mapping Format: Health 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
Topic	Female Reproductive System	Male Reproductive System	The Beginning of the Life Cycle	Sexually Transmitted Diseases and Infections	CPR	First Aid
Standards	<p><b>2.4.12.B.5</b> - Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and <u>HPV</u> vaccine).</p>	<p><b>2.4.12.B.5</b> - Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and <u>HPV</u> vaccine).</p>	<p><b>2.1.12.A.1</b> - Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.  <b>2.4.12.C.1</b> - Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.  <b>2.4.12.C.5</b> - Evaluate parenting strategies used at various stages of child development based on valid sources of information.</p>	<p><b>2.4.12.B.1</b> - Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.  <b>2.4.12.B.2</b> - Evaluate information that supports abstinence from sexual activity using reliable research data.  <b>2.4.12.B.3</b> - Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.  <b>2.4.12.B.5</b> - Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease</p>	<p><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.</p>	<p><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.</p>

				(e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).		
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	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, defibrillation 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			
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**Union County Educational Services Commission  
High School Course Syllabus**

**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:**

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

**Adoption Date:**

Union County Educational Services Commission  
Curriculum Mapping Format: Health II

	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	Medicine and Drugs	Tobacco Use and Abuse	Alcohol Use and Abuse	Illegal Drugs	CPR	First Aid
Standards	<p><b>2.3.12.A.1</b> - Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.</p> <p><b>2.3.12.A.2</b> - Summarize the criteria for evaluating the effectiveness of a medicine.</p> <p><b>2.3.12.A.3</b> - Relate personal abuse of prescription and over-the-counter medicines to wellness.</p>	<p><b>2.3.12.B.1</b> - Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.</p>	<p><b>2.1.12.D.3</b> - Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</p> <p><b>2.3.12.B.1</b> - Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.</p> <p><b>2.3.12.B.3</b> - Correlate increased alcohol use with challenges that may occur at various life stages.</p> <p><b>2.3.12.B.4</b> - Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended</p>	<p><b>2.1.12.D.3</b> - Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.</p> <p><b>2.3.12.B.1</b> - Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.</p> <p><b>2.3.12.B.2</b> - Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p><b>2.3.12.B.4</b> - Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</p>	<p><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.</p>	<p><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.</p>

			pregnancy.	<p><b>2.3.12.B.5</b> - Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.</p> <p><b>2.3.12.C.1</b> - Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.</p> <p><b>2.3.12.C.2</b> - Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.</p> <p><b>2.3.12.C.3</b> - Analyze the societal impact of substance abuse on the individual, family, and community.</p>		
Content	<p>Classification of Medicines</p> <p>Effects of Medicines</p> <p>Forms of Medicines: (prescription medicines, over-the-counter medicines, medicinal supplements)</p> <p>Ways to Take Medicine Safely</p>	<p>Forms of Tobacco</p> <p>Health Risks of Tobacco</p> <p>Nicotine</p> <p>Strategies for Avoiding Tobacco ; (reducing peer pressure, surrounding yourself with positive influences, and refusal skills)</p>	<p>Effects of Alcohol on Different People</p> <p>Short Term and Long Term Effects of Alcohol Use</p> <p>Factors Leading to Teen Alcohol Use: (peer pressure, family, and media messages)</p>	<p>Drug Use and Abuse as Life Threatening Behaviors</p> <p>Physical and Mental Effects of Marijuana, Inhalants, and Anabolic Steroids.</p> <p>Effects of Psychoactive Drugs</p>	<p>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, defibrillation and advanced care</p> <p>"Hands Only" CPR</p>	<p>The first steps in an emergency are to check, call, and care (3 C's)</p> <p>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)</p> <p>Different types of wounds including: abrasions, lacerations, punctures and avulsions</p>
Skills	Students will be able to identify	Students will be able to identify the long	Students will be able to identify the factors	Students will be able to identify factors that	Students will be able to identify an	Students will be able to demonstrate first-aid

	the four categories that medicines that treat or prevent illnesses are broken into Students will be able to summarize the criteria for evaluating the effectiveness of a medicine	and short term effects of tobacco use Students will be able to explain how to end the addiction cycle and also explain how someone can get help in quitting tobacco use	that influence alcohol's effects, including body size, gender and food Students will be able to explain how extended use can be harmful for one's relationships with family and friends	influence teens which include, peer pressure, family members, role models, media, perceptions of drug behavior and misleading information Students will be able to identify the health risks associated with marijuana use and psychoactive drugs	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.	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
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**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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
Topic	Personal Health Care	Body Systems	Health and Wellness	CPR	First Aid
Standards	<b>2.1.12.A.1</b> - Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.	<b>2.1.12.C.1</b> - Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies. <b>2.1.12.C.2</b> - Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.	<b>2.1.12.C.1</b> - Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies. <b>2.2.12.B.1</b> - Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others. <b>2.2.12.B.2</b> - Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.	<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: <ul style="list-style-type: none"> <li>• Skin</li> <li>• Nails</li> <li>• Hair</li> <li>• Teeth</li> <li>• Mouth</li> <li>• Eyes</li> <li>• Ears</li> </ul>	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, defibrillation 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	<p>Identification of layers of the skin and their role.</p> <p>Maintaining health.</p> <p>Skin problems (ex: melanoma) and how to identify them.</p> <p>Parts of the mouth.</p> <p>Parts of the ear.</p>	<p>Skeletal System consists of bones and connective and provides structure for the body.</p> <p>Identifying problems.</p> <p>Role of muscles and proper care.</p> <p>Role of Central Nervous System and identifying sections of the brain.</p> <p>Roles and importance of cardiovascular and lymphatic systems.</p>	<p>Promoting Positive Behaviors</p> <p>Avoiding Risky Behaviors</p>	<p>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)</p> <p>Successfully demonstrated by each student.</p>	<p>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</p>



**Union County Educational Services Commission  
High School Course Syllabus**

**Title:** Health/Physical Education IV

**Timeline:** 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:**

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

**Adoption Date:**

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

					providing first aid) Different types of wounds including: abrasions, lacerations, punctures and avulsions
Skills	Identifying and utilizing skills for a healthy relationship	Identifying: <ul style="list-style-type: none"> <li>• Where to get help</li> <li>• How to get help</li> </ul> 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 Unit	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks
Topic	Fitness	Football	Soccer	Floor Hockey	Volleyball	Basketball
Standards	<p>2.5.12.A.1: Explain and demonstrate ways to apply <u>movement skills</u> from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p>2.5.12.A.2: Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>2.5.12.A.3: Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).</p> <p>2.5.12.A.4: Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p> <p>2.5.12.B.1: Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>2.5.12.B.2: Apply a variety of mental strategies to improve performance.</p> <p>2.5.12.B.3: Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>2.5.12.C.1: Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</p> <p>2.5.12.C.2: Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p> <p>2.5.12.C.3: Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.</p> <p>2.6.12.A.2: Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (<u>FITT and additional training principles</u>)</p>					
Skills	<p><i>Students will know how and be able to:</i></p> <p>Know and understand the five components of health related physical fitness.</p> <p>Develop an individual fitness plan.</p> <p>Know how to measure heart rate and utilize a heart rate monitor.</p> <p>Know how to safely use various exercises that help develop the five</p>	<p><i>Students will know and be able to:</i></p> <p>Perform fundamental skills such as catching, passing, running, and kicking.</p> <p>Understand and implement basic offensive and defensive strategies, both as a team and as individuals.</p> <p>Implement basic offensive and</p>	<p><i>Students will know and be able to:</i></p> <p>Demonstrate proper kicking technique and control with a soccer ball in a group setting while keeping the ball below the waist level- ie. Dribbling.</p> <p>Demonstrate proper kicking technique and control with a soccer ball while lofting it into the air.</p>	<p><i>Students will know and be able to:</i></p> <p>Know and understand the rules and strategy to hockey.</p> <p>Demonstrate proper form while using a hockey stick to stick handle a puck/ball.</p> <p>Understand the different positions on the ice and the</p>	<p><i>Students will know and be able to:</i></p> <p>Perform fundamental skills such as bumping, setting, serving and blocking.</p> <p>Understand and implement basic offensive and defensive techniques, both as a team and as individuals.</p>	<p><i>Students will know and be able to:</i></p> <p>Facilitate the learning of the rules, playing regulations, and boundaries in the sport of basketball.</p> <p>Understand the different player positions on the court (ex. point guard, shooting guard, forward).</p> <p>Dribble a basketball</p>

	<p>components of health related fitness.</p> <p>Spot weight training exercises properly while working in the weight room.</p> <p>Use proper etiquette in the weight room and to respect fellow students while participating in various fitness activities.</p>	<p>defensive positions and formations.</p> <p>Implement basic scoring principles, rules and understand the penalties for violations of these rules.</p> <p>Understand the dimensions of the playing field, boundaries and other areas of importance.</p> <p>Identify potential risks and dangers associated with physical activity and describe how to minimize these risks.</p> <p>Understand the importance of physical conditioning and its relationship to participation in the sport of football.</p>	<p>Demonstrate proper short and long passing technique to a partner and teammates</p> <p>Demonstrate proper trapping technique in order to regain control of the ball.</p> <p>Demonstrate proper technique when heading the ball into the goal or to a teammate.</p> <p>Cooperate with each other and work in a group setting while learning/practicing soccer skills and proper technique.</p> <p>Work in modified teams while practicing soccer skills and proper technique during a facilitated game.</p> <p>Recite the basic rules of a soccer games.</p> <p>Demonstrate basic knowledge of a soccer field dimensions and recognize the following areas on the field: center circle, center-line, goal line, and corner arc.</p>	<p>importance of each one.</p> <p>Demonstrate proper goaltending skills.</p> <p>Demonstrate proper movement skills while performing different kinds of shots.</p> <p>Implement basic scoring principles, rules and understand the penalties for violations of these rules.</p>	<p>Implement basic offensive and defensive positions on the court.</p> <p>Implement basic scoring principles, rotation procedures, rules and regulations, safety concerns and understand the penalties for violations of these rules.</p> <p>Understand the dimensions of the playing court, boundaries and other areas of importance.</p> <p>Identify potential risks and dangers associated with physical activity and describe how to minimize these risks.</p> <p>Understand the importance of physical conditioning and its relationship to participation in the sport of volleyball.</p>	<p>correctly using both hands in a stationary position as well as while moving across the court with proper head and body position.</p> <p>Demonstrate the three types of passes used in basketball (ex. chest, bounce, overhead passes).</p> <p>Use proper form shooting from a stationary position.</p> <p>Demonstrate the understanding of the three basic shots in basketball (lay-up, foul shot, jump shot).</p> <p>Demonstrate the proper defensive stance and position used in a variety of defenses.</p> <p>Understand the differences between the different types of defenses used in the game of basketball (ex. zones and man to man).</p> <p>Develop the inclusion of lead up games and activities for the game of basketball.</p> <p>Develop etiquette, scoring and sportsmanship in a regulation game and tournament play.</p>
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Unit	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Length of Unit	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks
Topic	Badminton	Speedball	Pickleball	Softball/Baseball	Golf	Cooperative Games
Standards	<p>2.5.12.A.1: Explain and demonstrate ways to apply <u>movement skills</u> from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p>2.5.12.A.2: Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>2.5.12.A.3: Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).</p> <p>2.5.12.A.4: Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p> <p>2.5.12.B.1: Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>2.5.12.B.2: Apply a variety of mental strategies to improve performance.</p> <p>2.5.12.B.3: Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>2.5.12.C.1: Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</p> <p>2.5.12.C.2: Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p> <p>2.5.12.C.3: Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.</p> <p>2.6.12.A.2: Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (<u>FITT and additional training principles</u>)</p>					
Skills	<p><i>Students will know and be able to:</i></p> <p>Demonstrate a basic knowledge of safety while using equipment on the court.</p> <p>Demonstrate the basic skills of badminton: backhand stroke, forehand stroke, smash, and serve.</p> <p>Demonstrate the basic knowledge of rules of the game and keeping score. • Successfully</p>	<p><i>Students will know and be able to:</i></p> <p>Explain the safety rules of each activity. Effectively move safely through space while actively participating. This will benefit their development of spatial awareness.</p> <p>Demonstrate an understanding of movement concepts and the use of motor</p>	<p><i>Students will know and be able to:</i></p> <p>Demonstrate an understanding of movement concepts and the use of motor skills. • Demonstrate the ability to use effective interpersonal skills.</p> <p>Develop the understanding that challenge, enjoyment, creativity, and self/social expression are important, life-enhancing</p>	<p><i>Students will know and be able to:</i></p> <p>Proper throwing mechanics.</p> <p>Proper fielding mechanics.</p> <p>Proper hitting mechanics.</p> <p>Cognitive understanding of situational play.</p> <p>Understanding the rules and conventions of play.</p>	<p><i>Students will know and be able to:</i></p> <p>Explain the rules and scoring in Golf.</p> <p>Understand common golf terminology.</p> <p>Understand cause and effect factors that influence ball flight.</p> <p>Demonstrate pre- and in-swing</p>	<p><i>Students will know and be able to:</i></p> <p>Demonstrate an understanding of movement concepts and the use of motor skills.</p> <p>Effectively move safely through space while actively participating.</p> <p>Demonstrate responsible personal and social behavior.</p> <p>Demonstrate the ability to use effective interpersonal skills.</p>

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



**Union County Educational Services Commission  
High School Course Syllabus**

**Title:** Algebra I

**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%

**Adoption Date:**

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	<p><b>A.ARP.A.1</b> - 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.</p> <p><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 <math>5^{1/3}</math> to be the cube root of 5 because we want <math>(5^{1/3})^3 = 5(1/3)^3</math> to hold, so <math>(5^{1/3})^3</math> must equal 5.</p> <p><b>N.RN.A.2</b> - Rewrite expressions involving</p>	<p><b>A.CED.A.1</b> - 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.</p> <p><b>A.CED.A.4</b> - Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law <math>V = IR</math> to highlight resistance <math>R</math>.</p> <p><b>A.REI.A.1</b> - Explain each step in solving a simple equation as following from</p>	<p><b>A.CED.A.2</b> - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p><b>A.REI.D.10</b> - 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).</p> <p><b>A.REI.D.12</b> - Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear</p>	<p><b>A.REI.D.10</b> - 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).</p>	<p><b>A.CED.A.3</b> - 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.</p> <p><b>A.REI.C.5</b> - 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.</p> <p><b>A.REI.C.6</b> - Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing</p>	<p><b>A.SSE.A.2</b> - Use the structure of an expression to identify ways to rewrite it. For example, see <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</p> <p><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 <math>5^{1/3}</math> to be the cube root of 5 because we want <math>(5^{1/3})^3 = 5(1/3)^3</math> to hold, so <math>(5^{1/3})^3</math> must equal 5.</p> <p><b>N.RN.A.2</b> - Rewrite expressions involving</p>

	<p>radicals and rational exponents using the properties of exponents.</p> <p><b>N.RN.B.3</b> - Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.</p>	<p>the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p><b>A.REI.A.2</b> - Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p> <p><b>A.REI.B.3</b> - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>	<p>inequalities in two variables as the intersection of the corresponding half-planes.</p> <p><b>S.ID.C.7</b> - Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p>		<p>on pairs of linear equations in two variables.</p> <p><b>A.REI.C.7</b> - Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line <math>y = -3x</math> and the circle <math>x^2 + y^2 = 3</math>.</p> <p><b>A.REI.D.10</b> - 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).</p>	<p>radicals and rational exponents using the properties of exponents.</p>
Standards for Mathematical Practice	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments &amp; critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>					
Content	Real Numbers: Rational, irrational, integers,	Equations Variables	Intercepts Slope	Variables Inequalities	One solution No solution	Power Rule 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 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)

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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

	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	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	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 Segment on a Coordinate Plane Finding the Endpoint of a Segment on a Coordinate Plane Finding the Distance between Two Points Copying a Segment/Angle Bisecting a Segment/Angle Measuring and Classifying Angles Naming Points, Lines, and Planes Naming Segments and Rays Measuring Segment Lengths Using the Segment Addition Postulate Comparing Segment Lengths Using the Midpoint of a Segment Naming Angles Measuring and Classifying Angles Using Congruent Angles Using the Angle Addition Postulate Identify Angle Pairs Finding Missing Angles Using an Angle Bisector to Find Angle Measures	Finding and Using a Pattern Using Inductive Reasoning Collecting Information to make a Conjecture Making a Prediction Finding a Counterexample Conditional Statements Identifying the Hypothesis and Conclusion Writing a Conditional Finding and Writing the Truth Value of a Conditional Biconditionals and Definitions Writing a biconditional Identifying the conditionals in a biconditional Writing a Definition as a Biconditional Identifying Good Definitions Counterexample Inductive Reasoning Deductive Reasoning Biconditional Statements Algebraic Proofs	Lines and Angles Angles Formed by Parallel Lines and Transversal Proving Lines Parallel Perpendicular Lines Slopes and Lines Lines in the Coordinate Plane	Classifying Triangles Angle Relationship in Triangles Proving Congruent Triangles Triangle Congruence (SSS, SAS, ASA, AAS, HL, and CPCTC)	Proving Triangle Congruence (SSS, SAS, ASA, AAS, HL, and CPCTC) Isosceles and Equilateral Triangle Properties	Perpendicular and Angle Bisectors Bisectors of Triangles Circumcenters and Incenters Medians and Altitudes of Triangles The Triangle Midsegment Theorem Inequalities in One Triangle Inequalities in Two Triangles The Pythagorean Theorem Applying Special Right Triangles
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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	<p><b>G.CO.A.4</b> - Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p><b>G.CO.A.5</b> - 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.</p>	<p><b>G.CO.A.3</b> - Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</p> <p><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.</p>	<p><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).</p> <p><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).</p>	<p><b>G.GMD.A.1</b> - Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. <i>Use dissection arguments, Cavalieri's principle, and informal limit arguments.</i></p> <p><b>G.GMG.A.2</b> - +) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.</p> <p><b>G.GMD.A.3</b> - Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.</p> <p><b>G.GMD.B.4</b> - Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.</p>	<p><b>G.SRT.A.1</b> - Verify experimentally the properties of dilations given by a center and a scale factor:</p> <ol style="list-style-type: none"> <li>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>The dilation of a line segment is longer or shorter in the ratio given by the scale factor.</li> </ol> <p><b>G.SRT.A.2</b> - 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.</p> <p><b>G.SRT.A.3</b> - Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.</p>

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 Triangle 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 symmetry in three-dimensional objects Finding a scale factor for dilations Identifying symmetries in a tessellation				
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**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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

	<p>simple cases and using technology for more complicated cases.</p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p> <p>c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p> <p>d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations</p>	<p><math>g(x)</math>; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where <math>f(x)</math> and/or <math>g(x)</math> are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p>	<p>of the function.</p> <p>b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as <math>y = (1.02)^t</math>, <math>y = (0.97)^t</math>, <math>y = (1.01)^{12t}</math>, <math>y = (1.2)^{t/10}</math>, and classify them as representing exponential growth or decay</p>	<p>structure of an expression to identify ways to rewrite it. For example, see <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</p> <p><b>A-APR.A.1</b> - 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.</p>	<p>identify ways to rewrite it. For example, see <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</p>	<p>maxima, and minima.</p> <p>c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p> <p>d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p> <p><b>F-IF.C.8</b> - Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the</p>
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	<p>are available, and showing end behavior.</p> <p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p>					<p>graph, and interpret these in terms of a context.</p> <p><b>A-REI.B.4</b> - Solve quadratic equations in one variable.</p> <p>a. Use the method of completing the square to transform any quadratic equation in <math>x</math> into an equation of the form <math>(x - p)^2 = q</math> that has the same solutions. Derive the quadratic formula from this form.</p> <p>b. Solve quadratic equations by inspection (e.g., for <math>x^2 = 49</math>), 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</p>
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						<p>complex solutions and write them as <math>a \pm bi</math> for real numbers <math>a</math> and <math>b</math>.</p> <p><b>A-SSE.B.3</b> - Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <p>a. Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p>
Standards for Mathematical Practice	<p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments &amp; critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>					
Content	Rate of Change Slope	One solution, No Solution, Infinitely	Properties of exponents	Standard Form Factoring	Standard Form Factoring	Quadratic equations with 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 Mathematical Content	<p><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 <math>5^{1/3}</math> to be the cube root of 5 because we want <math>(5^{1/3})^3 = 5(1/3)^3</math> to hold, so <math>(5^{1/3})^3</math> must equal 5.</p> <p><b>A-APR.D.7</b> - Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p> <p><b>A-REI.A.2</b> - Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p> <p><b>F-IF.C.7</b> - Graph functions expressed symbolically and</p>	<p><b>A-REI.D.11</b> - Explain why the x-coordinates of the points where the graphs of the equations <math>y = f(x)</math> and <math>y = g(x)</math> intersect are the solutions of the equation <math>f(x) = g(x)</math>; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where <math>f(x)</math> and/or <math>g(x)</math> are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p> <p><b>F-IF.C.7</b> - Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p><b>F-BF.A.1</b> - Write a function that describes a relationship between two quantities</p> <p>b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</p> <p><b>F-BF.B.4</b> - Find inverse functions.</p>	<p><b>A-APR.A.1</b> - 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.</p> <p><b>A-APR.B.2</b> - Know and apply the Remainder Theorem: For a polynomial <math>p(x)</math> and a number <math>a</math>, the remainder on division by <math>x - a</math> is <math>p(a)</math>, so <math>p(a) = 0</math> if and only if <math>(x - a)</math> is a factor of <math>p(x)</math>.</p> <p><b>A-APR.B.3</b> - Identify zeros of polynomials when suitable factorizations are available, and use the zeros to</p>	<p><b>N-VM.C.6</b> - Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.</p> <p><b>N-VM.C.8</b> - Add, subtract, and multiply matrices of appropriate dimensions.</p> <p><b>A-REI.D.11</b> - Explain why the x-coordinates of the points where the graphs of the equations <math>y = f(x)</math> and <math>y = g(x)</math> intersect are the solutions of the equation <math>f(x) = g(x)</math>; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where <math>f(x)</math> and/or <math>g(x)</math> are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p>	<p><b>N-CN.A.1</b> - Know there is a complex number <math>i</math> such that <math>i^2 = -1</math>, and every complex number has the form <math>a + bi</math> with <math>a</math> and <math>b</math> real.</p> <p><b>N-CN.A.2</b> - Use the relation <math>i^2 = -1</math> and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.</p>

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

					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 Expressions Multiplying Rational Expressions Dividing Rational Expressions Adding and Subtracting Rational Expressions Solving Rational Equations Graphing Rational Functions Solving Rational Equations	Exponential Growth and Decay Functions Graphing Exponential Growth and Decay Functions Inverse of relations and functions Logarithmic Functions Properties of Logarithms (expand and condense) Solving Exponential and Logarithmic Equations The Natural base $e$	Classification of Polynomials Operations with Polynomials Operations with Polynomials (Long Division) Factoring Polynomials Finding Real Roots of Polynomial Equations	Properties of Matrices Operations with Matrices (Addition, subtraction, scalar multiplication) Operations with Matrices (multiply 3x3 matrices) Solving systems of equations using matrices	Graphing Complex Numbers Operations with Complex Numbers Evaluate Powers of $i$

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

**Union County Educational Services Commission**  
**High School Course Syllabus**

**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%

**Adoption Date:**

**Union County Educational Services Commission  
High School Course Syllabus**

**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 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 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%

**Adoption Date:**

**Union County Educational Services Commission  
High School Course Syllabus**

**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:**

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

**Adoption Date:**



## Science

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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
Topic	Earth's Place in the Universe	Earth's Systems	Earth and Human Activity
Standards	<p><b>HS-ESS3-2</b> - 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.</p> <p><b>HS-ESS3-3</b> - Communicate scientific ideas about the way stars, over their life cycle, produce elements.</p> <p><b>HS-ESS3-4</b> - Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.</p> <p><b>HS-ESS3-6</b> - 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.</p>	<p><b>HS-ESS3-1</b> - 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.</p> <p><b>HS-ESS3-5</b> - 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.</p>	<p><b>HS-ESS3-1</b> - 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.</p> <p><b>HS-ESS3-5</b> - 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.</p> <p><b>HS-ESS3-6</b> - 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.</p>
Content/ Disciplinary Core Ideas	Big Bang Theory Star Life Cycle Planets Moon Phases Moon/Tides Plate Tectonics Earthquakes Volcanoes Natural Resources Developing Possible Solutions Human Impacts on Earth Systems Weather and Climate Global Climate Change	Weather Patterns Layers of Atmosphere Carbon Cycle Water Cycle Global Climate Patterns Population Impact on Climate Natural Resources Natural Hazards Global Climate Change	Types of Natural Resources Managing Natural Resources Human Impacts on Natural Resources Natural Hazards Global Climate Change Weather and Climate
Skills/ Science and Engineering	Constructing Explanations and Designing Solutions	Constructing Explanations and Designing Solutions	Constructing Explanations and Designing Solutions

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

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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

	<p><b>HS-LS1-6</b> - 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.</p> <p><b>HS-LS1-7</b> - 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.</p>		<p>(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.</p> <p><b>HS-LS4-6</b> - Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p>	<p>geosphere.</p> <p><b>HS-LS2-6</b> - 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.</p> <p><b>HS-LS2-7</b> - Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p><b>HS-LS2-8</b> - Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.</p>
Content/ Disciplinary Core Ideas	Structure and Function Growth and Development of Organisms Organization for Matter and Energy Flow in Organisms	Structure and Function Inheritance of Traits Variation of Traits	Evidence of Common Ancestry and Diversity Natural Selection Adaptation Biodiversity and Humans Developing Possible Solutions	Interdependent Relationships in 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 Concepts	Structure and Function Systems and System Models Stability and Change Energy and Matter	Cause and Effect Scale, Proportion, and Quantity	Patterns Cause and Effect	Scale, Proportion, and Quantity Energy and Matter Stability and Change Systems and System Models Cause and Effect
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**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

Union County Educational Services Commission  
Curriculum Mapping Format: Chemistry

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

		<p>bond energy.</p> <p><b>HS-PS1-5</b> - 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.</p> <p><b>HS-PS1-6</b> - Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.</p> <p><b>HS-PS1-7</b> - Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.</p> <p><b>HS-PS1-8</b> - Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.</p>	<p>bond energy.</p> <p><b>HS-PS1-5</b> - 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.</p> <p><b>HS-PS1-6</b> - Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.</p> <p><b>HS-PS1-7</b> - Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.</p> <p><b>HS-PS1-8</b> - Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.</p>	<p>rate at which a reaction occurs.</p> <p><b>HS-PS1-6</b> - Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.</p> <p><b>HS-PS1-7</b> - Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.</p>	
Content/ Disciplinary Core Ideas	Structure and Properties of Matter Chemical Reactions Types of Interactions	Structure and Properties of Matter Chemical Reactions Types of Interactions Optimizing the Design Solution	Structure and Properties of Matter Chemical Reactions Types of Interactions Optimizing the Design Solution	Structure and Properties of Matter Chemical Reactions Types of Interactions Optimizing the Design Solution	Defining and Delimiting Engineering Problems Optimizing the Design Solutions Developing Possible Solutions

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

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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	<p><b>HS-LS-3-1</b> - Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.</p> <p><b>HS-LS3-3</b> - Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p> <p><b>HS-ETS1-2</b> - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p>	<p><b>HS-ETS1-2</b> - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p><b>HS-PS2-1</b> - 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.</p> <p><b>HS-LS3-2</b> - 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.</p>	<p><b>HS-ETS1-2</b> - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p><b>HS-PS2-1</b> - 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.</p>
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

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**



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	<p><b>HS-PS1-5</b> - 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.</p> <p><b>HS-LS1-5</b> - Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.</p> <p><b>HS-LS1-7</b> - 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.</p> <p><b>HS-LS2-4</b> - Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.</p> <p><b>HS-ESS2-4</b> - Use a model to describe how variations in the flow of energy into and out of Earth's systems result in</p>	<p><b>HS-PS1-4</b> - 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.</p> <p><b>HS-LS1-5</b> - Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.</p> <p><b>HS-LS 1-6</b> - 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.</p> <p><b>HS-LS 3-2</b> - 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.</p> <p><b>HS-ESS1-5</b> - Evaluate evidence of the past and current</p>	<p><b>HS-PS3-4</b> - 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).</p> <p><b>HS-LS2-5</b> - Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.</p> <p><b>HS-LS2-6</b> - 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.</p> <p>HS-LS1-2</p> <p><b>HS-ESS1-2</b> - 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.</p> <p><b>HS-ESS2-2</b> - Analyze geoscience data to</p>	<p><b>HS-PS3-3</b> - Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.</p> <p><b>HS-LS 1-2</b>- Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p><b>HS-LS3-3</b> - Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p> <p><b>HS-LS2-4</b> - Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p> <p><b>HS-ESS1-2</b> - Construct an explanation of the Big Bang theory based on</p>

	<p>changes in climate.  <b>HS-ESS2-5</b> - Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.</p>	<p>movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.</p>	<p>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.</p>	<p>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.</p>
Content/ Disciplinary Core Ideas	<p>Science &amp; 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</p>	<p>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</p>	<p>Intertidal Communities  Estuaries  Coral Reef Communities  Continental Shelves &amp; 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</p>	<p>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</p>

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

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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 Idea <sup>5</sup>	Human/ Environment Interaction	Culture	Globalization	Birth of Ideas
Standards	<p><b>6.2.12.B.1.b</b> - Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> <p><b>6.2.12.B.6.a</b> - Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p>	<p><b>6.2.8.A.3.a</b> - 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.</p> <p><b>6.2.8.A.3.c</b> - Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p> <p><b>6.2.8.D.3.d</b> - 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.</p>	<p><b>6.2.12.A.1.a</b> - 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.</p> <p><b>6.2.12.C.1.c</b> - Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p><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.</p> <p><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.</p> <p><b>6.2.12.D.1.c</b> - Analyze various</p>	<p><b>6.2.12.A.2.a</b> - 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</p> <p><b>6.2.12.A.2.b</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).</p> <p><b>6.2.12.D.2.a</b> - 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.</p> <p><b>6.2.12.D.2.b</b> - Determine the factors that led to the</p>

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

			<p>motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p><b>6.2.12.D.1.e</b> - Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p> <p><b>6.2.12.D.1.f</b> - Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.</p>	<p>Reformation and the impact on European politics.</p> <p><b>6.2.12.D.2.d</b> - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p><b>6.2.12.D.2.e</b> - Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p>
Content	<p>Physical Geography: Landmasses and oceans</p> <p>Political Geography: Countries, borders, and boundaries</p> <p>Cultural Geography: How geography impacts society and culture</p>	<p>Classical civilizations (i.e., Greece, Rome, India and China)</p> <p>Cultural Exchange and Diffusion</p> <p>World Religions</p>	<p>Abrahamic and Eastern Religions</p> <p>The Crusades</p> <p>Syrian Civil War</p> <p>Slavery Practices</p> <p>Christianity in the European colonies</p>	<p>Enlightenment in Different Regions of the World</p> <p>Rise of Power in European Nations</p> <p>Causes and Effects of the Renaissance</p> <p>Causes and Effects of the Reformation</p> <p>The Printing Press</p>
Skills	<p>-Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</p> <p>-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.</p> <p>-Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.</p> <p>-Relate current events to the physical and human characteristics of places and regions.</p> <p>-Distinguish valid arguments from false arguments when interpreting current and historical events.</p> <p>-Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</p> <p>-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.</p> <p>-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.</p>			
Holocaust / Amistad Requirement Topic(s)		Origins of slavery and genocide	Transatlantic Slave Trade	

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

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



	<p><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.</p> <p><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.</p> <p><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.</p>	<p><b>6.2.12.C.4.c</b> - Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p> <p><b>6.2.12.D.4.a</b> - Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p> <p><b>6.2.12.D.4.b</b> - Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p> <p><b>6.2.12.D.4.d</b> - 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.</p> <p><b>6.2.12.D.4.e</b> - Compare how Allied countries responded to the expansionist actions of Germany and Italy.</p> <p><b>6.2.12.D.4.g</b> - Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.</p> <p><b>6.2.12.D.4.h</b> - 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.</p> <p><b>6.2.12.D.4.i</b> - 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.</p>	economies and national identities.
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Content	Latin American Independence Movements The Industrial Revolution Reforming the Industrial World Women's Suffrage Worker's Rights Capitalism, Communism, and Socialism	The Causes and Effects of: <ul style="list-style-type: none"> <li>• World War I</li> <li>• World War II</li> <li>• The Holocaust</li> </ul> Government Responses to Genocide and Ethnic Cleansing Effects of the Disintegration of the Ottoman Empire	Cold War Korean War Conflicts in the Middle East United Nations Modern Day Genocides Migration Capitalism, Democratic Socialism, and Communism
Skills	-Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. -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. -Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. -Relate current events to the physical and human characteristics of places and regions. -Distinguish valid arguments from false arguments when interpreting current and historical events. -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, context, and corroborative value of the sources to guide the selection. -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.		
<i>Holocaust / Amistad Requirement Topic(s)</i>	Haitian Slave Rebellion	The Holocaust African-American Role in War Effort	Rwandan Genocide, Bosnian Genocide, Africa's role in the world today

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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	<p><b>6.1.12.A.1.a</b> - Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</p> <p><b>6.1.12.A.1.b</b> - Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p><b>6.1.12.B.1.a</b> - Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.</p> <p><b>6.1.12.C.1.a</b> - Explain how economic ideas and the practices of mercantilism and capitalism</p>	<p><b>6.1.12.A.2.b</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.</p> <p><b>6.1.12.A.2.c</b> - Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.</p> <p><b>6.1.12.A.2.d</b> - Explain how</p>	<p><b>6.1.12.A.3.h</b> - Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.</p> <p><b>6.1.12.A.3.i</b> - Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.</p> <p><b>6.1.12.D.3.a</b> - Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</p> <p><b>6.1.12.D.3.b</b> - Explain how immigration intensified ethnic and cultural conflicts and complicated</p>	<p><b>6.1.12.D.4.d</b> - Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p><b>6.1.12.D.5.d</b> - Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p><b>6.1.12.A.6.c</b> - 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</p>

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

	<p>conflicted during this time period.</p> <p><b>6.1.12.C.1.b</b> - Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.</p> <p><b>6.1.12.D.1.a</b> - Assess the impact of the interactions and conflicts between native groups and North American settlers.</p>	<p>judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.</p> <p><b>6.1.12.A.2.e</b> - Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.</p> <p><b>6.1.12.B.2.b</b> - Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.</p> <p><b>6.1.12.D.2.a</b> - Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.</p> <p><b>6.1.12.D.2.b</b> - Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p><b>6.1.12.D.2.d</b> - Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.</p> <p><b>6.1.12.D.2.e</b> - Determine the</p>	<p>the forging of a national identity.</p> <p><b>6.1.12.D.3.c</b> - Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).</p> <p><b>6.1.12.A.4.a</b> - Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</p> <p><b>6.1.12.A.4.b</b> - Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.</p> <p><b>6.1.12.A.4.c</b> - Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p> <p><b>6.1.12.B.4.b</b> - Analyze the impact of population shifts and migration patterns during the Reconstruction period.</p> <p><b>6.1.12.C.4.a</b> - Assess the role that economics played in enabling the North and South to wage war.</p> <p><b>6.1.12.C.4.b</b> - Compare and</p>	<p>and local governmental policies.</p> <p><b>6.1.12.D.8.b</b> - Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p> <p><b>6.1.12.A.13.b</b> - Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p><b>6.1.12.B.13.a</b> - Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.</p> <p><b>6.1.12.C.13.a</b> - Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.</p> <p><b>6.1.12.D.13.a</b> - Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p> <p><b>6.1.12.D.13.b</b> - Compare and contrast the leadership and</p>
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		<p>impact of African American leaders and institutions in shaping free Black communities in the North.</p> <p><b>6.1.12.A.3.a</b> - Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</p> <p><b>6.1.12.A.3.b</b> - Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.</p> <p><b>6.1.12.A.3.e</b> - Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p>	<p>contrast the immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p><b>6.1.12.D.4.a</b> - Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.</p> <p><b>6.1.12.D.4.c</b> - Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p><b>6.1.12.D.4.d</b> - Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p><b>6.1.12.D.4.e</b> - Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.</p>	<p>ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p>
Content	<p>Slave Trade</p> <p>European Exploration</p> <p>Impact on Native Americans</p> <p>Colonization/Geography of the Colonies</p>	<p>Causes and Effects of the Revolution (Political, Economic, Social)</p> <p>Declaration of Independence</p> <p>Constitutional Conventions</p> <p>Role of Different Societal Groups</p> <p>Government (Democratic Republic, Bill of Rights, 3 Branches of Government)</p> <p>Lewis and Clark</p> <p>Trail of Tears</p>	<p>Causes of the Civil War</p> <p>Westward Expansion</p> <p>North v. South Geography</p> <p>Northern v. Southern Economies</p> <p>Debate on Slavery</p> <p>State Rights vs. Federal Control</p> <p>Life During the Civil War</p> <p>Underground Railroad</p> <p>Life on the Battlefield</p> <p>Life at Home</p> <p>Emancipation Proclamation</p> <p>Results of Civil War/Reconstruction</p> <p>13th, 14th and 15th Amendments</p>	<p>WEB DuBois v. Booker T Washington</p> <p>Great Migration</p> <p>Harlem Renaissance</p> <p>Jim Crow Laws</p> <p>Causes and Effects of The Civil Rights Movement</p>

			Freedmen's Bureau KKK	
Skills	<ul style="list-style-type: none"> <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>			
<i>Holocaust /</i> Amistad Requirement Topic(s)	Trans-Atlantic Slave Trade Life of a Slave	African-American role in war effort 3/5 Compromise	Indian Removal Act, Native American Genocide Sectionalism Jim Crow Rise of KKK Amistad Agreement	The Political, Social, Economic and Geographic changes in the African American Community from Reconstruction through the Civil Rights Movement

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**



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

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

	<p>corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.</p> <p><b>6.1.12.C.5.b</b> - Compare and contrast economic development of the North, South, and West in the post-Civil War period.</p> <p><b>6.1.12.D.5.b</b> - Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.</p> <p><b>6.1.12.D.5.d</b> - Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p><b>6.1.12.A.6.a</b> - Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p><b>6.1.12.A.6.c</b> - Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of</p>	<p><b>6.1.12.A.7.c</b> - Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p> <p><b>6.1.12.C.7.b</b> - Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.</p> <p><b>6.1.12.A.8.a</b> - Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.</p> <p><b>6.1.12.D.8.a</b> - Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.</p> <p><b>6.1.12.D.8.b</b> - Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p> <p><b>6.1.12.A.9.a</b> - Analyze how the actions and policies of the United States government contributed to the Great Depression.</p> <p><b>6.1.12.B.9.a</b> - Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the</p>	<p>other genocides.</p> <p><b>6.1.12.D.11.d</b> - Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p><b>6.1.12.D.11.e</b> - Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.</p>	<p><b>6.1.12.D.12.c</b> - Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p> <p><b>6.1.12.D.12.d</b> - Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.</p> <p><b>6.1.12.D.12.e</b> - Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.</p> <p><b>6.1.12.A.13.b</b> - Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p><b>6.1.12.D.15.a</b> - Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.</p> <p><b>6.1.12.D.15.b</b> - Compare the perspectives of other nations and the United States regarding United States foreign policy.</p>
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	<p>Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p> <p><b>6.1.12.C.6.a</b> - Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.</p>	<p>Great Depression.</p> <p><b>6.1.12.D.9.a</b> - Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p> <p><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.</p> <p><b>6.1.12.A.10.a</b> - Evaluate the arguments regarding the role of the federal government during the New Deal era.</p> <p><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.</p>		<p><b>6.1.12.D.15.c</b> - 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.</p> <p><b>6.1.12.D.15.d</b> - 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.</p>
Content	<p>Mass Production Monopolies and Economic Changes</p> <p>Immigration (3 Great Migrations)</p> <p>Life of Workers in the North v. South</p> <p>Muckrakers</p> <p>Jacob Riis</p> <p>Worker Strikes and Unions</p> <p>Capitalism and Communism</p> <p>Urbanization</p>	<p>World War I (Political Social and Economic Causes and Effects)</p> <ul style="list-style-type: none"> <li>- Treaty of Versailles</li> <li>- Militarism, Alliances, Imperialism, Nationalism</li> </ul> <p>Trench Warfare</p> <p>Black Migration and Harlem Renaissance</p> <p>Women's Movement (during war, right to vote)</p> <p>1920s</p> <p>Great Depression</p> <p>Dust Bowl</p> <p>The New Deal</p>	<p>World War II (Political Social and Economic Causes and Effects)</p> <ul style="list-style-type: none"> <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> <p>Holocaust</p> <ul style="list-style-type: none"> <li>- Growth of Nazism</li> <li>- Personal Experiences</li> <li>- Nuremberg Laws</li> <li>- Concentration camps</li> </ul>	<p>Cold War</p> <ul style="list-style-type: none"> <li>• The UN</li> <li>• Competition USA V. USSR</li> <li>• Effect on other nations.</li> <li>• Nuclearization</li> </ul> <p>America as the lone superpower</p> <ul style="list-style-type: none"> <li>• The rise of modern terrorism</li> <li>• 9/11</li> <li>• America's wars</li> </ul>
Skills	<ul style="list-style-type: none"> <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</li> </ul>			

	<p>political and economic landscape.</p> <ul style="list-style-type: none"> <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>			
Holocaust / Amistad Requirement Topic(s)	Nat Turner, Fredrick Douglas	African-American role in war effort Harlem Renaissance, Race Riots, Inequalities (social, financial, etc)	<i>The Holocaust, The Rape of Nanking,</i> African-American role in war effort	Newark Race Riots, MLK, MX, Civil Rights Movement Black Lives Matter Movement

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

Union County Educational Services Commission  
Curriculum Mapping Format: Economics

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

Content	Communism Capitalism Socialism Economic Change throughout History	The Cost of Education Economic Change Supply and Demand Employment Law	Personal Finances Business Finances Financial Planning Budgeting Debt Credit	Career Goals Career Skills Career Opportunities
Skills	<ul style="list-style-type: none"> <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>			

**Union County Educational Services Commission  
High School Course Syllabus**

**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:**

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

**Adoption Date:**



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
Topic	The Sociological Perspective	Culture	Socialization and Social Structure	Social Stratification	Sociology of Poverty and Politics
Standards	<b>6.3 Active Citizenship in 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.	<b>6.3 Active Citizenship in 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.	<b>6.3 Active Citizenship in 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.	<b>6.3 Active Citizenship in 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.	<b>6.3 Active Citizenship in 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.
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	<p><i>Chronological Thinking:</i> 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.</p> <p><i>Presentation Skills:</i> 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.</p> <p><i>Critical Thinking:</i> Distinguish valid arguments from false arguments when interpreting current and historical events.</p>				

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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
Topic	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	<p><b>D2.His.16.9-12.</b> - Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p><b>D2.Geo.5.9-12.</b> - Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p><b>D2.Geo.10.9-12.</b> - Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p><b>6.3.4.A.1.</b> - Determine what makes a good rule or law and apply this understanding to rules and laws in your school or</p>	<p><b>D2.His.16.9-12.</b> - Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p><b>D2.Geo.5.9-12.</b> - Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p><b>D2.Geo.10.9-12.</b> - Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p><b>6.3.4.D.1.</b> - Identify actions that are unfair or discriminatory, such as</p>	<p><b>D2.His.16.9-12.</b> - Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p><b>D2.Geo.5.9-12.</b> - Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p><b>D2.Geo.10.9-12.</b> - Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p><b>6.3.12.A.2.</b> - 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</p>	<p><b>D2.His.16.9-12.</b> - Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p><b>D2.Geo.5.9-12.</b> - Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p><b>D2.Geo.10.9-12.</b> - Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p><b>6.2.12.A.6.d.</b> - Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic,</p>	<p><b>D2.His.16.9-12.</b> - Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p><b>D2.Geo.5.9-12.</b> - Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p><b>D2.Geo.10.9-12.</b> - Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p><b>6.3.4.B.1.</b> - Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible</p>

	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			

**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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 Unit	3 Weeks	4 Weeks	5 Weeks	6 Weeks
Topics	Renaissance and Reformation	Age of Exploration	Industrialization and Nationalism	Imperialism (Asia, Africa, India, Latin America)
Standards	<p><b>6.2.12.D.2.a</b> - 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.</p> <p><b>6.2.12.D.2.b</b> - Determine the factors that led to the Reformation and the impact on European politics.</p>	<p><b>6.2.12.B.1.a</b> - Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> <p><b>6.2.12.C.1.b</b> - Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society. <b>6.2.12.C.1.c</b> - Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p><b>6.2.12.C.1.d</b> - Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</p> <p><b>6.2.12.C.1.e</b> - Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from</p>	<p><b>6.2.12.A.3.c</b> - Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p><b>6.2.12.A.3.d</b> - Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals. <b>6.2.12.A.3.e</b> - Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.</p> <p><b>6.2.12.C.3.a</b> - Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.</p> <p><b>6.2.12.C.3.b</b> - Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p> <p><b>6.2.12.C.3.c</b> - Compare the characteristics of capitalism, communism, and socialism to determine</p>	<p><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.</p> <p><b>6.2.12.D.1.e</b> - Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p> <p><b>6.2.12.D.1.f</b> - Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.</p> <p><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.</p> <p><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. <b>6.2.12.D.3.c</b> - Compare</p>

		<p>Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.</p> <p><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.</p> <p><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.</p> <p><b>6.2.12.D.1.c</b> - Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p><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.</p> <p><b>6.2.12.D.1.e</b> - Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p> <p><b>6.2.12.D.1.f</b> - Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European</p>	<p>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.</p> <p><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.</p> <p><b>6.2.12.D.3.a</b> - Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p> <p><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.</p>	<p>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.</p> <p><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.</p> <p><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.</p>
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		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	<p><b>6.2.12.D.4.a</b> - Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p> <p><b>6.2.12.D.4.f</b> - Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</p> <p><b>6.2.12.D.4.g</b> - Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.</p> <p><b>6.2.12.D.4.h</b> - 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.</p> <p><b>6.2.12.D.4.i</b> - 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.</p> <p><b>6.2.12.D.4.j</b> - Analyze how the social, economic, and political roles of women were transformed during this</p>	<p><b>6.2.12.D.4.a</b> - Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p> <p><b>6.2.12.D.4.f</b> - Explain the role of colonial peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.</p> <p><b>6.2.12.D.4.g</b> - Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.</p> <p><b>6.2.12.D.4.h</b> - 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.</p> <p><b>6.2.12.D.4.i</b> - 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.</p> <p><b>6.2.12.D.4.j</b> - Analyze how the social, economic, and political roles of women were transformed during this</p>	<p><b>6.2.12.A.5.a</b> - 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).</p> <p><b>6.2.12.B.5.a</b> - Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.</p> <p><b>6.2.12.B.5.b</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</p>	<p><b>6.2.12.A.5.d</b> - 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.</p> <p><b>6.2.12.A.6.a</b> - Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p><b>6.2.12.A.6.b</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.</p> <p><b>6.2.12.A.6.c</b> - Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p><b>6.2.12.A.6.d</b> - Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p>

	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. <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.		
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

**Union County Educational Services Commission  
High School Course Syllabus**

**Title:** Spanish I

**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%

**Adoption Date:**

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

	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: <ul style="list-style-type: none"> <li>Express time</li> <li>Ask memorized questions</li> </ul>	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 <i>gustar</i> 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

		<p>related to school activities in the present time frame</p> <ul style="list-style-type: none"> <li>• Answer simple questions related to school activities in the present time frame</li> </ul> <p>Cultural products related to school Transportation School Places and professions</p>				
Skills	<p>Recognize basic sound distinctions and intonation patterns and their effects on communicating meaning</p> <p>Ask questions and provide responses</p> <p>Describe themselves in Spanish</p> <p>Express the date in Spanish</p> <p>Use expressions of greeting and farewell(oral/written)</p> <p>Respond to simple commands</p>	<p>Ask questions and provide responses</p> <p>Describe how they and others feel</p> <p>Express verbally what they and their friends do</p> <p>Describe themselves and others in Spanish</p> <p>Describe how they and others feel</p> <p>Ask questions and provide responses</p> <p>Recognize basic sound distinctions and intonation patterns and their effects on communicating meaning</p>	<p>Use expressions of likes and dislikes (oral/written)</p> <p>Identify differences and similarities</p> <p>State basic family information</p> <p>Recognize and use common gestures and cultural practices associated with family celebrations</p> <p>Use expressions for descriptions (oral/written)</p> <p>Utilize question words</p> <p>Identify main ideas</p>	<p>Express likes, dislikes, emotions, agreement and disagreement</p> <p>Express possession</p> <p>State basic family information</p> <p>Identify main ideas and some details when reading and listening</p> <p>Use expressions of likes and dislikes (oral/written)</p> <p>Identify differences and similarities</p> <p>Recognize and use common gestures and cultural practices</p>	<p>State basic food information</p> <p>Identify main ideas and some details when reading and listening</p> <p>Use expressions of likes and dislikes (oral/written)</p> <p>Identify differences and similarities of food groups</p> <p>Identify how to make healthy food choices</p> <p>Order food and beverages in a restaurant</p>	<p>Identify free time activities</p> <p>Compare their opportunities with those of other students</p> <p>Describe personal habits related to teenage life</p> <p>Make recommendations about positive choices</p>

			and details when reading and listening Comprehend simple, culturally authentic announcements, messages, and advertisements Identify commonly held viewpoints of the cultures, such as those relating to celebrations and traditions	associated with family celebrations Recognize food and its relationship with culture		
Suggested Activities	<p>Interpersonnel Mode</p> <ol style="list-style-type: none"> <li>1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</li> <li>2. Perform a skit or short play for a class, the school or the community.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Use flash cards or board activities to demonstrate comprehension, such as Q&amp;A with flash cards,</li> </ol>	<p>Interpersonal Mode</p> <ol style="list-style-type: none"> <li>1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</li> <li>2. Perform a skit or short play for a class.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Use flash cards or board activities to demonstrate comprehension, such as Q&amp;A with flash cards,</li> </ol>	<p>Interpersonal Mode</p> <ol style="list-style-type: none"> <li>1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</li> <li>2. Perform a skit or short play for a class.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Discuss holiday activities: with a partner, talk</li> </ol>	<p>Interpersonal Mode</p> <ol style="list-style-type: none"> <li>1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</li> <li>2. Perform a skit or short play for a class.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Discuss activities: with a partner, talk about activities that your family, or another family, likes to do and what is a traditional meal.</li> </ol>	<p>Interpersonal Mode</p> <ol style="list-style-type: none"> <li>1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</li> <li>2. Perform a skit or short play for a class.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Discuss activities: with a partner, talk about activities that your family, or another family,</li> </ol>	<p>Interpersonal Mode</p> <ol style="list-style-type: none"> <li>1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</li> <li>2. Perform a skit or short play for a class.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Discuss activities: with a partner, talk about activities that your family, or another</li> </ol>



	<p>Hangman, whiteboard drills, etc.</p> <p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>1. Participate in multiple choice, short-answer, true/false, and fill-in-the-blank activities to indicate listening and/or reading comprehension.</li> <li>2. Complete a cloze activity to indicate listening and/or reading comprehension.</li> <li>3. Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.</li> <li>4. Take dictation.</li> </ol> <p>Presentation Mode</p> <ol style="list-style-type: none"> <li>1. Maintain student portfolios with various writing</li> </ol>	<p>whiteboard drills, etc.</p> <p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>1. Participate in multiple choice, short-answer, true/false, and fill-in-the-blank activities to indicate listening and/or reading comprehension.</li> <li>2. Complete a cloze activity to indicate reading comprehension.</li> <li>3. Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.</li> <li>4. Take dictation.</li> </ol> <p>Presentation Mode</p> <ol style="list-style-type: none"> <li>1. Maintain student portfolios with various writing activities.</li> <li>2. Create a poster with captions that illustrates something learned, such as a</li> </ol>	<p>about activities that your family, or another family, likes to do in a party. ¿Qué le gusta hacer a tu amigo? ¿Qué le gusta hacer a tu maestra?</p> <p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>1. Complete a cloze activity to indicate reading comprehension.</li> <li>2. “La abuela”. Students read and answer using complete sentences.</li> <li>3. Help students locate cognate words on the reading, using underlining and a highlighter.</li> <li>4. Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in</li> </ol>	<p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>1. Complete a cloze activity to indicate reading comprehension.</li> <li>2. “info gap”. Students read and answer using complete sentences.</li> <li>3. Help students locate cognate words on the reading, using underlining and a highlighter.</li> <li>4. Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.</li> <li>5. Take dictation.</li> </ol> <p>Presentation Mode</p> <ol style="list-style-type: none"> <li>1. Maintain student portfolios with various writing activities.</li> <li>2. Create a poster with captions that illustrates something learned, such as a food plate.</li> <li>3. Produce a brochure or schedule, using technology when</li> </ol>	<p>likes to do and what is a traditional meal.</p> <p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>1. Complete a cloze activity to indicate reading comprehension.</li> <li>2. “La Receta”. Students read and answer using complete sentences.</li> <li>3. Help students locate cognate words on the reading, using underlining and a highlighter.</li> <li>4. Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.</li> <li>5. Take dictation.</li> </ol> <p>Presentation Mode</p> <ol style="list-style-type: none"> <li>1. Maintain student portfolios with various writing activities.</li> <li>2. Create a poster with captions</li> </ol>	<p>family, likes to do and what is a traditional meal.</p> <p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>1. Complete a cloze activity to indicate reading comprehension.</li> <li>2. “Actividades en mi tiempo libre”. Students read and answer using complete sentences.</li> <li>3. Help students locate cognate words on the reading, using underlining and a highlighter.</li> <li>4. Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.</li> <li>5. Take dictation.</li> </ol> <p>Presentation Mode</p> <ol style="list-style-type: none"> <li>1. Maintain student portfolios with various writing</li> </ol>
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	<p>activities.</p> <p>2. Create a poster with captions that illustrates something learned, such as a family tree.</p> <p>3. Produce a brochure or schedule, using technology when appropriate.</p>	<p>family tree.</p> <p>3. Produce a brochure or schedule, using technology when appropriate.</p>	<p>order, creating a storyboard.</p> <p>5. Take dictation.</p> <p>Presentational Mode</p> <p>1. Maintain student portfolios with various writing activities.</p> <p>2. Create a poster with captions that illustrates something learned, such as a family tree.</p> <p>3. Produce a brochure or schedule, using technology when appropriate.</p>	<p>appropriate.</p>	<p>that illustrates something learned, such as “receta favorita”.</p> <p>3. Produce a brochure or schedule, using technology when appropriate.</p>	<p>activities.</p> <p>2. Create a poster with captions that illustrates something learned, such as recommendations for a healthy lifestyle.</p> <p>3. Produce a brochure or schedule, using technology when appropriate.</p>
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**Union County Educational Services Commission  
High School Course Syllabus**

**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%

**Adoption Date:**

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

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

		necessary to: <ul style="list-style-type: none"> <li>Express time</li> <li>Ask memorized questions related to school activities in the present time frame</li> <li>Answer simple questions related to school activities in the present time frame</li> </ul> Cultural products related to school				
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	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 Ask questions and provide responses Recognize basic sound distinctions and intonation patterns and their effects on	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	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

		communicating meaning	<p>Identify main ideas and details when reading and listening</p> <p>Comprehend simple, culturally authentic announcements, messages, and advertisements</p> <p>Identify commonly held viewpoints of the cultures, such as those relating to celebrations and traditions</p> <p>Explores systems of 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</p> <p>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</p>	<p>common gestures and cultural practices associated with family celebrations</p> <p>Recognize food and its relationship with culture</p> <p>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.</p>		
Suggested Activities	Interpersonnel Mode 1. Work in pairs to	Interpersonal Mode 1. Work in pairs to	Interpersonal Mode 1. Work in pairs to	Interpersonal Mode 1. Work in pairs to	Interpersonal Mode 1. Work in pairs to	Interpersonal Mode 1. Work in pairs to

	<p>develop and/or practice conversations appropriate for a given situation or theme.</p> <ol style="list-style-type: none"> <li>2. Perform a skit or short play for a class, the school or the community.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Use flash cards or board activities to demonstrate comprehension, such as Q&amp;A with flash cards, Hangman, whiteboard drills, etc.</li> </ol> <p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>1. Participate in multiple choice, short-answer, true/false, and fill-in-the-blank activities to indicate listening and/or reading comprehension.</li> <li>2. Complete a cloze activity to indicate listening and/or</li> </ol>	<p>develop and/or practice conversations appropriate for a given situation or theme.</p> <ol style="list-style-type: none"> <li>2. Perform a skit or short play for a class.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Use flash cards or board activities to demonstrate comprehension, such as Q&amp;A with flash cards, whiteboard drills, etc.</li> </ol> <p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>1. Participate in multiple choice, short-answer, true/false, and fill-in-the-blank activities to indicate listening and/or reading comprehension.</li> <li>2. Complete a cloze activity to indicate reading</li> </ol>	<p>develop and/or practice conversations appropriate for a given situation or theme.</p> <ol style="list-style-type: none"> <li>2. Perform a skit or short play for a class.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Discuss holiday activities: with a partner, talk about activities that your family, or another family, likes to do in a party. ¿Qué le gusta hacer a tu amigo? ¿Qué le gusta hacer a tu maestra?</li> </ol> <p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>1. Complete a cloze activity to indicate reading comprehension</li> <li>2. “La abuela”. Students read and answer using complete</li> </ol>	<p>develop and/or practice conversations appropriate for a given situation or theme.</p> <ol style="list-style-type: none"> <li>2. Perform a skit or short play for a class.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Discuss activities: with a partner, talk about activities that your family, or another family, likes to do and what is a traditional meal.</li> </ol> <p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>1. Complete a cloze activity to indicate reading comprehension.</li> <li>2. “info gap”. Students read and answer using complete sentences.</li> <li>3. Help students locate cognate words on the reading, using underlining and a highlighter.</li> <li>4. Work on a</li> </ol>	<p>develop and/or practice conversations appropriate for a given situation or theme.</p> <ol style="list-style-type: none"> <li>2. Perform a skit or short play for a class.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Discuss activities: with a partner, talk about activities that your family, or another family, likes to do and what is a traditional meal.</li> </ol> <p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>1. Complete a cloze activity to indicate reading comprehension.</li> <li>2. “La Receta”. Students read and answer using complete sentences.</li> <li>3. Help students locate cognate words on the</li> </ol>	<p>develop and/or practice conversations appropriate for a given situation or theme.</p> <ol style="list-style-type: none"> <li>2. Perform a skit or short play for a class.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Discuss activities: with a partner, talk about activities that your family, or another family, likes to do and what is a traditional meal.</li> </ol> <p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>1. Complete a cloze activity to indicate reading comprehension.</li> <li>2. “Actividades en mi tiempo libre”. Students read and answer using complete sentences.</li> <li>3. Help students locate cognate</li> </ol>
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	<p>reading comprehension.</p> <p>3. Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.</p> <p>4. Take dictation.</p> <p>Presentation Mode</p> <p>1. Maintain student portfolios with various writing activities.</p> <p>2. Create a poster with captions that illustrates something learned, such as a family tree.</p> <p>3. Produce a brochure or schedule, using technology when appropriate.</p>	<p>comprehension.</p> <p>3. Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.</p> <p>4. Take dictation.</p> <p>Presentation Mode</p> <p>1. Maintain student portfolios with various writing activities.</p> <p>2. Create a poster with captions that illustrates something learned, such as a family tree.</p> <p>3. Produce a brochure or schedule, using technology when appropriate.</p>	<p>sentences.</p> <p>3. Help students locate cognate words on the reading, using underlining and a highlighter.</p> <p>4. Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.</p> <p>5. Take dictation.</p> <p>Presentation Mode</p> <p>1. Maintain student portfolios with various writing activities.</p> <p>2. Create a poster with captions that illustrates something learned, such as a food plate.</p> <p>3. Produce a brochure or schedule, using technology when appropriate.</p>	<p>sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.</p> <p>5. Take dictation.</p> <p>Presentation Mode</p> <p>1. Maintain student portfolios with various writing activities.</p> <p>2. Create a poster with captions that illustrates something learned, such as a food plate.</p> <p>3. Produce a brochure or schedule, using technology when appropriate.</p>	<p>reading, using underlining and a highlighter.</p> <p>4. Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.</p> <p>5. Take dictation.</p> <p>Presentation Mode</p> <p>1. Maintain student portfolios with various writing activities.</p> <p>2. Create a poster with captions that illustrates something learned, such as “receta favorita”.</p> <p>3. Produce a brochure or schedule, using technology when appropriate.</p>	<p>words on the reading, using underlining and a highlighter.</p> <p>4. Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.</p> <p>5. Take dictation.</p> <p>Presentation Mode</p> <p>1. Maintain student portfolios with various writing activities.</p> <p>2. Create a poster with captions that illustrates something learned, such as recommendation s for a healthy lifestyle.</p> <p>3. Produce a brochure or schedule, using technology when appropriate.</p>
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**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 Unit	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
Topic	Personal Identity	La Vida Escolar	La Familia y las celebraciones	La Familia y la comida	La comida y el restaurante	La salud y las actividades
Standards	<p><b>7.1.IL.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>7.1.IL.B.4</b> Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p><b>7.1.IL.C.4</b> Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p><b>7.1.IM.B.5</b> Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	<p><b>7.1.IL.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>7.1.IL.B.4</b> Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p><b>7.1.IL.C.4</b> Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p><b>7.1.NH.C.4</b> Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p><b>7.1.IL.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written description.</p> <p><b>7.1.IL.B.4</b> Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p><b>7.1.IL.C.4</b> Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	<p><b>7.1.IL.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>7.1.IL.B.4</b> Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p><b>7.1.IL.C.4</b> Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	<p><b>7.1.IL.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>7.1.IL.B.4</b> Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p><b>7.1.IL.C.4</b> Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	<p><b>7.1.NH.A.1</b> - Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p><b>7.1.NH.B.3</b> - Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p><b>7.1.NH.C.3</b> - Describe in writing people and things from the home and school environment.</p>

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 Days of the week Date Body parts	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 necessary to: <ul style="list-style-type: none"> <li>Express time</li> <li>Ask memorized questions related to school activities in the present time frame</li> <li>Answer simple questions</li> </ul>	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. Explores systems of 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	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 vocabulary	Food vocabulary Distinguish food groups based on MyPlate (USDA) Identify cultural similarities and differences about food Verb ser/estar (to be) Verb <i>gustar</i> 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

		related to school activities in the present time frame Cultural products related to school	and intellectual developments by looking at the ways in which families were influenced by the cultural traditions and beliefs of the wider society.			
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	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 Ask questions and provide responses Recognize basic sound distinctions and intonation patterns and their effects on communicating meaning	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 Describe Family members Identify main ideas and some details when reading and listening Comprehend simple, culturally authentic announcements, messages, and	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 associated with family celebrations Recognize food and its relationship with culture Discusses cultural and intellectual developments by looking at the ways in	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

			advertisements. Identify commonly held viewpoints of the cultures, such as those relating to celebrations and traditions.	which families were influenced by the cultural traditions and beliefs of the wider society.		
Suggested Activities	<p>Interpersonnel Mode</p> <ol style="list-style-type: none"> <li>1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</li> <li>2. Perform a skit or short play for a class, the school or the community.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Use flash cards or board activities to demonstrate comprehension, such as Q&amp;A with flash cards, Hangman, whiteboard drills, etc.</li> </ol> <p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>1. Participate in multiple choice,</li> </ol>	<p>Interpersonal Mode</p> <ol style="list-style-type: none"> <li>1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</li> <li>2. Perform a skit or short play for a class.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Use flash cards or board activities to demonstrate comprehension, such as Q&amp;A with flash cards, whiteboard drills, etc.</li> </ol> <p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>1. Participate in multiple choice,</li> </ol>	<p>Interpersonal Mode</p> <ol style="list-style-type: none"> <li>1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</li> <li>2. Perform a skit or short play for a class.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Discuss holiday activities: with a partner, talk about activities that your family, or another family, likes to do in a party. ¿Qué le gusta hacer a tu amigo? ¿Qué le gusta hacer a tu</li> <li>5.</li> </ol>	<p>Interpersonal Mode</p> <ol style="list-style-type: none"> <li>1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</li> <li>2. Perform a skit or short play for a class.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Discuss activities: with a partner, talk about activities that your family, or another family, likes to do and what is a traditional meal.</li> </ol> <p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>1. Complete a cloze activity to indicate reading comprehension.</li> <li>2. “info gap”. Students</li> </ol>	<p>Interpersonal Mode</p> <ol style="list-style-type: none"> <li>1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</li> <li>2. Perform a skit or short play for a class.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Discuss activities: with a partner, talk about activities that your family, or another family, likes to do and</li> </ol>	<p>Interpersonal Mode</p> <ol style="list-style-type: none"> <li>1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</li> <li>2. Perform a skit or short play for a class.</li> <li>3. Develop conversations or create stories based on provided visual cues.</li> <li>4. Discuss activities: with a partner, talk about activities that your family, or another family, likes to do and what is a traditional meal.</li> </ol> <p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>1. Complete a cloze activity to indicate reading comprehension.</li> <li>2. “Actividades en mi</li> </ol>

	<p>short-answer, true/false, and fill-in-the-blank activities to indicate listening and/or reading comprehension.</p> <ol style="list-style-type: none"> <li>Complete a cloze activity to indicate listening and/or reading comprehension.</li> <li>Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.</li> <li>Take dictation.</li> </ol> <p>Presentation Mode</p> <ol style="list-style-type: none"> <li>Maintain student portfolios with various writing activities.</li> <li>Create a poster with captions that illustrates something learned, such as a family tree.</li> </ol>	<p>short-answer, true/false, and fill-in-the-blank activities to indicate listening and/or reading comprehension.</p> <ol style="list-style-type: none"> <li>Complete a cloze activity to indicate reading comprehension.</li> <li>Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.</li> <li>Take dictation.</li> </ol> <p>Presentation Mode</p> <ol style="list-style-type: none"> <li>Maintain student portfolios with various writing activities.</li> <li>Create a poster with captions that illustrates something learned, such as a family tree.</li> <li>Produce a brochure or schedule, using technology when appropriate.</li> </ol>	<p>maestra?</p> <p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>Complete a cloze activity to indicate reading comprehension</li> <li>“La abuela”. Students read and answer using complete sentences.</li> <li>Help students locate cognate words on the reading, using underlining and a highlighter.</li> <li>Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.</li> <li>Take dictation.</li> </ol> <p>Presentation Mode</p> <ol style="list-style-type: none"> <li>Maintain student portfolios with various writing activities.</li> <li>Create a poster</li> </ol>	<p>read and answer using complete sentences.</p> <ol style="list-style-type: none"> <li>Help students locate cognate words on the reading, using underlining and a highlighter.</li> <li>Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.</li> <li>Take dictation.</li> </ol> <p>Presentation Mode</p> <ol style="list-style-type: none"> <li>Maintain student portfolios with various writing activities.</li> <li>Create a poster with captions that illustrates something learned, such as a food plate.</li> <li>Produce a brochure or schedule, using technology when appropriate.</li> </ol>	<p>what is a traditional meal.</p> <p>Interpretive Mode</p> <ol style="list-style-type: none"> <li>Complete a cloze activity to indicate reading comprehension.</li> <li>“La Receta”. Students read and answer using complete sentences.</li> <li>Help students locate cognate words on the reading, using underlining and a highlighter.</li> <li>Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.</li> </ol> <p>Presentation Mode</p> <ol style="list-style-type: none"> <li>Maintain student portfolios with various writing activities.</li> <li>Create a poster with captions that illustrates something learned, such as recommendations for a healthy lifestyle.</li> <li>Produce a brochure or schedule, using technology when appropriate.</li> </ol>	<p>tiempo libre”. Students read and answer using complete sentences.</p> <ol style="list-style-type: none"> <li>Help students locate cognate words on the reading, using underlining and a highlighter.</li> <li>Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.</li> <li>Take dictation.</li> </ol> <p>Presentation Mode</p> <ol style="list-style-type: none"> <li>Maintain student portfolios with various writing activities.</li> <li>Create a poster with captions that illustrates something learned, such as recommendations for a healthy lifestyle.</li> <li>Produce a brochure or schedule, using technology when appropriate.</li> </ol>
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	3. Produce a brochure or schedule, using technology when appropriate.		<p>with captions that illustrates something learned, such as a family tree.</p> <p>3. Produce a brochure or schedule, using technology when appropriate.</p>		<p>5. Take dictation.</p> <p>Presentational Mode</p> <p>1. Maintain student portfolios with various writing activities.</p> <p>2. Create a poster with captions that illustrates something learned, such as “receta favorita”.</p> <p>3. Produce a brochure or schedule, using technology when appropriate.</p>	
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## 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 Unit	1 week	1 month	2 weeks	2 weeks	2 months	1 month
Topic	Elements of Art	Drawing and Shading Forms	One Point Perspective	Special Project	Painting	Sculpture
Standards	<p><b>1.1.12.D.1</b> - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p><b>1.2.12.A.1</b> - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p><b>1.2.12.A.2</b> - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p><b>1.3.12.D.1</b> - Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks</p>	<p><b>1.1.12.D.1</b> - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p><b>1.2.12.A.1</b> - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p><b>1.2.12.A.2</b> - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p><b>1.3.12.D.1</b> - Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks</p>	<p><b>1.1.12.D.1</b> - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p><b>1.2.12.A.1</b> - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p><b>1.2.12.A.2</b> - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p><b>1.3.12.D.2</b> -</p>	<p><b>1.1.12.D.1</b> - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p><b>1.2.12.A.1</b> - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p><b>1.2.12.A.2</b> - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p><b>1.3.12.D.2</b> - Produce an original body of artwork in one or more art mediums</p>	<p><b>1.1.12.D.1</b> - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p><b>1.2.12.A.1</b> - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p><b>1.2.12.A.2</b> - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p><b>1.3.12.D.2</b> - Produce an original body of artwork in one or more art mediums</p>	<p><b>1.1.12.D.1</b> - Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.</p> <p><b>1.2.12.A.1</b> - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p><b>1.3.12.D.2</b> - Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p><b>1.3.12.D.4</b> - Analyze the syntax and compositional and stylistic principles of two- and three-</p>

	<p>that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p><b>1.3.12.D.2</b> - Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p><b>1.3.12.D.4</b> - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p><b>1.3.12.D.5</b> - Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p>	<p>that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p><b>1.3.12.D.2</b> - Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p><b>1.3.12.D.4</b> - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p><b>1.3.12.D.5</b> - Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p>	<p>Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p><b>1.3.12.D.4</b> - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p><b>1.3.12.D.5</b> - Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks and emulate those styles by creating an original body of work.</p>	<p>that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p><b>1.3.12.D.4</b> - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p>	<p>that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</p> <p><b>1.3.12.D.4</b> - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p>	<p>dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p>
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Content	<p>Symbolism</p> <p>Color</p> <p>Line</p>	<p>Representing 3 Dimensions on a 2D Plane is an illusion</p> <p>Objects must be lower on the page if they are to appear closer to the viewer</p> <p>Solid objects have no interior lines, just outer Contour</p>	<p>Using angles, horizon lines and vanishing point to create Interiors and Exteriors in One-Point perspective</p>	<p>Special Project (will vary based on the year)</p> <p>Examples:</p> <p>Needle Point</p> <p>Stuffed characters</p> <p>Sewing</p> <p>Silk Screening</p> <p>Masks</p>	<p>Painting supplies and care</p> <p>Tempera paint vs acrylic</p> <p>Pop Art/ Food Art</p>	<p>3D Design</p> <p>Sculpture (Plaster cast/ Plaster of Paris)</p> <p>Hands are expressive and used to communicate</p>
Skills	<p>Represent different emotions and energies using only drawn line</p> <p>Create a non-representational drawing based on music</p> <p>Create a non-representational painting based on music</p> <p>Associate different feelings and energies with colors</p>	<p>Holding a pencil and using a drawing board</p> <p>Form, Use cylinders to create rounded forms</p> <p>Overlapping forms</p> <p>Making forms solid</p> <p>Orientation/ POV</p> <p>Drawing forms from above at and below eye level</p> <p>Composition</p> <p>Breaking down more complex forms into manageable shapes</p> <p>Abstracting forms</p> <p>Shading</p> <p>Determining light source and estimating shadow areas</p> <p>Using various types of drawing materials to shade (charcoal, pencil, water soluble pencil)</p>	<p>Using a ruler</p> <p>Creating a vanishing point and horizon line</p> <p>Connecting lines to vanishing points</p> <p>Putting boxes in one-point perspective</p> <p>Overlapping square objects</p> <p>Overlapping organic shapes</p>	<p>A selection of the following may be included:</p> <p>Design a plan for a piece of artwork</p> <p>Putting together pieces/ construction</p>	<p>Painting procedures (supplies, set-up, etc.)</p> <p>Properties of paint</p> <p>Paint strokes/ painterly and smooth</p> <p>Mixing colors and color theory</p> <p>Using different styles of brushes</p>	<p>Create a 3D design based on hands that expresses a message</p> <p>Using/wrapping plaster cast</p> <p>Creating molds</p> <p>Filling/releasing molds</p>