



Union County Educational Services Commission  
Westfield, New Jersey

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

**2024-2029**

**Submitted for Board Approval: June 2024**



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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 New Jersey Department of Education 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.

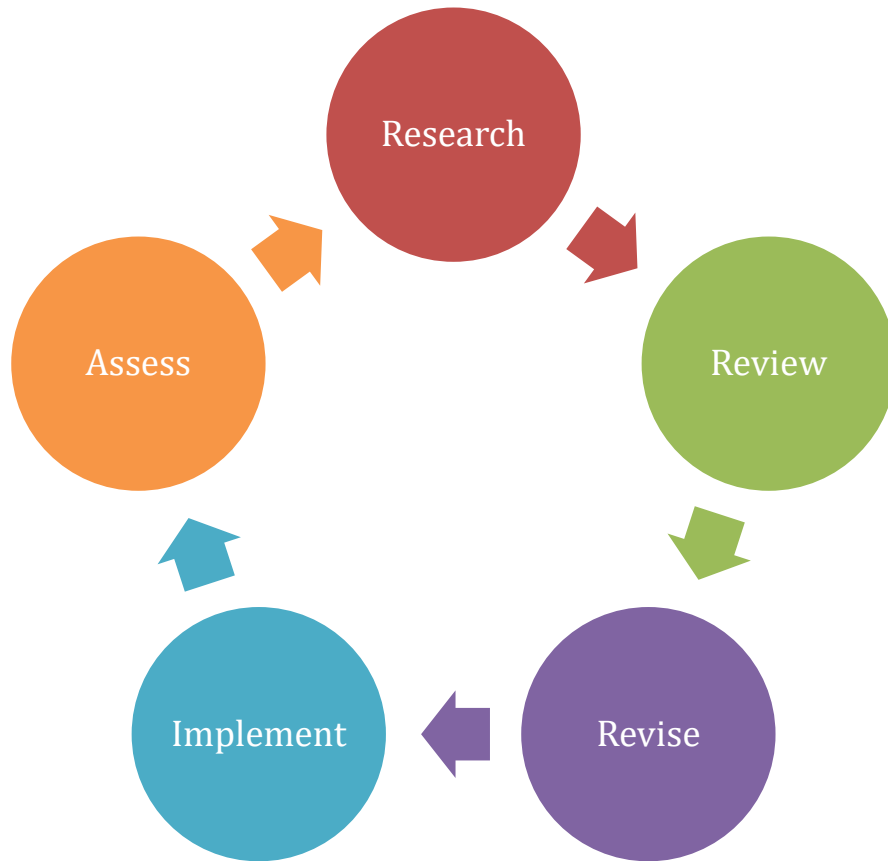
**Consensus Maps:** Consensus maps are designed by the department in consultation with the Director of Curriculum and Instruction and are revised every five years.

**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
2024-25		Math Science		ELA Social Studies	Fine & Performing Art PE/Health World Languages Business Education
2025-26	Fine & Performing Art PE/Health World Languages Business Education		Math Science		ELA Social Studies
2026-27	ELA Social Studies	Fine & Performing Art PE/Health World Languages Business Education		Math Science	
2027-28		ELA Social Studies	Fine & Performing Art PE/Health World Languages Business Education		Math Science
2028-29	Math Science		ELA Social Studies	Fine & Performing 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  
Introduction to Computer Science

## English

English I  
English II  
English III  
English IV  
Creative Writing  
Introduction to Media

## 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

## Science

Environmental Science  
Biology  
Chemistry  
Forensic Science  
Marine Biology

## Social Studies

World History  
United States History I  
United States History II  
Economics  
Sociology



Criminal Justice  
20th Century History  
20<sup>th</sup> Century Civil Liberties

## World Languages

Spanish I  
Spanish II  
Spanish III

## Fine & Performing Arts

Drawing and Painting I  
Drawing and Painting II  
Introduction to Music

# 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.

## Introduction to Computer Science

Introduction to Computer Science empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. The first semester of Introduction to Computer Science introduces students to computer science as a vehicle for problem solving, communication, and personal expression. As a whole, this semester focuses on the visible aspects of computing and computer science, and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Where the first semester centers on the immediately observable and personally applicable elements of computer science, the second semester asks students to look outward and explore the impact of computer science on society. Students will see how a thorough user-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect input and return output in a variety of ways.

## 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.

## Introduction to Media

The focus of this course is for students to become competent, critical and literate in all media forms so that they control the interpretation of what they see or hear rather than letting the interpretation control them. This class will provide a framework for students to access, analyze, evaluate, create and participate with messages in a variety of forms — from print to video to the Internet. Students will build an understanding of the role of media in society, as well as essential skills of inquiry and self-expression necessary for citizens of a democracy. Students will determine the credibility of news and other content, identify types of information, understand bias and how it influences media, and how to develop better critical thinking skills.

## 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.

## 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.

## Criminal Justice

This course will examine the criminal justice system in the United States from a variety of different angles and perspectives. Students will analyze the causes and effects of crime in our country. Then, students will evaluate the effectiveness of the justice system in mitigating the impact of crime, both for society as a whole and within specific demographics. Case studies and current events will be examined through the lens of criminal justice throughout the course.



## 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.

## World Languages

### 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.

## Fine & Performing Arts

### 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.

### Art - 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.

### Introduction to Music

In introduction to Music, students will survey different musical styles and periods with the intent of increasing students' understanding of music and its importance in relation to the human experience. In addition, students will be able to identify rhythms, clefs, and notes, as well as scales, chords and modes. Further, students will be exposed to various styles of music and apply musical elements to create an expressive or aesthetic impact. Students also have the ability for informal music performance and creation within the classroom.

## 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 & Characteristics of Successful Entrepreneurs
- II. Elements of Starting a Business
- III. Advertising
- IV. Create Your Own Business Project

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

**Curriculum Alignment:**

New Jersey Student Learning Standards – Career Readiness, Life Literacies & Key Skills

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping– Business Organization and Management**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 12 weeks	approx. 12 weeks	approx. 8 weeks	approx. 8 weeks
<b>Topic</b>	Introduction to Entrepreneurship & Characteristics of Successful Entrepreneurs	Elements of Starting a Business	Advertising	Create Your Own Business
<b>Standards</b>	<p>9.3.12.BM.2 Describe laws , rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.</p> <p>CLKS- Plan education and career paths aligned to personal goals Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue</p>	<p>9.3.12.BM.2 Describe laws , rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.</p> <p>9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.</p> <p>9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.</p> <p>CLKS- Consider the environmental, social and economic impacts of decisions Students understand the interrelated nature of their actions and regularly</p>	<p>9.3.12.BM.1 Utilize mathematical concepts, skills and problem-solving to obtain necessary information for decision-making in business.</p> <p>9.3.12.BM.2 Describe laws , rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.</p>	<p>9.3.12.BM.1 Utilize mathematical concepts, skills and problem-solving to obtain necessary information for decision-making in business.</p> <p>9.3.12.BM.2 Describe laws , rules and regulations as they apply to effective business operations.</p> <p>9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.</p> <p>9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.</p> <p>9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.</p>

	<p>each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>	<p>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 organization.</p>	<p>9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.</p> <p>CLKS- Consider the environmental, social and economic impacts of decisions Students 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 organization.</p> <p>CLKS- Demonstrate creativity and innovation Students regularly think of ideas that solve problems in new and different ways, and they contribute</p>
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				<p>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 apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> <p>CLKS- Plan education and career paths aligned to personal goals Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort,</p>
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				experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
<b>Content</b>	Definition of Entrepreneurship  Motivation of Entrepreneurs  Challenges of Entrepreneurship  The 10 Characteristics of Successful Entrepreneurs  Entrepreneur Case Studies	Business Plan  Start-ups  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
<b>Skills</b>	List the advantages of entrepreneurship  List the disadvantages of entrepreneurship	Understand the elements of a successful start-up  Identify the traits of a business plan	Analyze the effectiveness of advertising campaigns  Create advertising campaigns	Synthesize learning to create a business  Evaluate examples in order to create a new product

	<p>Synthesize information to make a decision</p> <p>Identify common traits of entrepreneurs</p> <p>Compare and Contrast</p> <p>Analyze different sources of information in order to draw a conclusion</p>	<p>Compare and Contrast successful vs. unsuccessful start-ups</p> <p>Identify funding sources for new businesses</p> <p>Identify reason businesses fail</p>	<p>Evaluate the impact of advertising</p>	
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**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; Resume Building and Job Applications
- II. Interviewing
- III. On the Job Expectations/Etiquette
- IV. Budgeting

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

**Curriculum Alignment:**

New Jersey Student Learning Standards - Career Readiness, Life Literacies & Key Skills

New Jersey Student Learning Standards - Social Studies

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping– Success Seminar – Career/Life Skills**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 4 weeks	approx. 2 weeks	approx. 2 weeks	approx. 2 weeks
<b>Topic</b>	Finding a Job; Resume Building & Job Applications	Interviewing	On the Job Expectations/ Etiquette	Budgeting
<b>Standards</b>	<p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth</p> <p>CLKS- Consider the environmental, social and economic impacts of decisions Students 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>CLKS- Utilize critical thinking to make sense of problems and persevere in solving them Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>	<p>CLKS- Act as a responsible and contributing community members and employee Students 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 contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and</p>	<p>9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.</p> <p>9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.</p> <p>9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.</p> <p>CLKS- Plan education and career paths aligned to personal goals Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and</p>

	<p>organization.</p> <p>CLKS- Plan education and career paths aligned to personal goals Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>	<p>CLKS- Utilize critical thinking to make sense of problems and persevere in solving them Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>	<p>in participating in activities that serve the greater good.</p> <p>CLKS- Work productively in teams while using cultural/global competence Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>	<p>requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<b>Content</b>	Training and Requirements of different	Interview	Job Etiquette	Elements of a Budget

	jobs/ careers  Job Searches  Resume Development  Requirements of Job Applications  Resume and Application Protocols	Interview Etiquette  Interview Strategies	Co-Worker Interactions	
<b>Skills</b>	Identifying characteristics required for employment  Understand how to conduct a job search  Identify qualities of a successful resume  Create a 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 Right College
- II. College/ Vocational Program 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 - Career Readiness, Life Literacies & Key Skills  
New Jersey Student Learning Standards - Social Studies

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping– Success Seminar – College Preparation**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 2 weeks	approx. 3 weeks	approx. 3 weeks	approx. 2 weeks
<b>Topic</b>	Finding the “Just Right” College	College/ Vocational Program Essay and Application	Financial Aid	Study Skills and Time Management
<b>Standards</b>	<p>CLKS- Consider the environmental, social and economic impacts of decisions  Students 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 organization.</p> <p>CLKS- Plan education and career paths aligned to personal goals  Students take personal ownership of their own</p>	<p>CLKS- Consider the environmental, social and economic impacts of decisions  Students 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 organization.</p>	<p>CLKS- Attend to financial well-being  Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>	<p>CLKS- Plan education and career paths aligned to personal goals  Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and</p>



	education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.			other experts to assist in the planning and execution of career and personal goals.
<b>Content</b>	<p>Characteristics of different post-high school programs</p> <p>Post-High School Scenarios (work vs. school)</p>	<p>Common Application</p> <p>UCC Application</p> <p>Other Applications</p>	<p>FAFSA</p> <p>FSA ID</p> <p>Other Financial Documents</p> <p>Scholarships</p>	<p>Schedules: class and personal time</p> <p>Time Budgets</p> <p>Eight Ways to Take Control of Your Time</p>
<b>Skills</b>	Completing an online	Answering questions	Identifying college	Identifying study skills

	<p>college search</p> <p>Understanding college admission requirements and what is required to meet them</p>	<p>completely yet succinctly</p> <p>Selecting the right college essay</p> <p>Essay writing</p> <p>Understand how to complete a college or vocational school application</p>	<p>financing options</p> <p>Gathering information necessary to apply for financial aid</p> <p>Completing the FAFSA</p> <p>Budgeting</p> <p>Identifying and applying for scholarships</p>	<p>that are effective for individual personalities and learning styles</p> <p>Creating schedules and calendars (short term and long term)</p> <p>Setting personal goals to ensure compliance with schedules</p>
<b>Resources</b>	<p><a href="https://bigfuture.collegeboard.org/college-search/filters">https://bigfuture.collegeboard.org/college-search/filters</a></p> <p><a href="https://www.timeforpayback.com/">https://www.timeforpayback.com/</a></p>	<p><a href="https://www.commonapp.org/blog/2023-2024-common-app-essay-prompts">https://www.commonapp.org/blog/2023-2024-common-app-essay-prompts</a></p> <p><a href="https://www.collegeessayadvisors.com/portfolio-items/2024-25-common-application-essay-prompts-guide/">https://www.collegeessayadvisors.com/portfolio-items/2024-25-common-application-essay-prompts-guide/</a></p>	<a href="https://studentaid.gov/">https://studentaid.gov/</a>	<p><a href="https://bigfuture.collegeboard.org/plan-for-college/stand-out-in-high-school/stay-motivated/8-ways-to-take-control-of-your-time">https://bigfuture.collegeboard.org/plan-for-college/stand-out-in-high-school/stay-motivated/8-ways-to-take-control-of-your-time</a></p>

**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 - Career Readiness, Life Literacies & Key Skills  
New Jersey Student Learning Standards - Social Studies

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Mapping– Success Seminar – Grit and Mindset**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 2 weeks	approx. 3 weeks	approx. 3 weeks	approx. 2 weeks
<b>Topic</b>	Goal Setting – Personal and Professional	Grit	Mindset	Using a Grit and Mindset in College and Career
<b>Standards</b>	<p>CLKS- Consider the environmental, social and economic impacts of decisions  Students 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 organization.</p>	<p>CLKS- Demonstrate creativity and innovation  Students 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 apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> <p>CLKS- Utilize critical</p>	<p>CLKS- Demonstrate creativity and innovation  Students 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 apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p> <p>CLKS- Utilize critical</p>	<p>CLKS- Act as a responsible and contributing community members and employee  Students 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 contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the</p>

		<p>thinking to make sense of problems and persevere in solving them Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p> <p>CLKS- Utilize critical thinking to make sense of problems and persevere in solving them Students readily recognize problems in the workplace, understand the nature of the problem, and devise</p>	<p>thinking to make sense of problems and persevere in solving them Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p> <p>CLKS- Utilize critical thinking to make sense of problems and persevere in solving them Students readily recognize problems in the workplace, understand the nature of the problem, and devise</p>	<p>minimum expectation and in participating in activities that serve the greater good.</p> <p>CLKS- Utilize critical thinking to make sense of problems and persevere in solving them Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
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		effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.	effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.	
<b>Content</b>	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
<b>Skills</b>	Distinguishing between small and large goals  Understanding the steps required to meet both short-term and long-term goals	Identify Triggers: Environmental, Personal, Social  Developing self-management skills	Meditation  Listening  Present in the moment  Stress-reduction strategies	Developing skills in: - communication - listening - perseverance - compassion - self-advocacy  Develop independence 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 - Career Readiness, Life Literacies & Key Skills  
New Jersey Student Learning Standards - Social Studies

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping– Success Seminar – Service Learning**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 4 weeks	approx. 2 weeks	approx. 2 weeks	approx. 2 weeks
<b>Topic</b>	Selecting a Service Learning Project	Gathering Resources	Implementation	Reflection
<b>Standards</b>	<p>6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</p> <p>6.3.12.CivicsHR.1: 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 these human rights violations are a universal problem.</p> <p>6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.</p> <p>6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.</p> <p>6.3.12.HistorySE.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).</p> <p>6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p>			
<b>Content</b>	Elements of Research Criteria for Project Selection	Action Plans  Resource Identification	Inquiry  Problem Solving  Assessment	Project Assessment  Self-Assessment
<b>Skills</b>	Identify the community to serve (world, national, state, local)	Determine the nature of the service to be provided  Identify foals of the	Engage in project using inquiry and hands-on approaches	Assess the outcome of the problem by identifying strengths and areas for improvement



	Assess community needs based on research  Selecta community need based on research	project  Develop an action plan	Assess work to ensure the project is meeting the needs of the community	Assess individual learning and growth  Create next steps
<b>Resources</b>	<a href="https://www.ffa.org/livingtoserve/types-of-service/">https://www.ffa.org/livingtoserve/types-of-service/</a>  <a href="https://service-learning.osu.edu/resources">https://service-learning.osu.edu/resources</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; Google Apps
- II. Google Docs
- III. Google Sheets
- IV. Google Slides

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

**Curriculum Alignment:**

New Jersey Student Learning Standards – Computer Science & Design Thinking

New Jersey Student Learning Standards – Career Readiness, Life Literacies & Key Skills

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping– Introduction to Computer Applications**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 11 weeks	approx. 9 weeks	approx. 10 weeks	approx. 10 weeks
<b>Topic</b>	Acceptable Use; Google Drive; Google Apps	Google Docs	Google Sheets	Google Slides
<b>Standards</b>	<p>CLKS- Use technology to enhance productivity increase collaboration and communicate effectively  Students 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 prevent or mitigate these risks.</p> <p>CLKS- Work productively in teams while using cultural/global competence  Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p> <p>8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).</p> <p>8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.</p> <p>8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.</p> <p>8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</p>			
<b>Content</b>	UCESC Acceptable Use Policy	Google Docs	Google Sheets	Google Slides
	Overview of G-Suite	Editing Features	Reasons to Use Spreadsheets	Elements of a Presentation
	Google Drive	Keyboarding	Using Formulas	Using Images and Text
	Sharing Settings	Creating and Sharing Documents	Sorting and Filtering	Alignments

	Privacy  Google Earth  Google Hangout  Google Sites  Google Classroom		Creating Graphs and Charts	Notes Feature  Animations
<b>Skills</b>	Create a digital portfolio demonstrating use of various digital tools  Identify key elements of the district's Acceptable Use Policy  Create a digital portfolio demonstrating use of various digital tools Collaborate in online platforms.	Create a digital portfolio demonstrating use of various digital tools  Create documents for a professional audience	Create a digital portfolio demonstrating use of various digital tools  Create a spreadsheet and utilize formulas, functions, and sorting	Create a digital portfolio demonstrating use of various digital tools  Identify elements of copyright law that pertain to digital production  Create slideshows adhering to digital copyright law

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

**Title:** Introduction to Computer Science

**Timeline:** Full Year; 5 Credits

**Course Description:**

Introduction to Computer Science empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. The first semester of Introduction to Computer Science introduces students to computer science as a vehicle for problem solving, communication, and personal expression. As a whole, this semester focuses on the visible aspects of computing and computer science, and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Where the first semester centers on the immediately observable and personally applicable elements of computer science, the second semester asks students to look outward and explore the impact of computer science on society. Students will see how a thorough user-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect input and return output in a variety of ways.

**Course Outline:**

- I. Sequencing
- II. Sprites & Events
- III. Commands
- IV. Planning

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

**Curriculum Alignment:**

New Jersey Student Learning Standards - Computer Science & Design Thinking

New Jersey Student Learning Standards - Career Readiness, Life Literacies & Key Skills

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping– Introduction to Computer Science**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx.. 10 weeks	approx.. 10 weeks	approx.. 10 weeks	approx.. 10 weeks
<b>Topic</b>	Sequencing	Sprites & Events	Loops & Conditionals	Functions & Variables
<b>Essential Question</b>	How do puzzles help us to understand the world around us?	How can we express ourselves creatively?	How can we develop solutions to complex problems?	How can we account for different possible outcomes while planning?
<b>Big Ideas</b>	Problem-Solving	Programming	Commands	Planning
<b>Standards</b>	<p>8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena</p> <p>8.1.12.DA.6: Create and refine computational models to better represent the relationships among different elements of data collected from a phenomenon or process.</p> <p>CLKS- Use technology to enhance productivity increase collaboration and communicate effectively Students 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</p>	<p>8.1.12.DA.6: Create and refine computational models to better represent the relationships among different elements of data collected from a phenomenon or process.</p> <p>8.1.12.AP.1: Design algorithms to solve computational problems using a combination of original and existing algorithms.</p> <p>8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.</p> <p>CLKS- Use technology to enhance productivity increase collaboration and communicate effectively Students find and maximize the productive value of</p>	<p>8.1.12.AP.1: Design algorithms to solve computational problems using a combination of original and existing algorithms.</p> <p>8.1.12.AP.2: Create generalized computational solutions using collections instead of repeatedly using simple variables.</p> <p>8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects</p> <p>8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.</p> <p>CLKS- Use technology to</p>	<p>8.1.12.AP.2: Create generalized computational solutions using collections instead of repeatedly using simple variables.</p> <p>8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects</p> <p>8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.</p> <p>8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.</p> <p>8.1.12.CS.4: Develop guidelines that convey</p>

	<p>technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>	<p>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 prevent or mitigate these risks.</p>	<p>enhance productivity increase collaboration and communicate effectively Students 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 prevent or mitigate these risks.</p>	<p>systematic troubleshooting strategies that others can use to identify and fix errors.</p> <p>CLKS- Use technology to enhance productivity increase collaboration and communicate effectively Students 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 prevent or mitigate these risks.</p>
<b>Content</b>	<p>Algorithm Bug Debugging Sequencing Program Programming</p>	<p>Behavior Sprite Program Algorithm Code</p>	<p>Loop Repeat Command Conditions Conditionals</p>	<p>Function Variable Prompt</p>
<b>Skills</b>	<p>Translate movements into a series of commands.</p> <p>Identify and locate bugs in a program.</p>	<p>Define sprite as a character or object on the screen that can be moved and changed.</p> <p>Create new sprites and assign them costumes and</p>	<p>Identify the benefits of using a loop structure instead of manual repetition.</p> <p>Break down a long sequence of instructions into the</p>	<p>Use functions to simplify complex programs.</p> <p>Use pre-determined functions to complete commonly repeated tasks.</p>

	<p>Predict where a program will fail, modify an existing program to solve errors, and reflect on the debugging process in an age-appropriate way.</p> <p>Order movement commands as sequential steps in a program.</p> <p>Represent an algorithm as a computer program.</p> <p>Develop problem-solving and critical thinking skills by reviewing debugging practices.</p> <p>Create a program to complete an image using sequential steps.</p> <p>Break complex shapes into simple parts.</p>	<p>behaviors.</p> <p>Create an animation using sprites and behaviors.</p> <p>Create an interactive animation using events.</p> <p>Program solutions to problems that arise when designing a virtual pet, like feeding it or monitoring its happiness.</p> <p>Develop programs that respond to timed events and user input.</p>	<p>largest repeatable sequence.</p> <p>Differentiate between commands that need to be repeated in loops and commands that should be used on their own.</p> <p>Break complex tasks into smaller repeatable sections.</p> <p>Recognize large repeated patterns as made from smaller repeated patterns.</p> <p>Describe when a loop, nested loop, or no loop is needed.</p> <p>Define circumstances when certain parts of a program should run and when they shouldn't.</p> <p>Build programs with the understanding of multiple strategies to implement conditionals.</p> <p>Nest conditionals to analyze multiple value conditions using if, else if, else logic.</p> <p>Pair a loop and conditional statement together.</p> <p>Solve puzzles using a combination of looped</p>	<p>Categorize and generalize code into useful functions.</p> <p>Recognize when a function could help to simplify a program.</p> <p>Use variables to hold words and phrases.</p> <p>Use variables in conjunction with prompts.</p> <p>Assign values to existing variables.</p> <p>Utilize variables in place of repetitive values inside of a program.</p> <p>Use variables to change values inside of a loop.</p> <p>Identify areas where they can use variables to modify quantities during runtime.</p> <p>Examine code to find places where variables can be substituted for specific values.</p>
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			sequences and conditionals.	
<b>Assessments and Projects</b>	CreateArt with Code	Create an Animated Character Sprite	Conditional Challenge	Program Design w/Interactive Gallery Walk
<b>Resources</b>	Code.org : <a href="#">Lesson 1</a> <a href="#">Lesson 2</a> <a href="#">Lesson 3</a> <a href="#">Lesson 4</a>	Code.org : <a href="#">Lesson 5</a> <a href="#">Lesson 6</a> <a href="#">Lesson 7</a> <a href="#">Lesson 8</a> <a href="#">Lesson 9</a>	Code.org : <a href="#">Lesson 10</a> <a href="#">Lesson 11</a> <a href="#">Lesson 12</a> <a href="#">Lesson 13</a> <a href="#">Lesson 14</a> <a href="#">Lesson 15</a> <a href="#">Lesson 16</a> <a href="#">Lesson 17</a> <a href="#">Lesson 18</a> <a href="#">Lesson 19</a>	Code.org : <a href="#">Lesson 20</a> <a href="#">Lesson 21</a> <a href="#">Lesson 22</a> <a href="#">Lesson 23</a> <a href="#">Lesson 24</a> <a href="#">Lesson 25</a>

## English Language Arts

**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. Nonfiction/Argumentative
- II. Fiction/Narrative
- III. Historical/Informational
- IV. Poetry/Analytic

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:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – English I**

<b>Topics</b>	<b>UNIT 1</b>	<b>UNIT 2</b>	<b>UNIT 3</b>	<b>UNIT 4</b>
<b>Length of Unit</b>	approx. 10 weeks Marking Period 1	approx. 10 weeks Marking Period 2	approx. 10 weeks Marking Period 3	approx. 10 weeks Marking Period 4
<b>Essential Question(s) and/ or Big Idea(s)</b>	What makes an argument effective?	How can language be powerful?	How can we learn from our past to prepare for our future?	What makes analysis unique?
<b>Reading Focus/ Writing Focus</b>	Nonfiction/Argumentative	Fiction/Narrative	Historical/Informational	Poetry/Analytic
<b>Target Standards- Reading</b>	<p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p>	<p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the</p>	<p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p>	<p>RL.CR.9-10.1. Cite a range of thorough textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.9-10.1. Cite a range of thorough textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as</p>

	<p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, 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>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and</p>	<p>text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from</p>	<p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, 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>RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.</p> <p>RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a</p>	<p>well as interpretations of the text.</p> <p>RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout the text, including how an idea or series of ideas or events develop, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content,</p>
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	<p>reasoning.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts</p>	<p>outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.</p>	<p>problem</p> <p>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, 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>RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance</p>	<p>including technical meanings, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>RL.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).</p> <p>RI.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
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			<p>a point of view.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts</p>	<p>RL.CT.9–10.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material of historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.</p>
<b>Target Standards- Writing</b>	<p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</p> <p>A. Introduce precise claim(s),</p>	<p>W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey</p>	<p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey</p>

	<p>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>B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.</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</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. 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</p>	<p>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 aid in 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>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 aid in 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>
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	<p>conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented</p> <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; 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>W.WR.9–10.5. 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</p>	<p>experienced, observed, or resolved over the course of the narrative.</p> <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; 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>W.RW.9–10.7. 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>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; 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>W.WR.9–10.5. Conduct</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>W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; 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>W.SE.9–10.6. Gather relevant information from</p>
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	<p>multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>W.SE.9–10.6. 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>W.RW.9–10.7. 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>L.SS.9–10.1. Demonstrate</p>		<p>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>W.SE.9–10.6. 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>W.RW.9–10.7. Write routinely over extended time frames (time for</p>	<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>W.RW.9–10.7. 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>L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p>
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	command of the system and structure of the English language when writing or speaking.		research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.	
<b>Reading Skills</b>	<p>Close Reading</p> <p>Point of view</p> <p>Annotation to identify textual evidence</p> <p>Make Inferences</p> <p>Summarize</p> <p>Identify Main Idea and Central Idea</p> <p>Identify Point of View</p> <p>Understand the importance of sequencing in making meaning</p> <p>Identify cultural experience</p>	<p>Close Reading</p> <p>Annotation to identify textual evidence</p> <p>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</p> <p>Identify Point of View</p> <p>Identify and analyze conflict</p> <p>Identify cultural experience</p>	<p>Close Reading</p> <p>Point of view</p> <p>Annotation to identify textual evidence</p> <p>Make Inferences</p> <p>Summarize</p> <p>Identify Main Idea and Central Idea</p> <p>Identify Point of View</p> <p>Understand the importance of sequencing in making meaning</p> <p>Identify cultural experience</p>	<p>Close Reading</p> <p>Annotation to identify textual evidence</p> <p>Compare and contrast two pieces of writing</p> <p>Characterization</p> <p>Point of View</p> <p>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>from a non-U.S. text</p> <p>Determine how the author advances the point of view or purpose</p> <p>Analyze U.S. documents and how they address themes and concepts</p> <p>Determine the validity of claims presented by an author</p> <p>Compare and contrast two pieces of writing</p>	<p>from world literature</p> <p>Apply historical knowledge to a piece of literature</p> <p>Compare and contrast two pieces of writing</p>	<p>from a non-U.S. text</p> <p>Determine how the author advances the point of view or purpose</p> <p>Analyze U.S. documents and how they address themes and concepts</p> <p>Determine the validity of claims presented by an author</p> <p>Compare and contrast two pieces of writing</p>	<p>Sequence of Events (including non-chronological sequencing)</p> <p>Purpose of sequencing</p>
<b>Writing Skills</b>	<p>Write arguments to support claims</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>Determine how to sequence the events of a 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</p>	<p>Write arguments to support claims</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</p>	<p>Write arguments to support claims</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 the development of a complex text</p> <p>Use transitions in writing</p> <p>Use content-specific vocabulary correctly</p> <p>Use formal or informal writing in the correct situation</p> <p>Creative Writing</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>writing</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>	<p>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>Clear and concise writing</p> <p>Revising &amp; Editing</p>
<b>Assessment</b>	Read articles, multiple choice & open-ended response	Short Story, multiple choice & open-ended response	Historical Document, multiple choice & open-ended response	Compare and contrast a poem with a song, multiple choice & open-ended response

**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. Nonfiction/Argumentative
- II. Fiction/Narrative
- III. Historical/Informational
- IV. Poetry/Analytic

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:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – English II**

<b>Topics</b>	<b>UNIT 1</b>	<b>UNIT 2</b>	<b>UNIT 3</b>	<b>UNIT 4</b>
<b>Length of Unit</b>	approx. 10 weeks Marking Period 1	approx. 10 weeks Marking Period 2	approx. 10 weeks Marking Period 3	approx. 10 weeks Marking Period 4
<b>Essential Question(s) and/ or Big Idea(s)</b>	What makes an argument effective?	How can language be powerful?	How can we learn from our past to prepare for our future?	What makes analysis unique?
<b>Reading Focus/ Writing Focus</b>	Nonfiction/Argumentative	Fiction/Narrative	Historical/Informational	Poetry/Analytic
<b>Target Standards- Reading</b>	<p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p>	<p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the</p>	<p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p>	<p>RL.CR.9-10.1. Cite a range of thorough textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.9-10.1. Cite a range of thorough textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as</p>

	<p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, 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>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and</p>	<p>text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from</p>	<p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, 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>RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.</p> <p>RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a</p>	<p>well as interpretations of the text.</p> <p>RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout the text, including how an idea or series of ideas or events develop, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content,</p>
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	<p>reasoning.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts</p>	<p>outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.</p>	<p>problem</p> <p>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, 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>RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance</p>	<p>including technical meanings, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>RL.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).</p> <p>RI.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
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			<p>a point of view.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts</p>	<p>RL.CT.9–10.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material of historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.</p>
<b>Target Standards- Writing</b>	<p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</p> <p>A. Introduce precise claim(s),</p>	<p>W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey</p>	<p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey</p>

	<p>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>B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.</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</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. 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</p>	<p>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 aid in 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>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 aid in 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>
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	<p>conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented</p> <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; 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>W.WR.9–10.5. 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</p>	<p>experienced, observed, or resolved over the course of the narrative.</p> <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; 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>W.RW.9–10.7. 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>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; 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>W.WR.9–10.5. Conduct</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>W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; 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>W.SE.9–10.6. Gather relevant information from</p>
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	<p>multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>W.SE.9–10.6. 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>W.RW.9–10.7. 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>L.SS.9–10.1. Demonstrate</p>		<p>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>W.SE.9–10.6. 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>W.RW.9–10.7. Write routinely over extended time frames (time for</p>	<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>W.RW.9–10.7. 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>L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p>
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	command of the system and structure of the English language when writing or speaking.		research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.	
<b>Reading Skills</b>	<p>Close Reading</p> <p>Point of view</p> <p>Annotation to identify textual evidence</p> <p>Make Inferences</p> <p>Summarize</p> <p>Identify Main Idea and Central Idea</p> <p>Identify Point of View</p> <p>Understand the importance of sequencing in making meaning</p> <p>Identify cultural experience</p>	<p>Close Reading</p> <p>Annotation to identify textual evidence</p> <p>Identify and analyze theme</p> <p>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</p> <p>Identify Point of View</p> <p>Identify and analyze conflict</p> <p>Identify cultural experience</p>	<p>Close Reading</p> <p>Point of view</p> <p>Annotation to identify textual evidence</p> <p>Make Inferences</p> <p>Summarize</p> <p>Identify Main Idea and Central Idea</p> <p>Identify Point of View</p> <p>Understand the importance of sequencing in making meaning</p> <p>Identify cultural experience</p>	<p>Close Reading</p> <p>Annotation to identify textual evidence</p> <p>Compare and contrast two pieces of writing</p> <p>Characterization</p> <p>Point of View</p> <p>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>from a non-U.S. text</p> <p>Determine how the author advances the point of view or purpose</p> <p>Analyze U.S. documents and how they address themes and concepts</p> <p>Determine the validity of claims presented by an author</p> <p>Compare and contrast two pieces of writing</p>	<p>from world literature</p> <p>Apply historical knowledge to a piece of literature</p> <p>Compare and contrast two pieces of writing</p>	<p>from a non-U.S. text</p> <p>Determine how the author advances the point of view or purpose</p> <p>Analyze U.S. documents and how they address themes and concepts</p> <p>Determine the validity of claims presented by an author</p> <p>Compare and contrast two pieces of writing</p>	<p>Sequence of Events (including non-chronological sequencing)</p> <p>Purpose of sequencing</p>
<b>Writing Skills</b>	<p>Write arguments to support claims</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>Determine how to sequence the events of a 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</p>	<p>Write arguments to support claims</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</p>	<p>Write arguments to support claims</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 the development of a complex text</p> <p>Use transitions in writing</p> <p>Use content-specific vocabulary correctly</p> <p>Use formal or informal writing in the correct situation</p> <p>Creative Writing</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>writing</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</p>	<p>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>Clear and concise writing</p> <p>Revising &amp; Editing</p>
<b>Assessment</b>	Read articles, multiple choice & open-ended response	Short Story, multiple choice & open-ended response	Historical Document, multiple choice & open-ended response	Compare and contrast a poem with a song, multiple choice & open-ended response



**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. Nonfiction/Argumentative
- II. Fiction/Narrative
- III. Historical/Informational
- IV. Poetry/Analytic

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:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – English III**

<b>Topics</b>	<b>UNIT 1</b>	<b>UNIT 2</b>	<b>UNIT 3</b>	<b>UNIT 4</b>
<b>Length of Unit</b>	approx. 10 weeks Marking Period 1	approx. 10 weeks Marking Period 2	approx. 10 weeks Marking Period 3	approx. 10 weeks Marking Period 4
<b>Essential Question(s) and/ or Big Idea(s)</b>	What makes an argument effective?	How can language be powerful?	How can we learn from our past to prepare for our future?	What makes analysis unique?
<b>Reading Focus/Writing Focus</b>	Nonfiction/Argumentative	Fiction/Narrative	Historical/Informational	Poetry/Analytic
<b>Target Standards-Reading</b>	<p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an</p>	<p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or</p>	<p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p>	<p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the</p>

<p>objective summary of the text.</p> <p>RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.</p> <p>RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and</p>	<p>analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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>RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p>	<p>RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p> <p>RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).</p> <p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades</p>	<p>text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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>RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RL.MF.11–12.6. Synthesize complex information</p>
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	<p>literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.</p>		<p>11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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>RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p> <p>RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.</p> <p>RL.CT.11–12.8. Demonstrate knowledge of, analyze, and</p>	<p>across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).</p> <p>RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).</p> <p>RL.CT.11–12.8. Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics.</p>
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			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 how two or more texts from the same period treat similar themes or topics.	
<b>Target Standards-Writing</b>	<p>W.AW.11–12.1. 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 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 anticipat</p>	<p>W.NW.11–12.3. 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) 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>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 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>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 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>es 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>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using</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>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on</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</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</p>
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	<p>portfolios, journals, conferencing); 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>W.WR.11–12.5. 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>W.SE.11–12.6. 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</p>	<p>addressing what is most significant for a specific purpose and audience.</p> <p>W.RW.9–10.7. 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>section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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>W.WR.11–12.5. 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</p>	<p>section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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>W.SE.11–12.6. 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</p>
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	<p>standard format for citation (MLA or APA Style Manuals).</p> <p>W.RW.11–12.7. 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>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p>		<p>subject under investigation.</p> <p>W.SE.11–12.6. 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>W.RW.11–12.7. 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>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or</p>	<p>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>W.RW.11–12.7. 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>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p>
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			<p>speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p>	
<b>Reading Skills</b>	<p>Close Reading</p> <p>Point of view</p> <p>Annotation to identify textual evidence</p> <p>Make Inferences</p> <p>Summarize</p> <p>Identify Main Idea and Central Idea</p> <p>Identify Point of View</p> <p>Understand the importance of sequencing in making meaning</p> <p>Identify cultural experience from a non-U.S. text</p> <p>Determine how the author advances the point of view</p>	<p>Close Reading</p> <p>Annotation to identify textual evidence</p> <p>Identify and analyze theme</p> <p>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</p> <p>Identify Point of View</p> <p>Identify and analyze conflict</p> <p>Identify cultural experience from world literature</p> <p>Apply historical knowledge to a piece of literature</p>	<p>Close Reading</p> <p>Point of view</p> <p>Annotation to identify textual evidence</p> <p>Make Inferences</p> <p>Summarize</p> <p>Identify Main Idea and Central Idea</p> <p>Identify Point of View</p> <p>Understand the importance of sequencing in making meaning</p> <p>Identify cultural experience from a non-U.S. text</p> <p>Determine how the author advances the point of view</p>	<p>Close Reading</p> <p>Annotation to identify textual evidence</p> <p>Compare and contrast two pieces of writing</p> <p>Characterization</p> <p>Point of View</p> <p>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)</p>

	<p>or purpose</p> <p>Analyze U.S. documents and how they address themes and concepts</p> <p>Determine the validity of claims presented by an author</p> <p>Compare and contrast two pieces of writing</p>	<p>Compare and contrast two pieces of writing</p>	<p>or purpose</p> <p>Analyze U.S. documents and how they address themes and concepts</p> <p>Determine the validity of claims presented by an author</p> <p>Compare and contrast two pieces of writing</p>	<p>Purpose of sequencing</p>
<b>Writing Skills</b>	<p>Write arguments to support claims</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>Determine how to sequence the events of a 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 arguments to support claims</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>Write arguments to support claims</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 the development of a complex text</p> <p>Use transitions in writing</p> <p>Use content-specific vocabulary correctly</p> <p>Use formal or informal writing in the correct situation</p> <p>Creative Writing</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</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>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>	
<b>Assessment</b>	Read articles, multiple choice & open-ended response	Short Story, multiple choice & open-ended response	Historical Document, multiple choice & open-ended response	Compare and contrast a poem with a song, multiple choice & open-ended response

**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. Nonfiction/Argumentative
- II. Fiction/Narrative
- III. Historical/Informational
- IV. Poetry/Analytic

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:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – English IV**

Topics	UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Length of Unit</b>	approx. 10 weeks Marking Period 1	approx. 10 weeks Marking Period 2	approx. 10 weeks Marking Period 3	approx. 10 weeks Marking Period 4
<b>Essential Question(s) and/ or Big Idea(s)</b>	What makes an argument effective?	How can language be powerful?	How can we learn from our past to prepare for our future?	What makes analysis unique?
<b>Reading Focus/Writing Focus</b>	Nonfiction/Argumentative	Fiction/Narrative	Historical/Informational	Poetry/Analytic
<b>Target Standards-Reading</b>	<p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an</p>	<p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or</p>	<p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p>	<p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the</p>

<p>objective summary of the text.</p> <p>RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.</p> <p>RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and</p>	<p>analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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>RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p>	<p>RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p> <p>RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).</p> <p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades</p>	<p>text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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>RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RL.MF.11–12.6. Synthesize complex information</p>
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	<p>literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.</p>		<p>11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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>RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p> <p>RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.</p> <p>RL.CT.11–12.8. Demonstrate knowledge of, analyze, and</p>	<p>across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).</p> <p>RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).</p> <p>RL.CT.11–12.8. Demonstrate knowledge of, 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 how two or more texts from the same period treat similar themes or topics.</p>
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			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 how two or more texts from the same period treat similar themes or topics.	
<b>Target Standards-Writing</b>	<p>W.AW.11–12.1. 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 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 anticipat</p>	<p>W.NW.11–12.3. 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) 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>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 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>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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 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>es 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>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using</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>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on</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</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</p>
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	<p>portfolios, journals, conferencing); 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>W.WR.11–12.5. 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>W.SE.11–12.6. 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</p>	<p>addressing what is most significant for a specific purpose and audience.</p> <p>W.RW.9–10.7. 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>section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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>W.WR.11–12.5. 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</p>	<p>section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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>W.SE.11–12.6. 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</p>
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	<p>standard format for citation (MLA or APA Style Manuals).</p> <p>W.RW.11–12.7. 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>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p>		<p>subject under investigation.</p> <p>W.SE.11–12.6. 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>W.RW.11–12.7. 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>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or</p>	<p>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>W.RW.11–12.7. 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>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p>
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			<p>speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p>	
<b>Reading Skills</b>	<p>Close Reading</p> <p>Point of view</p> <p>Annotation to identify textual evidence</p> <p>Make Inferences</p> <p>Summarize</p> <p>Identify Main Idea and Central Idea</p> <p>Identify Point of View</p> <p>Understand the importance of sequencing in making meaning</p> <p>Identify cultural experience from a non-U.S. text</p> <p>Determine how the author advances the point of view</p>	<p>Close Reading</p> <p>Annotation to identify textual evidence</p> <p>Identify and analyze theme</p> <p>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</p> <p>Identify Point of View</p> <p>Identify and analyze conflict</p> <p>Identify cultural experience from world literature</p> <p>Apply historical knowledge to a piece of literature</p>	<p>Close Reading</p> <p>Point of view</p> <p>Annotation to identify textual evidence</p> <p>Make Inferences</p> <p>Summarize</p> <p>Identify Main Idea and Central Idea</p> <p>Identify Point of View</p> <p>Understand the importance of sequencing in making meaning</p> <p>Identify cultural experience from a non-U.S. text</p> <p>Determine how the author advances the point of view</p>	<p>Close Reading</p> <p>Annotation to identify textual evidence</p> <p>Compare and contrast two pieces of writing</p> <p>Characterization</p> <p>Point of View</p> <p>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)</p>

	<p>or purpose</p> <p>Analyze U.S. documents and how they address themes and concepts</p> <p>Determine the validity of claims presented by an author</p> <p>Compare and contrast two pieces of writing</p>	<p>Compare and contrast two pieces of writing</p>	<p>or purpose</p> <p>Analyze U.S. documents and how they address themes and concepts</p> <p>Determine the validity of claims presented by an author</p> <p>Compare and contrast two pieces of writing</p>	<p>Purpose of sequencing</p>
<b>Writing Skills</b>	<p>Write arguments to support claims</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>Determine how to sequence the events of a 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 arguments to support claims</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>Write arguments to support claims</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 the development of a complex text</p> <p>Use transitions in writing</p> <p>Use content-specific vocabulary correctly</p> <p>Use formal or informal writing in the correct situation</p> <p>Creative Writing</p> <p>Clear and concise writing</p> <p>Revising &amp; Editing</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>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>	
<b>Assessment</b>	Read articles, multiple choice & open-ended response	Short Story, multiple choice & open-ended response	Historical Document, multiple choice & open-ended response	Compare and contrast a poem with a song, multiple choice & open-ended response

**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. Memoirs/ Narrative
- II. Short Stories / Narrative
- III. Poetry/ Expository
- IV. Journalism & Media Literacy / Expository

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

**Curriculum Alignment:**

New Jersey Student Learning Standards - English Language Arts

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – Creative Writing**

<b>Topics</b>	<b>UNIT 1</b>	<b>UNIT 2</b>	<b>UNIT 3</b>	<b>UNIT 4</b>
<b>Length of Unit</b>	approx. 10 weeks Marking Period 1	approx. 10 weeks Marking Period 2	approx. 10 weeks Marking Period 3	approx. 10 weeks Marking Period 4
<b>Essential Question(s) and/ or Big Idea(s)</b>	How does an author use their voice to create meaning and tell their story?	How do we make connections to others?	In what ways do humans contribute to our understanding of self, others, and the world?	How does a journalist evaluate a news event and ask meaningful and impactful questions and use their writing to influence readers?
<b>Reading Focus/ Writing Focus</b>	Memoirs/Narrative	Short Stories/Narrative	Poetry/Expository	Journalism/Media Lit/Expository
<b>Target Standards-Reading</b>	<p>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as</p>	<p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> <p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by</p>	<p>RL.CR.9-10.1. Cite a range of thorough textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or</p>	<p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an</p>



	<p>including determining where the text leaves matters uncertain.</p> <p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States,</p>	<p>specific details; provide an objective summary of the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.</p>	<p>conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>RL.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually,</p>	<p>objective summary of the text.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, 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>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient;</p>
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	drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.		quantitatively).  RL.CT.9-10.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material of historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.	identify false statements and reasoning.  RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts
<b>Target Standards-Writing</b>	W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. 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	W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. 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	W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic;	W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic;

	<p>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.</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>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a</p>	<p>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.</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>W.WP.9–10.4. Develop and strengthen writing as needed by planning,</p>	<p>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 aid in 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>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</p>	<p>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 aid in 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>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</p>
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	<p>new approach; sustaining effort to complete complex writing tasks; seeking out feedback, and reflecting on personal writing progress; 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>W.RW.9–10.7. 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>revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; 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>W.RW.9–10.7. 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>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>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>
<b>Skills</b>	<p>Close Reading</p> <p>Point of view</p> <p>Annotation to identify textual evidence</p> <p>Make Inferences</p>	<p>Close Reading</p> <p>Annotation to identify textual evidence</p> <p>Identify and analyze theme</p> <p>Analyzing author’s use of:</p>	<p>Close Reading</p> <p>Annotation to identify textual evidence</p> <p>Compare and contrast two pieces of writing</p>	<p>Close Reading</p> <p>Point of view</p> <p>Annotation to identify textual evidence</p> <p>Make Inferences</p>

	<p>Summarize</p> <p>Identify Main Idea and Central Idea</p> <p>Identify Point of View</p> <p>Understand the importance of sequencing in making meaning</p> <p>Identify cultural experience from a non-U.S. text</p> <p>Determine how the author advances the point of view or purpose</p> <p>Analyze U.S. documents and how they address themes and concepts</p> <p>Determine the validity of claims presented by an author</p> <p>Compare and contrast two pieces of writing</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</p> <p>Identify Point of View</p> <p>Identify and analyze conflict</p> <p>Identify cultural experience from world literature</p> <p>Apply historical knowledge to a piece of literature</p> <p>Compare and contrast two pieces of writing</p>	<p>Characterization</p> <p>Point of View</p> <p>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)</p> <p>Purpose of sequencing</p>	<p>Summarize</p> <p>Identify Main Idea and Central Idea</p> <p>Identify Point of View</p> <p>Understand the importance of sequencing in making meaning</p> <p>Identify cultural experience from a non-U.S. text</p> <p>Determine how the author advances the point of view or purpose</p> <p>Analyze U.S. documents and how they address themes and concepts</p> <p>Determine the validity of claims presented by an author</p> <p>Compare and contrast two pieces of writing</p>
<b>Writing Skills</b>	<p>Determine how to sequence the events of a narrative</p> <p>Purposefully sequence</p>	<p>Determine how to sequence the events of a narrative</p> <p>Purposefully sequence</p>	<p>Write informative texts to explain complex ideas</p> <p>Outlining</p>	<p>Write informative texts to explain complex ideas</p> <p>Outlining</p>

	<p>events to add to the 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>events to add to the 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>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>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>
<b>Assessment</b>	Read articles, multiple choice & open-ended response	Short Story, multiple choice & open-ended response	Compare and contrast a poem with a song, multiple choice & open-ended response	Read articles, multiple choice & open-ended response

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

**Title:** Introduction to Media

**Timeline:** Half Year; 2.5 5 Credits

**Course Description:**

The focus of this course is for students to become competent, critical and literate in all media forms so that they control the interpretation of what they see or hear rather than letting the interpretation control them. This class will provide a framework for students to access, analyze, evaluate, create and participate with messages in a variety of forms — from print to video to the Internet. Students will build an understanding of the role of media in society, as well as essential skills of inquiry and self-expression necessary for citizens of a democracy. Students will determine the credibility of news and other content, identify types of information, understand bias and how it influences media, and how to develop better critical thinking skills.

**Course Outline:**

- I. Media in our Society
- II. Bias & Fallacies
- III. Evaluating Information
- IV. Creating Media

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

**Curriculum Alignment:**

New Jersey Student Learning Standards - English Language Arts

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – Introduction to Media (2.5 credits)**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Length of Unit</b>	5	5	5	5
<b>Topic(s)</b>	Media in Our Society	Bias & Fallacies	Evaluating Information	Creating Media
<b>Essential Question</b>	What is the role of media in our society, and how can we become responsible consumers and producers of news and information in the digital age?	How do our biases affect how we digest and seek media and information?	Should the public be accountable for vetting and evaluating news information?	How have new platforms affected how the public digests media and obtains “the news?”
<b>Big Idea(s)</b>	<p>All forms of media shape society, for good and bad.</p> <p>Quality journalism has rigorous standards designed to produce fair, accurate, and timely information about newsworthy issues and events for the public.</p> <p>Better information makes for better decisions.</p>	<p>Bias in the media is a complex issue.</p> <p>Better information makes for better decisions.</p>	<p>Credible information and knowing how to find credible sources empower individuals.</p> <p>Disinformation can do lasting harm to individuals and society.</p> <p>Better information makes for better decisions.</p>	<p>Better information makes for better decisions.</p>
<b>Standards</b>	RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects	RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects	RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects	RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects



	<p>of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific</p>	<p>of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, 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>RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger</p>	<p>of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, 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>RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger</p>	<p>of what an informational text says explicitly and inferentially, as well as interpretations of the text. RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, 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>RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger</p>
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	<p>significance, including how they relate in terms of themes and significant concepts.</p> <p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)</p>	<p>portions of a text (e.g., a section or chapter).</p> <p>RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.</p> <p>RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false</p>	<p>portions of a text (e.g., a section or chapter).</p> <p>RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.</p> <p>RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false</p>	<p>portions of a text (e.g., a section or chapter).</p> <p>RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual</p>
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	<p>with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.UM.9–10.5. Make</p>	<p>statements and reasoning.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.</p> <p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and</p>	<p>statements and reasoning.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.</p> <p>W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and</p>	<p>evidence.</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; 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>W.SE.9–10.6. Gather</p>
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	<p>strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> <p>L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–</p>	<p>accurately through the effective selection, organization, and analysis of content.</p> <p>SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<p>accurately through the effective selection, organization, and analysis of content.</p> <p>SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.ES.9–10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<p>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>W.RW.9–10.7. 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>SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas</p>
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	<p>10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p>	<p>SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> <p>L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>L.KL.9–10.2. Apply knowledge of language to</p>	<p>SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> <p>L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>L.KL.9–10.2. Apply knowledge of language to</p>	<p>and expressing their own clearly and persuasively.</p> <p>SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating</p>
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		<p>make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p>	<p>make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p>	<p>command of formal English.</p> <p>L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p>
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<b>Content</b>	History of Media  First Amendment  Fact or Opinion  Coding and Decoding  5 Key Questions	Advertising  Fallacies  Bias  Point of View	Propaganda  Fake News  Misinformation  Disinformation	Tools for creating media
<b>Skills</b>	Understand the role of media in our society  Differentiate between fact and opinion  Evaluate the impact of the First Amendment on media in the United States  Identify the different types of information  Identify author's purpose  Identify what makes a story newsworthy	Identify bias in media  Evaluate advertisements for bias and fallacies  Understand the role that point of view plays when consuming media  Evaluate the purpose of different ads  Identify author's purpose	Evaluate different pieces of media (evidence, photos, videos)  Use digital verification methods like lateral reading and reverse image search to evaluate information  Identify fake news  Differentiate between information, misinformation and disinformation  Analyze the effects of propaganda and misinformation on groups of people	Create a form of media that demonstrates understanding of skills
<b>Assessments And Projects</b>	Checkology.com  Summative Assessment	Checkology.com  Summative Assessment	Checkology.com  Summative Assessment	Media Creation Project  Summative Assessment

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:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – Health I**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 10	approx. 10	approx. 10	approx. 10
<b>Topic</b>	Health and Wellness	Relationships/Family Life/Sexuality	Alcohol, Tobacco, and Other Drugs	Community Health Skills
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>• 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>• 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>• 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>• 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).</li> <li>• 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>• 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>• 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> <li>• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</li> <li>• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</li> </ul>

	<ul style="list-style-type: none"> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> <li>• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> <li>• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</li> <li>• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</li> <li>• 2.1.12.SSH.3: Analyze</li> </ul>	<p>(including HIV) and identify ways to overcome potential barriers to prevention.</p> <ul style="list-style-type: none"> <li>• 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.</li> <li>• 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</li> <li>• 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).</li> <li>• 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> <li>• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> <li>• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li> <li>• 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</li> <li>• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation,</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</li> <li>• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li> <li>• 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</li> <li>• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> <li>• 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital</li> </ul>
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	<p>current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</li> <li>• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li> <li>• 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</li> <li>• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</li> <li>• 2.1.12.PP.8: Assess the skills needed to be an effective parent.</li> <li>• 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</li> <li>• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>• 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</li> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> </ul>	<p>and identity.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</li> <li>• 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</li> <li>• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</li> <li>• 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</li> <li>• 2.1.12.SSH.9: Analyze the personal and societal factors</li> </ul>	<p>devices in a variety of situations (e.g., cyberbullying, sexting).</p>
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	<p>suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <ul style="list-style-type: none"> <li>• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</li> <li>• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li> <li>• 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</li> <li>• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> <li>• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</li> <li>• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</li> <li>• 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</li> <li>• 2.1.12.SSH.5: Demonstrate ways to show</li> </ul>	<p>that could keep someone from leaving an unhealthy relationship.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</li> <li>• 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</li> </ul>	<p>respect for the boundaries of others as they relate to intimacy and sexual behavior.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.</li> <li>• 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.</li> </ul> <p>2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</li> <li>• 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.</li> </ul>		
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		<p>and in the community.</p> <ul style="list-style-type: none"> <li>• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li> <li>• 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</li> <li>• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> <li>• 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> </ul>		
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		<ul style="list-style-type: none"> <li>• 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).</li> <li>• 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.</li> <li>• 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.</li> <li>• 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</li> <li>• 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</li> </ul>		
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		<ul style="list-style-type: none"> <li>• 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> </ul>		
<b>Content</b>	<p>Overall Health and Wellness:</p> <ul style="list-style-type: none"> <li>• Health Risks</li> <li>• Health Behaviors</li> <li>• Health Triangle</li> </ul> <p>Different Types of Health:</p> <ul style="list-style-type: none"> <li>• Social Health</li> <li>• Mental Health</li> <li>• Emotional Health</li> <li>• Physical Health</li> </ul> <p>Social and Emotional Health:</p> <ul style="list-style-type: none"> <li>• Self Esteem</li> <li>• Stress</li> <li>• Mental Illness</li> <li>• Diagnosis and Treatment of Mental Illness</li> </ul> <p>Fitness and Nutrition:</p> <ul style="list-style-type: none"> <li>• Aerobic Exercise</li> <li>• Anaerobic Exercise</li> <li>• Diets (Healthy and Fads)</li> <li>• Calories (Fats, Carbs, and Protein)</li> <li>• Food</li> </ul>	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Domestic and Dating Violence Sexual Decision Making</li> <li>• Sexual Harassment</li> <li>• Alcohol and Other Drugs Influence on Decision Making, Consent, and Risk for Sexual Assault</li> <li>• Sexually Transmitted Infections Abstinence</li> <li>• Contraception</li> </ul> <p>Types of relationships:</p> <ul style="list-style-type: none"> <li>• Dating Relationships</li> <li>• Family Relationships</li> <li>• Peer Relationships</li> <li>• Relationship with Self</li> <li>• Conflict Resolution</li> </ul> <p>Body Systems:</p>	<p>Immediate and long-term consequences associated with substance abuse.</p> <p>Drugs Affect:</p> <ul style="list-style-type: none"> <li>• Person</li> <li>• Family</li> <li>• Friends</li> <li>• Community</li> </ul> <p>Medications:</p> <ul style="list-style-type: none"> <li>• Prescription</li> <li>• Over-the-Counter</li> <li>• Medicinal Supplements</li> <li>• Holistic</li> </ul> <p>Illegals Drugs:</p> <ul style="list-style-type: none"> <li>• Cocaine</li> <li>• GHB</li> <li>• Hallucinogens</li> <li>• Heroin/Opiates</li> <li>• Inhalants</li> <li>• Methamphetamine</li> <li>• Speed</li> <li>• PCP</li> <li>• LSD</li> <li>• Psilocybin</li> </ul>	<p>Before and After Care:</p> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Abandonment</li> <li>• Negligence</li> <li>• Duty to Act</li> <li>• Act of Omission</li> <li>• Act of Commission</li> <li>• Confidentiality</li> <li>• Good Samaritan Laws</li> <li>• Disease</li> <li>• Precautions</li> <li>• Stages of Grieving</li> <li>• Levels of Consent</li> <li>• Organ Donation</li> </ul> <p>Types of Emergencies:</p> <ul style="list-style-type: none"> <li>• Breathing</li> <li>• Choking</li> <li>• Allergic Reactions</li> <li>• Heart Emergencies</li> <li>• Fainting</li> <li>• Diabetes/Low Blood Sugar</li> <li>• Stroke</li> <li>• Seizure</li> <li>• Shock</li> </ul> <p>Bodily Injuries:</p>

	<ul style="list-style-type: none"> <li>Pyramid/MyPlate</li> <li>Food Labels</li> <li>Eating Disorders</li> </ul> <p>Hygiene/Care Of:</p> <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> <p>Heredity Environment Behavior Media Decision Making Goals Goal Setting Action Plans</p> <p>Cancer Awareness Months</p> <ul style="list-style-type: none"> <li>January- Cervical</li> <li>February- Cancer Prevention</li> <li>March- Kidney</li> <li>April- Testicular</li> <li>May- Bladder, Brain, and Skin</li> <li>June- Cancer Survivor</li> <li>July- Sarcoma, Bone</li> <li>August</li> <li>September- Childhood,</li> </ul>	<ul style="list-style-type: none"> <li>Female Reproductive System</li> <li>Male Reproductive System</li> </ul> <p>Gender Identity Gender Expression Biological Sex Sexual Orientation</p> <p>Pregnancy:</p> <ul style="list-style-type: none"> <li>Fertilization</li> <li>Fetal Development</li> <li>Prenatal Care</li> <li>Birth Process</li> <li>Stages of Labor</li> <li>Birth Defects</li> <li>Adoption/Foster</li> <li>Teen Parenting</li> </ul>	<p>Nicotine/Tobacco/Marijuana Vape:</p> <ul style="list-style-type: none"> <li>Legality</li> <li>Long/Short Term Issues</li> <li>Addiction</li> <li>Physical Effects</li> <li>Behavioral Effects</li> </ul> <p>Alcohol:</p> <ul style="list-style-type: none"> <li>Legality</li> <li>Long/Short Term Issues</li> <li>Addiction</li> <li>Physical Effects</li> <li>Behavioral Effects</li> </ul> <p>Anabolic Steroids:</p> <ul style="list-style-type: none"> <li>Legality</li> <li>Long/Short Term Issues</li> <li>Addiction</li> <li>Physical Effects</li> <li>Behavioral Effects</li> </ul> <p>Peer Pressure Drug Treatment/Rehab Responsible Decision Making</p>	<ul style="list-style-type: none"> <li>Bleeding Emergencies</li> <li>Nosebleed</li> <li>Eye Injuries</li> <li>Tooth Injuries</li> <li>Amputations</li> <li>Internal Bleeding</li> <li>Head/Neck/Spinal Injuries</li> <li>Fractures</li> <li>Dislocations</li> <li>Sprains</li> <li>Strains</li> <li>Ligaments</li> <li>Cramps</li> <li>Burns</li> <li>Poisons</li> <li>Bites</li> <li>Stings</li> <li>Lyme Disease</li> <li>Alcohol Intoxication</li> <li>Drug Emergencies</li> <li>Carbon Monoxide Poisoning</li> </ul> <p>Proper Procedures to Perform:</p> <ul style="list-style-type: none"> <li>Rescue Breathing</li> <li>CPR</li> <li>AED</li> <li>First Aid</li> <li>Tourniquet</li> <li>EpiPen</li> <li>Heimlich Maneuver</li> <li>RICE</li> </ul>
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	<p>Leukemia, Lymphoma, Ovarian, Prostate, Thyroid, Uterine</p> <ul style="list-style-type: none"> <li>● October-Breast, Liver</li> <li>● November- Lung, Pancreatic</li> <li>● December</li> </ul> <p>Body Systems:</p> <ul style="list-style-type: none"> <li>● Skeletal System</li> <li>● Muscular System</li> <li>● Cardiovascular System</li> <li>● Respiratory System</li> <li>● Integumentary System</li> <li>● Nervous System</li> <li>● Digestive System</li> </ul> <p>School Violence Awareness Week</p> <ul style="list-style-type: none"> <li>● 3rd Monday of October</li> </ul>			<ul style="list-style-type: none"> <li>● Stop the Bleed</li> <li>● Packing Wounds</li> <li>● Recovery Position</li> </ul> <p>Fire Safety:</p> <ul style="list-style-type: none"> <li>● Evacuation Plan</li> <li>● In the Home</li> <li>● Outside the Home</li> </ul>
<b>Skills</b>	<p>*The students will be able to understand that eating habits and diet will have lifelong effects on numerous health issues which will have a major impact on their futures.</p> <p>*The students will be able to determine if physical</p>	<p>*The students will be able to compare and contrast healthy versus unhealthy interpersonal relationships.</p> <p>*The students will be able to brainstorm exit strategies to employ if involved in an unhealthy relationship.</p>	<p>*The students will be able to investigate the use and abuse of over-the-counter and prescription medications and their correlation to abuse.</p> <p>*The students will be able to relate injected drug use to the incidence of diseases</p>	<p>*The students will be able to discuss the importance and responsibilities of first responders.</p> <p>*The students will be able to recall opportunities for organ and tissue donation.</p> <p>*The students will be able</p>

	<p>fitness and good nutrition have a positive relationship and if a healthy diet alone is not enough to maintain proper weight and fitness levels.</p> <p>*The students will be able to learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>*The students will be able to explain the impact of personal health behaviors on the functioning of the human body.</p> <p>*The students will be able to describe the interrelationships of mental, emotional, social and physical health throughout adulthood.</p> <p>*The students will be able to analyze how family, peers, and community can influence the health of individuals.</p> <p>*Students will analyze the role of individual responsibility for enhancing health.</p>	<p>*The students will be able to determine personal responsibilities in the maintenance of positive relationships with family and friends.</p> <p>*The students will be able to discuss the legal ramifications of abusive behaviors.</p> <p>*The students will be able to assess the physical, mental, and emotional effects of abusive behaviors.</p> <p>*The students will be able to compare and contrast theories regarding the incidence of abusive behaviors.</p> <ol style="list-style-type: none"> <li>1. Genetic Predisposition</li> <li>2. Peer Pressure</li> <li>3. Lack of Strong Role Models</li> </ol> <p>*The students will be able to summarize the intervention strategies to eliminate high-risk behaviors.</p> <p>*The students will be able to assess the diverse</p>	<p>such as HIV/AIDS and hepatitis.</p> <p>*The students will be able to analyze the societal impact of substance abuse on the individual, family, and community.</p> <p>*The students will be able to compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries.</p> <p>*The students will be able to correlate increased alcohol use with challenges that may occur at various life stages.</p> <p>*The students will be able to correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</p> <p>*The students will be able to make decisions for themselves when put in role-play scenarios.</p> <p>*The students will be able to</p>	<p>to identify ways in which a conscious or unconscious person might be treated in an emergency breathing situation.</p> <p>*The students will be able to differentiate among methods for treating infants, children, and adults.</p> <p>*The students will be able to define the 3 Cs (check, call, care) in the emergency steps sequence.</p> <p>*The students will be able to practice and perform rescue breathing techniques appropriate for infants, children, and adults.</p> <p>*The students will be able to compare and contrast CPR and AED techniques.</p> <p>*The students will be able to perform rescue breathing techniques in simulated emergency situations.</p> <p>*The students will be able to demonstrate how to properly use an AED on an individual.</p>
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	<p>*The students will be able to recognize hereditary factors that can affect non-communicable diseases related to our health and our reactions to stressful situations.</p> <p>*The students will be able to clearly identify problems related to personal hygiene and sanitation and their causes.</p> <p>*The students will be able to assess personal wellness habits.</p> <p>*The students will be able to analyze the contributions of each nutrient class to good health. (ex: fats, carbs, protein, water, minerals, vitamins)</p> <p>*The students will be able to research the dietary trends of young adults while also analyzing the impact of social media has on dietary habits and choices young adults make.</p> <p>*The students will be able to compare and contrast cultural habits that impact</p>	<p>methods of interpersonal communication.</p> <ol style="list-style-type: none"> <li>1. Verbal</li> <li>2. Nonverbal</li> <li>3. Electronic</li> </ol> <p>*The students will be able to dramatize appropriate interpersonal communication strategies.</p> <p>*The students will be able to examine factors that impact effective interpersonal communication.</p> <ol style="list-style-type: none"> <li>1. Peer Pressure</li> <li>2. Conflict</li> <li>3. Group Mentality</li> <li>4. Self-Esteem Issues</li> </ol> <p>*The students will be able to identify the consequences technology can have on interpersonal relationships (sexting/texting).</p> <p>*The students will be able to demonstrate positive communication skills.</p> <ol style="list-style-type: none"> <li>1. Refusal</li> <li>2. Negotiation</li> <li>3. Assertiveness</li> </ol> <p>*The students will be able to compare and contrast</p>	<p>demonstrate strategies for taking care of themselves and others</p> <p>*The students will be able to identify and discuss risk behaviors associated with alcohol and drug use.</p> <p>*The students will be able to discuss the potential health risks of adolescent use of alcohol and drug use on the development of the youth brain.</p> <p>*The students will be able to identify resistance skills to resist pressure and to engage in peer pressure to use and abuse alcohol and drug use.</p> <p>*The students will be able to explain how the brain and body respond to the use of alcohol and drugs.</p> <p>*The students will be able to explain how the body responds to alcohol and drugs.</p> <p>*The students will be able to discuss positive social practices to avoid being around alcohol and drug</p>	<p>*The students will be able to perform manual CPR in simulated emergency situations.</p> <p>*The students will be able to demonstrate techniques mandated by the Red Cross.</p> <p>*The students will be able to assimilate life saving techniques in the performance of Red Cross assessments.</p> <p>*The students will be able to present careers in a health industry project using technology.</p> <p>*The students will be able to identify the basic components of an emergency situation (e.g., bleeding, burns, choking, possible poisoning).</p> <p>*The students will be able to compare and contrast emergency situations to non-life-threatening situations.</p> <p>*The students will be able to illustrate the basic First Aid and care involved in an</p>
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	<p>personal nutrition.</p> <p>*The students will be able to demonstrate the relationship between diet and illness.</p> <p>*The students will be able to identify how emotions impact depression, stress, and thoughts of suicide.</p> <p>*The students will be able to understand healthy stress management strategies and how to utilize them.</p> <p>*The students will be able to identify ways to improve or maintain good personal hygiene practices.</p> <p>*The students will be able to anticipate the consequences of the problem for self, family, and classmates by not practicing good personal hygiene and sanitation.</p> <p>*The students will be able to assess the advantages and disadvantages of personal hygiene and sanitation practices.</p>	<p>positive and negative characteristics of human relationships.</p> <p>*The students will be able to determine values and ethics that contribute to healthy interpersonal relationships.</p> <p>*The students will be able to assimilate the personal attributes of a desired friend and confidante in a visual representation.</p> <p>*The students will be able to summarize significant events that affect familial relationships.</p> <ol style="list-style-type: none"> <li>1. Divorce</li> <li>2. Remarriage</li> <li>3. Pregnancy</li> <li>4. Loss of a Family Member</li> <li>5. Abuse</li> </ol> <p>*The students will be able to develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, obtaining or giving consent, or only dating someone of the same age.</p> <p>*The students will be able</p>	<p>use.</p> <p>*The students will be able to explain the alternatives to alcohol and drug use.</p> <p>*The students will be able to discuss resistance skills to use anabolic steroids and the long-lasting use of these types of drugs.</p> <p>*The students will be able to explain how alcohol affects the mental and physical abilities needed for driving safely.</p> <p>*The students will be able to define blood-alcohol concentration (BAC).</p> <p>*The students will be able to list and explain the factors that affect blood-alcohol concentration.</p> <p>*The students will be able to compare myths and truths about the use of alcohol.</p> <p>*The students will be able to explain the difference between over-the-counter medicine and prescription medicine.</p>	<p>emergency situation, including basic life support.</p> <p>*The students will be able to demonstrate methods for bleeding control.</p> <p>*The students will be able to dramatize care for emergency situations (e.g., bites, broken bone or joint injury, burns, poisoning, stings)</p> <p>*The students will be able to assess the importance of the use of protective barriers in the treatment of victims.</p> <p>*The students will be able to utilize technology to research legislation regarding public safety and responder liability (e.g., The Good Samaritan Law).</p> <p>*The students will be able to summarize and identify proper procedures to prevent and treat Lyme's Disease.</p> <p>*The students will be able to understand the stages of grieving.</p> <p>*The students will be able</p>
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<p>*The students will be able to identify the best possible solution for him/her based on personal ability and living situation.</p> <p>*The students will be able to clearly and directly state opinions and give good reasons.</p> <p>*The students will be able to ask for help and advice and seek information when needed.</p> <p>*The students will be able to identify personal hygiene and sanitation practices and the need to improve or maintain them.</p> <p>*The students are able to identify how their personal hygiene and sanitation practices may impact others.</p> <p>*The students will be able to recognize the needs of others in terms of their own personal hygiene and sanitation practices.</p> <p>*The students will be able to recognize how maintaining good personal</p>	<p>to identify and explain the function of the parts of the male and female reproductive systems.</p> <p>*The students will be able to differentiate between gender identity, gender expression, biological sex, and sexual orientation.</p> <p>*The students will be able to identify and compare different types of STIs (Sexually Transmitted Infections), identify signs and symptoms, and describe treatment methods.</p> <p>*The students will be able to understand ways to get STIs and prevent them.</p> <p>*The students will be able to identify different types of contraception and understand how each method works.</p> <p>*The students will be able to explain how to prevent pregnancy and the decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p>	<p>*The students will be able to explain how depressants, stimulants, and hallucinogenic drugs affect a person.</p> <p>*The students will be able to describe the effects of combining alcohol with other drugs.</p> <p>*The students will be able to describe zero tolerance levels of impairment and how impairment can be detected and measured.</p> <p>*The students will be able to describe how peer influences and peer pressure might affect a person's decision about drinking and driving.</p> <p>*The students will be able to list five steps involved in making a responsible decision.</p> <p>*The students will be able to explain the meaning of peer education.</p> <p>*The students will be able to explain why everyone should share the responsibility of preventing</p>	<p>to analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</p> <p>*The students will be able to analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.</p> <p>*The students will be able to properly administer an epi-pen.</p> <p>*The students will be able to explain how to perform the Heimlich Maneuver and demonstrate properly on a mannequin.</p> <p>*The students will be able to give first aid steps for eye and tooth injuries.</p> <p>*The students will be able to recognize and care for head, neck, and spinal injuries.</p> <p>*The students will be able to recognize and care for extremity injuries.</p>
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	<p>hygiene and sanitation will support good self-esteem.</p> <p>*The students will be able to determine ways in which an individual can take responsibility for ensuring success and wellness.</p> <p>*The students will be able to properly give one's self a breast examination.</p> <p>*The students will be able to identify and explain different types of cancer.</p> <p>*The students will be able to know how to screen/test for multiple types of cancers.</p> <p>*The students will be able to identify the major organs and systems of the human body and explain how they keep us alive.</p> <p>*The students will be able to examine how the human body systems work together.</p> <p>*The students will be able to explain how humans grow, develop, and stay healthy.</p>	<p>*The students will be able to describe fertilization, fetal development, and the birth process and resources available to confirm pregnancy.</p> <p>*The students will be able to compare and contrast the alternatives available to a pregnant teen.</p> <p>*The students will be able to identify the effects and consequences of the use of alcohol, tobacco, and other drugs on the developing fetus.</p> <p>*The students will be able to explain how parental responsibilities change throughout the family life cycle.</p> <p>*The students will be able to evaluate the methods and resources available to confirm a pregnancy.</p> <p>*The students will be able to analyze factors that affect the decision to become a parent.</p> <p>*The students will be able to evaluate different</p>	<p>friends from drinking and driving.</p> <p>*The students will be able to identify five different ways to say no to peer pressure.</p>	<p>*The students will be able to recognize and care for burns and electrical injuries.</p> <p>*The students will be able to recognize and care for poisons.</p> <p>*The students will be able to recognize and care for alcohol and drug emergencies.</p> <p>*The students will be able to recognize carbon monoxide poisoning.</p> <p>*The students will be able to learn about fire prevention and develop/establish a plan for their household.</p> <p>*The students will be able to evaluate the ways their families use fire and the safety of their homes from fire hazards.</p> <p>*The students will be able to discuss fire safety outside the house.</p> <p>*The students will be able to investigate product warning labels and fire</p>
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	<p>*The students will be able to discuss how our bodies let us do what we want and keep us alive.</p> <p>*The students will be able to assess how the health of one organ system impacts the health of the other organ systems.</p> <p>*The students will be able to explain how the systems and organs of the human body work together and individually to support life.</p> <p>*The students will be able to compare and contrast why each of the systems of the body is important.</p> <p>*The students will be able to hypothesize how our lifestyles impact our body systems and organs.</p> <p>*The students will be able to understand how cells are the basic unit of structure and function in the human body.</p> <p>*The students will be able to outline how we can make choices to</p>	<p>reproductive disorders.</p> <p>*The students will be able to investigate the signs and symptoms that may occur in the body indicating a reproductive disorder.</p> <p>*The students will be able to compare and contrast male and female sterility.</p> <p>*The students will be able to create an action plan of how often individuals should give themselves a self-exam or go for screenings by a medical professional.</p> <p>*The students will be able to identify and discuss risk behaviors associated with sexting and a negative social media presence.</p> <p>*Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p>*Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault,</p>		<p>safety.</p>
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	<p>promote a healthy body.</p> <p>*The students will be able to examine how what we put in our bodies affect the way it works.</p> <p>*The students will be able to identify ways to eliminate cyberbullying and a negative social media imprint.</p> <p>*The students will be able to understand that anxiety and depression are treatable mental health problems.</p> <p>*The students will be able to research mental health professionals and related health agencies that provide treatment and support for people with mental health problems.</p> <p>*The students will be able to explain why professional intervention and support from friends and family can often help prevent suicide.</p>	<p>sexual abuse, incest, rape, domestic violence, coercion, dating violence)</p> <p>*Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked</p> <p>*Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence)</p> <p>*Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence</p>		
<b>Inclusion for Diversity</b>	<p><a href="#">*Teach LGBTQ</a></p> <p><a href="#">*The Jigsaw Classroom</a></p>	<p><a href="#">*Teach LGBTQ</a></p> <p><a href="#">*The Jigsaw Classroom</a></p>	<p><a href="#">*Teach LGBTQ</a></p> <p><a href="#">*The Jigsaw Classroom</a></p>	<p><a href="#">*Teach LGBTQ</a></p> <p><a href="#">*The Jigsaw Classroom</a></p>

	<a href="#">*Personal Hygiene and Grooming</a> <a href="#">*Teaching Hygiene to Students with Special Needs</a> <a href="#">*Black hair: Tips for everyday care</a> <a href="#">*The Trevor Project</a> <a href="#">*Providing Mental Health First Aid to LGBTQ+ Communities</a>	<a href="#">*LGBTQ Relationships</a> <a href="#">*LGBTQ+ Relationships</a> <a href="#">*Healthy LGBT Relationships</a> <a href="#">*Fostering Healthy Relationships - Parenting Special Needs Magazine</a> <a href="#">*NYC Anti-Violence Project</a>		<a href="#">*Pride with Heart   American Heart Association CPR &amp; First Aid</a>
<b>Modifications and Accommodations</b>	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>*Exemplars of Varied Performance Levels</li> <li>*Multimedia Presentations</li> <li>*Sheltered instruction</li> <li>*Consultation with ESL Teachers</li> <li>*Manipulatives</li> <li>*Tiered/Scaffolded Lessons</li> <li>*Mnemonic Devices</li> <li>*Visual Aids *Modeling</li> <li>*Guided Note-Taking</li> <li>*Study Guides</li> <li>*Modified Homework</li> <li>*Differentiated Pre-Typed Class Notes</li> </ul>	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>*Exemplars of Varied Performance Levels</li> <li>*Multimedia Presentations</li> <li>*Sheltered instruction</li> <li>*Consultation with ESL Teachers</li> <li>*Manipulatives</li> <li>*Tiered/Scaffolded Lessons</li> <li>*Mnemonic Devices</li> <li>*Visual Aids *Modeling</li> <li>*Guided Note-Taking</li> <li>*Study Guides</li> <li>*Modified Homework</li> <li>*Differentiated Pre-Typed Class Notes</li> </ul>	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>*Exemplars of Varied Performance Levels</li> <li>*Multimedia Presentations</li> <li>*Sheltered instruction</li> <li>*Consultation with ESL Teachers</li> <li>*Manipulatives</li> <li>*Tiered/Scaffolded Lessons</li> <li>*Mnemonic Devices</li> <li>*Visual Aids *Modeling</li> <li>*Guided Note-Taking</li> <li>*Study Guides</li> <li>*Modified Homework</li> <li>*Differentiated Pre-Typed Class Notes</li> </ul>	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>*Exemplars of Varied Performance Levels</li> <li>*Multimedia Presentations</li> <li>*Sheltered instruction</li> <li>*Consultation with ESL Teachers</li> <li>*Manipulatives</li> <li>*Tiered/Scaffolded Lessons</li> <li>*Mnemonic Devices</li> <li>*Visual Aids *Modeling</li> <li>*Guided Note-Taking</li> <li>*Study Guides</li> <li>*Modified Homework</li> <li>*Differentiated Pre-Typed Class Notes</li> </ul>

	<ul style="list-style-type: none"> <li>*Manipulatives</li> <li>*Flipped Instruction *Word Banks</li> <li>*Reduced Choice on Assessments</li> <li>*Preferential Seating</li> <li>*Choice Activities</li> <li>*Modified Time</li> <li>Requirements *Modified Notes</li> <li>*Modified Lesson, Assessment and Study Guide Format</li> <li>*Provide an Enriched Curriculum and Activities</li> <li>*Independent Projects</li> <li>*Contracts/Behavior Support Plans</li> <li>*Open-Ended Responses</li> <li>*Project-Based Learning</li> <li>*Group Activities *Guided Notes</li> <li>*Functional Learning</li> <li>*Exploration Activities</li> <li>*Assessment Read Aloud</li> <li>*Small Group Assessments</li> <li>*Organizational Support</li> <li>*Oral Questioning</li> <li>Assessment *Pre-Writing</li> <li>Structural Supports</li> <li>*Ongoing Teacher Feedback *Interactive</li> <li>Study Guides</li> <li>*Multi-Sensory Approach</li> <li>*Written and Spoken</li> <li>*Step-by-Step Directions</li> <li>*Content-Focused</li> </ul>	<ul style="list-style-type: none"> <li>*Manipulatives</li> <li>*Flipped Instruction *Word Banks</li> <li>*Reduced Choice on Assessments</li> <li>*Preferential Seating</li> <li>*Choice Activities</li> <li>*Modified Time</li> <li>Requirements *Modified Notes</li> <li>*Modified Lesson, Assessment and Study Guide Format</li> <li>*Provide an Enriched Curriculum and Activities</li> <li>*Independent Projects</li> <li>*Contracts/Behavior Support Plans</li> <li>*Open-Ended Responses</li> <li>*Project-Based Learning</li> <li>*Group Activities *Guided Notes</li> <li>*Functional Learning</li> <li>*Exploration Activities</li> <li>*Assessment Read Aloud</li> <li>*Small Group Assessments</li> <li>*Organizational Support</li> <li>*Oral Questioning</li> <li>Assessment *Pre-Writing</li> <li>Structural Supports</li> <li>*Ongoing Teacher Feedback *Interactive</li> <li>Study Guides</li> <li>*Multi-Sensory Approach</li> <li>*Written and Spoken</li> <li>*Step-by-Step Directions</li> <li>*Content-Focused</li> </ul>	<ul style="list-style-type: none"> <li>*Manipulatives</li> <li>*Flipped Instruction *Word Banks</li> <li>*Reduced Choice on Assessments</li> <li>*Preferential Seating</li> <li>*Choice Activities</li> <li>*Modified Time</li> <li>Requirements *Modified Notes</li> <li>*Modified Lesson, Assessment and Study Guide Format</li> <li>*Provide an Enriched Curriculum and Activities</li> <li>*Independent Projects</li> <li>*Contracts/Behavior Support Plans</li> <li>*Open-Ended Responses</li> <li>*Project-Based Learning</li> <li>*Group Activities *Guided Notes</li> <li>*Functional Learning</li> <li>*Exploration Activities</li> <li>*Assessment Read Aloud</li> <li>*Small Group Assessments</li> <li>*Organizational Support</li> <li>*Oral Questioning</li> <li>Assessment *Pre-Writing</li> <li>Structural Supports</li> <li>*Ongoing Teacher Feedback</li> <li>*Interactive Study Guides</li> <li>*Multi-Sensory Approach</li> <li>*Written and Spoken *Step-by-Step Directions</li> <li>*Content-Focused</li> <li>Assessment *Non-Verbal</li> </ul>	<ul style="list-style-type: none"> <li>*Manipulatives</li> <li>*Flipped Instruction *Word Banks</li> <li>*Reduced Choice on Assessments</li> <li>*Preferential Seating</li> <li>*Choice Activities</li> <li>*Modified Time</li> <li>Requirements *Modified Notes</li> <li>*Modified Lesson, Assessment and Study Guide Format</li> <li>*Provide an Enriched Curriculum and Activities</li> <li>*Independent Projects</li> <li>*Contracts/Behavior Support Plans</li> <li>*Open-Ended Responses</li> <li>*Project-Based Learning</li> <li>*Group Activities *Guided Notes</li> <li>*Functional Learning</li> <li>*Exploration Activities</li> <li>*Assessment Read Aloud</li> <li>*Small Group Assessments</li> <li>*Organizational Support</li> <li>*Oral Questioning</li> <li>Assessment *Pre-Writing</li> <li>Structural Supports</li> <li>*Ongoing Teacher Feedback *Interactive</li> <li>Study Guides</li> <li>*Multi-Sensory Approach</li> <li>*Written and Spoken</li> <li>*Step-by-Step Directions</li> <li>*Content-Focused</li> </ul>
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	<p>Assessment *Non-Verbal Cues to Begin Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p><b>Gifted &amp; Talented</b> *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p><b>ELL's</b> *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking *Individualized Instruction</p>	<p>Assessment *Non-Verbal Cues to Begin Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p><b>Gifted &amp; Talented</b> *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p><b>ELL's</b> *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking *Individualized Instruction</p>	<p>Cues to Begin Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p><b>Gifted &amp; Talented</b> *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p><b>ELL's</b> *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking *Individualized Instruction *Manipulatives *Words</p>	<p>Assessment *Non-Verbal Cues to Begin Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p><b>Gifted &amp; Talented</b> *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p><b>ELL's</b> *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking *Individualized Instruction</p>
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Reliable/ Suggested Materials	* <a href="#">Health Education / SEL Crosswalk</a>	* <a href="#">Health Education / SEL Crosswalk</a>	* <a href="#">Health Education / SEL Crosswalk</a>	* <a href="#">Health Education / SEL Crosswalk</a>
	<ul style="list-style-type: none"> <li>*<a href="#">The health. moves. minds. ® Fundraiser</a></li> <li>*<a href="#">CATCH</a></li> <li>*<a href="#">Discovery Education</a></li> <li>*<a href="#">High School   HealthSmart</a></li> <li>*<a href="#">Kids Health</a></li> <li>*<a href="#">Newsela</a></li> <li>*<a href="#">Quizlet</a></li> <li>*<a href="#">Kahoot!</a></li> <li>*<a href="#">Quizizz</a></li> <li>*<a href="#">Poll Everywhere</a></li> <li>*<a href="#">Socrative</a></li> <li>*<a href="#">Mentimeter</a></li> <li>*<a href="#">Padlet</a></li> <li>*<a href="#">CASEL</a></li> <li>*<a href="#">FDA</a></li> </ul>	<ul style="list-style-type: none"> <li>*<a href="#">The health. moves. minds. ® Fundraiser</a></li> <li>*<a href="#">CATCH</a></li> <li>*<a href="#">Discovery Education</a></li> <li>*<a href="#">High School   HealthSmart</a></li> <li>*<a href="#">Kids Health</a></li> <li>*<a href="#">Newsela</a></li> <li>*<a href="#">Teens (for Teens) - Nemours KidsHealth</a></li> <li>*<a href="#">Centers for Disease Control and Prevention</a></li> <li>*<a href="#">Be Real. Be Ready.</a></li> <li>*<a href="#">Sex Education is a Critical Component of School Health Education</a></li> <li>*<a href="#">Resources   NJCASA</a></li> <li>*<a href="#">Search &amp; Selection Tool – Advocates for Youth</a></li> <li>*<a href="#">Amaze.org</a></li> <li>*<a href="#">Amaze.org JR</a></li> </ul>	<ul style="list-style-type: none"> <li>*<a href="#">The health. moves. minds. ® Fundraiser</a></li> <li>*<a href="#">CATCH</a></li> <li>*<a href="#">Discovery Education</a></li> <li>*<a href="#">High School   HealthSmart</a></li> <li>*<a href="#">Kids Health</a></li> <li>*<a href="#">Newsela</a></li> <li>*<a href="#">Teens (for Teens) - Nemours KidsHealth</a></li> <li>*<a href="#">Centers for Disease Control and Prevention</a></li> <li>*<a href="#">Catch My Breath – A Nicotine Vaping Prevention Program</a></li> <li>*<a href="#">The Real Cost of Vaping   Scholastic</a></li> <li>*<a href="#">Toolkit for Schools - Make Smoking History</a></li> <li>*<a href="#">Commercial Tobacco Prevention and Control</a></li> </ul>	<ul style="list-style-type: none"> <li>*<a href="#">The health. moves. minds. ® Fundraiser</a></li> <li>*<a href="#">CATCH</a></li> <li>*<a href="#">Discovery Education</a></li> <li>*<a href="#">High School   HealthSmart</a></li> <li>*<a href="#">Kids Health</a></li> <li>*<a href="#">Newsela</a></li> <li>*<a href="#">Teens (for Teens) - Nemours KidsHealth</a></li> <li>*<a href="#">Centers for Disease Control and Prevention</a></li> <li>*<a href="#">Red Cross</a></li> <li>*<a href="#">Basic First Aid Choice Board</a></li> <li>*<a href="#">Performing Hands-Only CPR   Using an AED   First Aid for Choking</a></li> <li>*<a href="#">CPR on Television. Who did it right?</a></li> </ul>



<ul style="list-style-type: none"> <li>*<a href="#">Teens (for Teens) - Nemours KidsHealth</a></li> <li>*<a href="#">Centers for Disease Control and Prevention</a></li> <li>*<a href="#">School Workshops On Body Image: Confident Me – Dove</a></li> <li>*<a href="#">The Health Triangle</a></li> <li>*<a href="#">UNICEF</a></li> <li>*<a href="#">National Institute of Mental Health</a></li> <li>*<a href="#">Physical Activity Basics</a></li> <li>*<a href="#">CalorieKing</a></li> <li>*<a href="#">FitnessGram</a></li> <li>*<a href="#">MyPlate</a></li> <li>*<a href="#">USDA</a></li> <li>*<a href="#">How to Get SMART About Goal Setting</a></li> <li>*<a href="#">Creating Your Personal Stress-Management Plan</a></li> <li>*<a href="#">Bullying Survey</a></li> <li>*<a href="#">National Suicide Prevention Lifeline</a></li> <li>*<a href="#">Psychiatry.org - Suicide</a></li> </ul>	<ul style="list-style-type: none"> <li>*<a href="#">StopBullying.gov</a></li> <li>*<a href="#">PACER's National Bullying Prevention Center</a></li> <li>*<a href="#">GLSEN</a></li> <li>*<a href="#">Love is Respect</a></li> <li>*<a href="#">Preventing Teen Dating Violence</a></li> <li>*<a href="#">Sophia's Secret - CBS News</a></li> <li>*<a href="#">Life's Greatest Miracle   NOVA   PBS</a></li> <li>*<a href="#">Birth Control Methods &amp; Options</a></li> <li>*<a href="#">Types of Sexually Transmitted Infections</a></li> <li>*<a href="#">HECAT: Module SH - SEXUAL HEALTH CURRICULUM</a></li> <li>*<a href="#">Answer, Rutgers</a></li> <li>*<a href="#">Gender &amp; Sexual Identity   Learning for Justice</a></li> <li>*<a href="#">National Institute of Mental Health</a></li> <li>*<a href="#">Resources for GSAs</a></li> </ul>	<ul style="list-style-type: none"> <li>*<a href="#">Educator Resources   Youth Now</a></li> <li>*<a href="#">Presentation for Youth   Electronic Cigarettes   Smoking &amp; Tobacco Use   CDC</a></li> <li>*<a href="#">Prescription Drugs Prezi</a></li> <li>*<a href="#">The Abuse Of Prescription Drugs.</a></li> <li>*<a href="#">Top 10 Prescription Facts about Drug Abuse Video</a></li> <li>*<a href="#">Substance Abuse Treatment Programs TN   Addiction Rehab TN</a></li> <li>*<a href="#">Teen Substance Use Disorder Treatment   Los Angeles CA  </a></li> <li>*<a href="#">Rx foRUnderstanding: - Preventing Prescription Drug Abuse</a></li> <li>*<a href="#">Welcome to Herointown, New Jersey's 4th-largest city</a></li> <li>*<a href="#">Alumni In Recovery</a></li> </ul>	<ul style="list-style-type: none"> <li>*<a href="#">CPR In Television</a></li> <li>*<a href="#">CPR/AED Slide Show</a></li> <li>*<a href="#">Types of Disasters   American Red Cross</a></li> <li>*<a href="#">EPA Poison Checklist</a></li> <li>*<a href="#">Department of Health   Communicable Disease Service   Fight the Bite, NJ!</a></li> <li>*<a href="#">Lifesavers Inc</a></li> <li>*<a href="#">American Heart Association</a></li> <li>*<a href="#">The Stages of Grief: How to Understand Your Feelings</a></li> <li>*<a href="#">Stop The Bleed</a></li> </ul>
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	<p><a href="#">Prevention</a></p> <p>* <a href="#">NIMH » Help for Mental Illnesses</a></p>	<p>* <a href="#">What are the different types of contraception?   NICHD - Eunice Kennedy Shriver National Institute of Child Health and Human Development</a></p> <p>* <a href="#">Ally's Story: Second Thoughts on Sexting</a></p> <p>* <a href="#">Staying healthy and safe   Office on Women's Health</a></p> <p>* <a href="#">Everybody Loves Raymond - The Angry Family</a></p> <p>* <a href="#">"Modern Family" Trailer</a></p> <p>* <a href="#">Rights, Respect, Responsibility</a></p> <p>* <a href="#">NJ LGBTQ Inclusive Curriculum - Make It Better for Youth</a></p> <p>* <a href="#">The Harbor TV</a></p> <p>* <a href="#">What Consent Looks Like   RAINN</a></p> <p>* <a href="#">Information on Risk Behaviors for Parents with Teens (Ages 12-19)   CDC</a></p> <p>* <a href="#">SEXUAL BEHAVIOR:</a></p>	<p>* <a href="#">Commonly Used Drugs Charts   National Institute on Drug Abuse (NIDA)</a></p> <p>* <a href="#">National Institute on Drug Abuse</a></p> <p>* <a href="#">Parents &amp; Educators   National Institute on Drug Abuse (NIDA)</a></p> <p>* <a href="#">Alcohol Facts and Statistics</a></p>	
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		<p><u>TYPICAL or PROBLEMATIC?</u></p> <p>*<a href="#">Recognize Human Trafficking - SAFE Center</a></p> <p>*<a href="#">Child Safety Laws In Your State   Safe Kids Worldwide</a></p> <p>*<a href="#">State-by-State Differences in Sexting Laws   Bark</a></p> <p>*<a href="#">Protections from Sexual Harassment in Employment Under New Jersey Law</a></p> <p>*<a href="#">Protections from Sexual Harassment Under New Jersey Law</a></p> <p>*<a href="#">Civil Statute of Limitations for Sexual Assault   NJCASA</a></p> <p>*<a href="#">6 Different Types of Abuse - REACH</a></p> <p>*<a href="#">Recognize Human Trafficking - SAFE Center</a></p> <p>*<a href="#">A Teens Guide to Social Media Safety   Safe Search</a></p> <p>*<a href="#">Sexting and the Impacts</a></p>		
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		<a href="#">on Young People   Kids Helpline</a>		
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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. 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:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – Health II**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 10	approx. 10	approx. 10	approx. 10
<b>Topic</b>	Health and Wellness	Relationships/Family Life/Sexuality	Alcohol, Tobacco, and Other Drugs	Community Health Skills
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>• 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>• 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>• 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>• 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).</li> <li>• 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>• 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>• 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> <li>• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</li> <li>• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</li> </ul>

	<ul style="list-style-type: none"> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> <li>• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> <li>• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</li> <li>• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</li> <li>• 2.1.12.SSH.3: Analyze</li> </ul>	<p>(including HIV) and identify ways to overcome potential barriers to prevention.</p> <ul style="list-style-type: none"> <li>• 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.</li> <li>• 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</li> <li>• 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).</li> <li>• 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> <li>• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> <li>• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li> <li>• 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</li> <li>• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation,</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</li> <li>• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li> <li>• 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</li> <li>• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> <li>• 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital</li> </ul>
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	<p>current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</li> <li>• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li> <li>• 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</li> <li>• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</li> <li>• 2.1.12.PP.8: Assess the skills needed to be an effective parent.</li> <li>• 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</li> <li>• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>• 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</li> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> </ul>	<p>and identity.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</li> <li>• 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</li> <li>• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</li> <li>• 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</li> <li>• 2.1.12.SSH.9: Analyze the personal and societal factors</li> </ul>	<p>devices in a variety of situations (e.g., cyberbullying, sexting).</p>
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	<p>suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <ul style="list-style-type: none"> <li>• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</li> <li>• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li> <li>• 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</li> <li>• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> <li>• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</li> <li>• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</li> <li>• 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</li> <li>• 2.1.12.SSH.5: Demonstrate ways to show</li> </ul>	<p>that could keep someone from leaving an unhealthy relationship.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</li> <li>• 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</li> </ul>	<p>respect for the boundaries of others as they relate to intimacy and sexual behavior.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.</li> <li>• 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.</li> </ul> <p>2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</li> <li>• 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.</li> </ul>		
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		<ul style="list-style-type: none"> <li>• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li> <li>• 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).</li> <li>• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</li> <li>• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home</li> </ul>		
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		<p>and in the community.</p> <ul style="list-style-type: none"> <li>• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li> <li>• 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</li> <li>• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> <li>• 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> </ul>		
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		<ul style="list-style-type: none"> <li>• 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).</li> <li>• 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.</li> <li>• 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.</li> <li>• 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</li> <li>• 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</li> </ul>		
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		<ul style="list-style-type: none"> <li>• 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> </ul>		
<b>Content</b>	<p>Overall Health and Wellness:</p> <ul style="list-style-type: none"> <li>• Health Risks</li> <li>• Health Behaviors</li> <li>• Health Triangle</li> </ul> <p>Different Types of Health:</p> <ul style="list-style-type: none"> <li>• Social Health</li> <li>• Mental Health</li> <li>• Emotional Health</li> <li>• Physical Health</li> </ul> <p>Social and Emotional Health:</p> <ul style="list-style-type: none"> <li>• Self Esteem</li> <li>• Stress</li> <li>• Mental Illness</li> <li>• Diagnosis and Treatment of Mental Illness</li> </ul> <p>Fitness and Nutrition:</p> <ul style="list-style-type: none"> <li>• Aerobic Exercise</li> <li>• Anaerobic Exercise</li> <li>• Diets (Healthy and Fads)</li> <li>• Calories (Fats, Carbs, and Protein)</li> <li>• Food</li> </ul>	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Domestic and Dating Violence Sexual Decision Making</li> <li>• Sexual Harassment</li> <li>• Alcohol and Other Drugs Influence on Decision Making, Consent, and Risk for Sexual Assault</li> <li>• Sexually Transmitted Infections Abstinence</li> <li>• Contraception</li> </ul> <p>Types of relationships:</p> <ul style="list-style-type: none"> <li>• Dating Relationships</li> <li>• Family Relationships</li> <li>• Peer Relationships</li> <li>• Relationship with Self</li> <li>• Conflict Resolution</li> </ul> <p>Body Systems:</p>	<p>Immediate and long-term consequences associated with substance abuse.</p> <p>Drugs Affect:</p> <ul style="list-style-type: none"> <li>• Person</li> <li>• Family</li> <li>• Friends</li> <li>• Community</li> </ul> <p>Medications:</p> <ul style="list-style-type: none"> <li>• Prescription</li> <li>• Over-the-Counter</li> <li>• Medicinal Supplements</li> <li>• Holistic</li> </ul> <p>Illegals Drugs:</p> <ul style="list-style-type: none"> <li>• Cocaine</li> <li>• GHB</li> <li>• Hallucinogens</li> <li>• Heroin/Opiates</li> <li>• Inhalants</li> <li>• Methamphetamine</li> <li>• Speed</li> <li>• PCP</li> <li>• LSD</li> <li>• Psilocybin</li> </ul>	<p>Before and After Care:</p> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Abandonment</li> <li>• Negligence</li> <li>• Duty to Act</li> <li>• Act of Omission</li> <li>• Act of Commission</li> <li>• Confidentiality</li> <li>• Good Samaritan Laws</li> <li>• Disease</li> <li>• Precautions</li> <li>• Stages of Grieving</li> <li>• Levels of Consent</li> <li>• Organ Donation</li> </ul> <p>Types of Emergencies:</p> <ul style="list-style-type: none"> <li>• Breathing</li> <li>• Choking</li> <li>• Allergic Reactions</li> <li>• Heart Emergencies</li> <li>• Fainting</li> <li>• Diabetes/Low Blood Sugar</li> <li>• Stroke</li> <li>• Seizure</li> <li>• Shock</li> </ul> <p>Bodily Injuries:</p>

	<ul style="list-style-type: none"> <li>Pyramid/MyPlate</li> <li>Food Labels</li> <li>Eating Disorders</li> </ul> <p>Hygiene/Care Of:</p> <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> <p>Heredity Environment Behavior Media Decision Making Goals Goal Setting Action Plans</p> <p>Cancer Awareness Months</p> <ul style="list-style-type: none"> <li>January- Cervical</li> <li>February- Cancer Prevention</li> <li>March- Kidney</li> <li>April- Testicular</li> <li>May- Bladder, Brain, and Skin</li> <li>June- Cancer Survivor</li> <li>July- Sarcoma, Bone</li> <li>August</li> <li>September- Childhood,</li> </ul>	<ul style="list-style-type: none"> <li>Female Reproductive System</li> <li>Male Reproductive System</li> </ul> <p>Gender Identity Gender Expression Biological Sex Sexual Orientation</p> <p>Pregnancy:</p> <ul style="list-style-type: none"> <li>Fertilization</li> <li>Fetal Development</li> <li>Prenatal Care</li> <li>Birth Process</li> <li>Stages of Labor</li> <li>Birth Defects</li> <li>Adoption/Foster</li> <li>Teen Parenting</li> </ul>	<p>Nicotine/Tobacco/Marijuana Vape:</p> <ul style="list-style-type: none"> <li>Legality</li> <li>Long/Short Term Issues</li> <li>Addiction</li> <li>Physical Effects</li> <li>Behavioral Effects</li> </ul> <p>Alcohol:</p> <ul style="list-style-type: none"> <li>Legality</li> <li>Long/Short Term Issues</li> <li>Addiction</li> <li>Physical Effects</li> <li>Behavioral Effects</li> </ul> <p>Anabolic Steroids:</p> <ul style="list-style-type: none"> <li>Legality</li> <li>Long/Short Term Issues</li> <li>Addiction</li> <li>Physical Effects</li> <li>Behavioral Effects</li> </ul> <p>Peer Pressure Drug Treatment/Rehab Responsible Decision Making</p>	<ul style="list-style-type: none"> <li>Bleeding Emergencies</li> <li>Nosebleed</li> <li>Eye Injuries</li> <li>Tooth Injuries</li> <li>Amputations</li> <li>Internal Bleeding</li> <li>Head/Neck/Spinal Injuries</li> <li>Fractures</li> <li>Dislocations</li> <li>Sprains</li> <li>Strains</li> <li>Ligaments</li> <li>Cramps</li> <li>Burns</li> <li>Poisons</li> <li>Bites</li> <li>Stings</li> <li>Lyme Disease</li> <li>Alcohol Intoxication</li> <li>Drug Emergencies</li> <li>Carbon Monoxide Poisoning</li> </ul> <p>Proper Procedures to Perform:</p> <ul style="list-style-type: none"> <li>Rescue Breathing</li> <li>CPR</li> <li>AED</li> <li>First Aid</li> <li>Tourniquet</li> <li>EpiPen</li> <li>Heimlich Maneuver</li> <li>RICE</li> </ul>
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	<p>Leukemia, Lymphoma, Ovarian, Prostate, Thyroid, Uterine</p> <ul style="list-style-type: none"> <li>● October-Breast, Liver</li> <li>● November- Lung, Pancreatic</li> <li>● December</li> </ul> <p>Body Systems:</p> <ul style="list-style-type: none"> <li>● Skeletal System</li> <li>● Muscular System</li> <li>● Cardiovascular System</li> <li>● Respiratory System</li> <li>● Integumentary System</li> <li>● Nervous System</li> <li>● Digestive System</li> </ul> <p>School Violence Awareness Week</p> <ul style="list-style-type: none"> <li>● 3rd Monday of October</li> </ul>			<ul style="list-style-type: none"> <li>● Stop the Bleed</li> <li>● Packing Wounds</li> <li>● Recovery Position</li> </ul> <p>Fire Safety:</p> <ul style="list-style-type: none"> <li>● Evacuation Plan</li> <li>● In the Home</li> <li>● Outside the Home</li> </ul>
<b>Skills</b>	<p>*The students will be able to understand that eating habits and diet will have lifelong effects on numerous health issues which will have a major impact on their futures.</p> <p>*The students will be able to determine if physical</p>	<p>*The students will be able to compare and contrast healthy versus unhealthy interpersonal relationships.</p> <p>*The students will be able to brainstorm exit strategies to employ if involved in an unhealthy relationship.</p>	<p>*The students will be able to investigate the use and abuse of over-the-counter and prescription medications and their correlation to abuse.</p> <p>*The students will be able to relate injected drug use to the incidence of diseases</p>	<p>*The students will be able to discuss the importance and responsibilities of first responders.</p> <p>*The students will be able to recall opportunities for organ and tissue donation.</p> <p>*The students will be able</p>



	<p>fitness and good nutrition have a positive relationship and if a healthy diet alone is not enough to maintain proper weight and fitness levels.</p> <p>*The students will be able to learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>*The students will be able to explain the impact of personal health behaviors on the functioning of the human body.</p> <p>*The students will be able to describe the interrelationships of mental, emotional, social and physical health throughout adulthood.</p> <p>*The students will be able to analyze how family, peers, and community can influence the health of individuals.</p> <p>*Students will analyze the role of individual responsibility for enhancing health.</p>	<p>*The students will be able to determine personal responsibilities in the maintenance of positive relationships with family and friends.</p> <p>*The students will be able to discuss the legal ramifications of abusive behaviors.</p> <p>*The students will be able to assess the physical, mental, and emotional effects of abusive behaviors.</p> <p>*The students will be able to compare and contrast theories regarding the incidence of abusive behaviors.</p> <p>4. Genetic Predisposition 5. Peer Pressure 6. Lack of Strong Role Models</p> <p>*The students will be able to summarize the intervention strategies to eliminate high-risk behaviors.</p> <p>*The students will be able to assess the diverse</p>	<p>such as HIV/AIDS and hepatitis.</p> <p>*The students will be able to analyze the societal impact of substance abuse on the individual, family, and community.</p> <p>*The students will be able to compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries.</p> <p>*The students will be able to correlate increased alcohol use with challenges that may occur at various life stages.</p> <p>*The students will be able to correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</p> <p>*The students will be able to make decisions for themselves when put in role-play scenarios.</p> <p>*The students will be able to</p>	<p>to identify ways in which a conscious or unconscious person might be treated in an emergency breathing situation.</p> <p>*The students will be able to differentiate among methods for treating infants, children, and adults.</p> <p>*The students will be able to define the 3 Cs (check, call, care) in the emergency steps sequence.</p> <p>*The students will be able to practice and perform rescue breathing techniques appropriate for infants, children, and adults.</p> <p>*The students will be able to compare and contrast CPR and AED techniques.</p> <p>*The students will be able to perform rescue breathing techniques in simulated emergency situations.</p> <p>*The students will be able to demonstrate how to properly use an AED on an individual.</p>
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	<p>*The students will be able to recognize hereditary factors that can affect non-communicable diseases related to our health and our reactions to stressful situations.</p> <p>*The students will be able to clearly identify problems related to personal hygiene and sanitation and their causes.</p> <p>*The students will be able to assess personal wellness habits.</p> <p>*The students will be able to analyze the contributions of each nutrient class to good health. (ex: fats, carbs, protein, water, minerals, vitamins)</p> <p>*The students will be able to research the dietary trends of young adults while also analyzing the impact of social media has on dietary habits and choices young adults make.</p> <p>*The students will be able to compare and contrast cultural habits that impact</p>	<p>methods of interpersonal communication.</p> <ol style="list-style-type: none"> <li>4. Verbal</li> <li>5. Nonverbal</li> <li>6. Electronic</li> </ol> <p>*The students will be able to dramatize appropriate interpersonal communication strategies.</p> <p>*The students will be able to examine factors that impact effective interpersonal communication.</p> <ol style="list-style-type: none"> <li>5. Peer Pressure</li> <li>6. Conflict</li> <li>7. Group Mentality</li> <li>8. Self-Esteem Issues</li> </ol> <p>*The students will be able to identify the consequences technology can have on interpersonal relationships (sexting/texting).</p> <p>*The students will be able to demonstrate positive communication skills.</p> <ol style="list-style-type: none"> <li>4. Refusal</li> <li>5. Negotiation</li> <li>6. Assertiveness</li> </ol> <p>*The students will be able to compare and contrast</p>	<p>demonstrate strategies for taking care of themselves and others</p> <p>*The students will be able to identify and discuss risk behaviors associated with alcohol and drug use.</p> <p>*The students will be able to discuss the potential health risks of adolescent use of alcohol and drug use on the development of the youth brain.</p> <p>*The students will be able to identify resistance skills to resist pressure and to engage in peer pressure to use and abuse alcohol and drug use.</p> <p>*The students will be able to explain how the brain and body respond to the use of alcohol and drugs.</p> <p>*The students will be able to explain how the body responds to alcohol and drugs.</p> <p>*The students will be able to discuss positive social practices to avoid being around alcohol and drug</p>	<p>*The students will be able to perform manual CPR in simulated emergency situations.</p> <p>*The students will be able to demonstrate techniques mandated by the Red Cross.</p> <p>*The students will be able to assimilate life saving techniques in the performance of Red Cross assessments.</p> <p>*The students will be able to present careers in a health industry project using technology.</p> <p>*The students will be able to identify the basic components of an emergency situation (e.g., bleeding, burns, choking, possible poisoning).</p> <p>*The students will be able to compare and contrast emergency situations to non-life-threatening situations.</p> <p>*The students will be able to illustrate the basic First Aid and care involved in an</p>
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	<p>personal nutrition.</p> <p>*The students will be able to demonstrate the relationship between diet and illness.</p> <p>*The students will be able to identify how emotions impact depression, stress, and thoughts of suicide.</p> <p>*The students will be able to understand healthy stress management strategies and how to utilize them.</p> <p>*The students will be able to identify ways to improve or maintain good personal hygiene practices.</p> <p>*The students will be able to anticipate the consequences of the problem for self, family, and classmates by not practicing good personal hygiene and sanitation.</p> <p>*The students will be able to assess the advantages and disadvantages of personal hygiene and sanitation practices.</p>	<p>positive and negative characteristics of human relationships.</p> <p>*The students will be able to determine values and ethics that contribute to healthy interpersonal relationships.</p> <p>*The students will be able to assimilate the personal attributes of a desired friend and confidante in a visual representation.</p> <p>*The students will be able to summarize significant events that affect familial relationships.</p> <ol style="list-style-type: none"> <li>6. Divorce</li> <li>7. Remarriage</li> <li>8. Pregnancy</li> <li>9. Loss of a Family Member</li> <li>10. Abuse</li> </ol> <p>*The students will be able to develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, obtaining or giving consent, or only dating someone of the same age.</p> <p>*The students will be able</p>	<p>use.</p> <p>*The students will be able to explain the alternatives to alcohol and drug use.</p> <p>*The students will be able to discuss resistance skills to use anabolic steroids and the long-lasting use of these types of drugs.</p> <p>*The students will be able to explain how alcohol affects the mental and physical abilities needed for driving safely.</p> <p>*The students will be able to define blood-alcohol concentration (BAC).</p> <p>*The students will be able to list and explain the factors that affect blood-alcohol concentration.</p> <p>*The students will be able to compare myths and truths about the use of alcohol.</p> <p>*The students will be able to explain the difference between over-the-counter medicine and prescription medicine.</p>	<p>emergency situation, including basic life support.</p> <p>*The students will be able to demonstrate methods for bleeding control.</p> <p>*The students will be able to dramatize care for emergency situations (e.g., bites, broken bone or joint injury, burns, poisoning, stings)</p> <p>*The students will be able to assess the importance of the use of protective barriers in the treatment of victims.</p> <p>*The students will be able to utilize technology to research legislation regarding public safety and responder liability (e.g., The Good Samaritan Law).</p> <p>*The students will be able to summarize and identify proper procedures to prevent and treat Lyme's Disease.</p> <p>*The students will be able to understand the stages of grieving.</p> <p>*The students will be able</p>
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<p>*The students will be able to identify the best possible solution for him/her based on personal ability and living situation.</p> <p>*The students will be able to clearly and directly state opinions and give good reasons.</p> <p>*The students will be able to ask for help and advice and seek information when needed.</p> <p>*The students will be able to identify personal hygiene and sanitation practices and the need to improve or maintain them.</p> <p>*The students are able to identify how their personal hygiene and sanitation practices may impact others.</p> <p>*The students will be able to recognize the needs of others in terms of their own personal hygiene and sanitation practices.</p> <p>*The students will be able to recognize how maintaining good personal</p>	<p>to identify and explain the function of the parts of the male and female reproductive systems.</p> <p>*The students will be able to differentiate between gender identity, gender expression, biological sex, and sexual orientation.</p> <p>*The students will be able to identify and compare different types of STIs (Sexually Transmitted Infections), identify signs and symptoms, and describe treatment methods.</p> <p>*The students will be able to understand ways to get STIs and prevent them.</p> <p>*The students will be able to identify different types of contraception and understand how each method works.</p> <p>*The students will be able to explain how to prevent pregnancy and the decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p>	<p>*The students will be able to explain how depressants, stimulants, and hallucinogenic drugs affect a person.</p> <p>*The students will be able to describe the effects of combining alcohol with other drugs.</p> <p>*The students will be able to describe zero tolerance levels of impairment and how impairment can be detected and measured.</p> <p>*The students will be able to describe how peer influences and peer pressure might affect a person's decision about drinking and driving.</p> <p>*The students will be able to list five steps involved in making a responsible decision.</p> <p>*The students will be able to explain the meaning of peer education.</p> <p>*The students will be able to explain why everyone should share the responsibility of preventing</p>	<p>to analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</p> <p>*The students will be able to analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.</p> <p>*The students will be able to properly administer an epi-pen.</p> <p>*The students will be able to explain how to perform the Heimlich Maneuver and demonstrate properly on a mannequin.</p> <p>*The students will be able to give first aid steps for eye and tooth injuries.</p> <p>*The students will be able to recognize and care for head, neck, and spinal injuries.</p> <p>*The students will be able to recognize and care for extremity injuries.</p>
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	<p>hygiene and sanitation will support good self-esteem.</p> <p>*The students will be able to determine ways in which an individual can take responsibility for ensuring success and wellness.</p> <p>*The students will be able to properly give one's self a breast examination.</p> <p>*The students will be able to identify and explain different types of cancer.</p> <p>*The students will be able to know how to screen/test for multiple types of cancers.</p> <p>*The students will be able to identify the major organs and systems of the human body and explain how they keep us alive.</p> <p>*The students will be able to examine how the human body systems work together.</p> <p>*The students will be able to explain how humans grow, develop, and stay healthy.</p>	<p>*The students will be able to describe fertilization, fetal development, and the birth process and resources available to confirm pregnancy.</p> <p>*The students will be able to compare and contrast the alternatives available to a pregnant teen.</p> <p>*The students will be able to identify the effects and consequences of the use of alcohol, tobacco, and other drugs on the developing fetus.</p> <p>*The students will be able to explain how parental responsibilities change throughout the family life cycle.</p> <p>*The students will be able to evaluate the methods and resources available to confirm a pregnancy.</p> <p>*The students will be able to analyze factors that affect the decision to become a parent.</p> <p>*The students will be able to evaluate different</p>	<p>friends from drinking and driving.</p> <p>*The students will be able to identify five different ways to say no to peer pressure.</p>	<p>*The students will be able to recognize and care for burns and electrical injuries.</p> <p>*The students will be able to recognize and care for poisons.</p> <p>*The students will be able to recognize and care for alcohol and drug emergencies.</p> <p>*The students will be able to recognize carbon monoxide poisoning.</p> <p>*The students will be able to learn about fire prevention and develop/establish a plan for their household.</p> <p>*The students will be able to evaluate the ways their families use fire and the safety of their homes from fire hazards.</p> <p>*The students will be able to discuss fire safety outside the house.</p> <p>*The students will be able to investigate product warning labels and fire</p>
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	<p>*The students will be able to discuss how our bodies let us do what we want and keep us alive.</p> <p>*The students will be able to assess how the health of one organ system impacts the health of the other organ systems.</p> <p>*The students will be able to explain how the systems and organs of the human body work together and individually to support life.</p> <p>*The students will be able to compare and contrast why each of the systems of the body is important.</p> <p>*The students will be able to hypothesize how our lifestyles impact our body systems and organs.</p> <p>*The students will be able to understand how cells are the basic unit of structure and function in the human body.</p> <p>*The students will be able to outline how we can make choices to</p>	<p>reproductive disorders.</p> <p>*The students will be able to investigate the signs and symptoms that may occur in the body indicating a reproductive disorder.</p> <p>*The students will be able to compare and contrast male and female sterility.</p> <p>*The students will be able to create an action plan of how often individuals should give themselves a self-exam or go for screenings by a medical professional.</p> <p>*The students will be able to identify and discuss risk behaviors associated with sexting and a negative social media presence.</p> <p>*Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p>*Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault,</p>		<p>safety.</p>
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	<p>promote a healthy body.</p> <p>*The students will be able to examine how what we put in our bodies affect the way it works.</p> <p>*The students will be able to identify ways to eliminate cyberbullying and a negative social media imprint.</p> <p>*The students will be able to understand that anxiety and depression are treatable mental health problems.</p> <p>*The students will be able to research mental health professionals and related health agencies that provide treatment and support for people with mental health problems.</p> <p>*The students will be able to explain why professional intervention and support from friends and family can often help prevent suicide.</p>	<p>sexual abuse, incest, rape, domestic violence, coercion, dating violence)</p> <p>*Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked</p> <p>*Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence)</p> <p>*Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence</p>		
<b>Inclusion for Diversity</b>	<p><a href="#">*Teach LGBTQ</a></p> <p><a href="#">*The Jigsaw Classroom</a></p>	<p><a href="#">*Teach LGBTQ</a></p> <p><a href="#">*The Jigsaw Classroom</a></p>	<p><a href="#">*Teach LGBTQ</a></p> <p><a href="#">*The Jigsaw Classroom</a></p>	<p><a href="#">*Teach LGBTQ</a></p> <p><a href="#">*The Jigsaw Classroom</a></p>

	<a href="#">*Personal Hygiene and Grooming</a> <a href="#">*Teaching Hygiene to Students with Special Needs</a> <a href="#">*Black hair: Tips for everyday care</a> <a href="#">*The Trevor Project</a> <a href="#">*Providing Mental Health First Aid to LGBTQ+ Communities</a>	<a href="#">*LGBTQ Relationships</a> <a href="#">*LGBTQ+ Relationships</a> <a href="#">*Healthy LGBT Relationships</a> <a href="#">*Fostering Healthy Relationships - Parenting Special Needs Magazine</a> <a href="#">*NYC Anti-Violence Project</a>		<a href="#">*Pride with Heart   American Heart Association CPR &amp; First Aid</a>
<b>Modifications and Accommodations</b>	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>*Exemplars of Varied Performance Levels</li> <li>*Multimedia Presentations</li> <li>*Sheltered instruction</li> <li>*Consultation with ESL Teachers</li> <li>*Manipulatives</li> <li>*Tiered/Scaffolded Lessons</li> <li>*Mnemonic Devices</li> <li>*Visual Aids   *Modeling</li> <li>*Guided Note-Taking</li> <li>*Study Guides</li> <li>*Modified Homework</li> <li>*Differentiated Pre-Typed Class Notes</li> </ul>	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>*Exemplars of Varied Performance Levels</li> <li>*Multimedia Presentations</li> <li>*Sheltered instruction</li> <li>*Consultation with ESL Teachers</li> <li>*Manipulatives</li> <li>*Tiered/Scaffolded Lessons</li> <li>*Mnemonic Devices</li> <li>*Visual Aids   *Modeling</li> <li>*Guided Note-Taking</li> <li>*Study Guides</li> <li>*Modified Homework</li> <li>*Differentiated Pre-Typed Class Notes</li> </ul>	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>*Exemplars of Varied Performance Levels</li> <li>*Multimedia Presentations</li> <li>*Sheltered instruction</li> <li>*Consultation with ESL Teachers</li> <li>*Manipulatives</li> <li>*Tiered/Scaffolded Lessons</li> <li>*Mnemonic Devices</li> <li>*Visual Aids   *Modeling</li> <li>*Guided Note-Taking</li> <li>*Study Guides</li> <li>*Modified Homework</li> <li>*Differentiated Pre-Typed Class Notes</li> </ul>	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>*Exemplars of Varied Performance Levels</li> <li>*Multimedia Presentations</li> <li>*Sheltered instruction</li> <li>*Consultation with ESL Teachers</li> <li>*Manipulatives</li> <li>*Tiered/Scaffolded Lessons</li> <li>*Mnemonic Devices</li> <li>*Visual Aids   *Modeling</li> <li>*Guided Note-Taking</li> <li>*Study Guides</li> <li>*Modified Homework</li> <li>*Differentiated Pre-Typed Class Notes</li> </ul>



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	<p>Assessment *Non-Verbal Cues to Begin Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p><b>Gifted &amp; Talented</b> *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p><b>ELL's</b> *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking *Individualized Instruction</p>	<p>Assessment *Non-Verbal Cues to Begin Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p><b>Gifted &amp; Talented</b> *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p><b>ELL's</b> *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking *Individualized Instruction</p>	<p>Cues to Begin Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p><b>Gifted &amp; Talented</b> *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p><b>ELL's</b> *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking *Individualized Instruction *Manipulatives *Words</p>	<p>Assessment *Non-Verbal Cues to Begin Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p><b>Gifted &amp; Talented</b> *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p><b>ELL's</b> *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking *Individualized Instruction</p>
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Reliable/ Suggested Materials	<a href="#">*Health Education / SEL Crosswalk</a>	<a href="#">*Health Education / SEL Crosswalk</a>	<a href="#">*Health Education / SEL Crosswalk</a>	<a href="#">*Health Education / SEL Crosswalk</a>
	<a href="#">*The health. moves. minds.® Fundraiser</a>	<a href="#">*The health. moves. minds.® Fundraiser</a>	<a href="#">*The health. moves. minds.® Fundraiser</a>	<a href="#">*The health. moves. minds.® Fundraiser</a>
	<a href="#">*CATCH</a>	<a href="#">*CATCH</a>	<a href="#">*CATCH</a>	<a href="#">*CATCH</a>
	<a href="#">*Discovery Education</a>	<a href="#">*Discovery Education</a>	<a href="#">*Discovery Education</a>	<a href="#">*Discovery Education</a>
	<a href="#">*High School   HealthSmart</a>	<a href="#">*High School   HealthSmart</a>	<a href="#">*High School   HealthSmart</a>	<a href="#">*High School   HealthSmart</a>
	<a href="#">*Kids Health</a>	<a href="#">*Kids Health</a>	<a href="#">*Kids Health</a>	<a href="#">*Kids Health</a>
	<a href="#">*Newsela</a>	<a href="#">*Newsela</a>	<a href="#">*Newsela</a>	<a href="#">*Newsela</a>
	<a href="#">*Quizlet</a>	<a href="#">*Teens (for Teens) - Nemours KidsHealth</a>	<a href="#">*Teens (for Teens) - Nemours KidsHealth</a>	<a href="#">*Teens (for Teens) - Nemours KidsHealth</a>
	<a href="#">*Kahoot!</a>	<a href="#">*Centers for Disease Control and Prevention</a>	<a href="#">*Centers for Disease Control and Prevention</a>	<a href="#">*Centers for Disease Control and Prevention</a>
	<a href="#">*Quizizz</a>	<a href="#">*Be Real. Be Ready.</a>	<a href="#">*Catch My Breath – A Nicotine Vaping Prevention Program</a>	<a href="#">*Red Cross</a>
	<a href="#">*Poll Everywhere</a>	<a href="#">*Sex Education is a Critical Component of School Health Education</a>	<a href="#">*The Real Cost of Vaping   Scholastic</a>	<a href="#">*Basic First Aid Choice Board</a>
	<a href="#">*Socrative</a>	<a href="#">*Resources   NJCASA</a>	<a href="#">*Toolkit for Schools - Make Smoking History</a>	<a href="#">*Performing Hands-Only CPR   Using an AED   First Aid for Choking</a>
	<a href="#">*Mentimeter</a>	<a href="#">*Search &amp; Selection Tool – Advocates for Youth</a>	<a href="#">*Commercial Tobacco Prevention and Control</a>	<a href="#">*CPR on Television. Who did it right?</a>
	<a href="#">*CASEL</a>	<a href="#">*Amaze.org</a>	<a href="#">*Educator Resources   Youth Now</a>	<a href="#">*CPR In Television</a>
	<a href="#">*FDA</a>	<a href="#">*Amaze.org JR</a>		<a href="#">*CPR/AED Slide Show</a>
	<a href="#">*Teens (for Teens) - Nemours KidsHealth</a>	<a href="#">*StopBullying.gov</a>		
	<a href="#">*Centers for Disease</a>	<a href="#">*PACER's National</a>		

	<a href="#">Control and Prevention</a> <a href="#">*School Workshops On Body Image: Confident Me – Dove</a> <a href="#">*The Health Triangle</a> <a href="#">*UNICEF</a> <a href="#">*National Institute of Mental Health</a> <a href="#">*Physical Activity Basics</a> <a href="#">*CalorieKing</a> <a href="#">*FitnessGram</a> <a href="#">*MyPlate</a> <a href="#">*USDA</a> <a href="#">*How to Get SMART About Goal Setting</a> <a href="#">*Creating Your Personal Stress-Management Plan</a> <a href="#">*Bullying Survey</a> <a href="#">*National Suicide Prevention Lifeline</a> <a href="#">*Psychiatry.org - Suicide Prevention</a> <a href="#">*NIMH » Help for Mental Illnesses</a>	<a href="#">Bullying Prevention Center</a> <a href="#">*GLSEN</a> <a href="#">*Love is Respect</a> <a href="#">*Preventing Teen Dating Violence</a> <a href="#">*Sophia's Secret - CBS News</a> <a href="#">*Life's Greatest Miracle   NOVA   PBS</a> <a href="#">*Birth Control Methods &amp; Options</a> <a href="#">*Types of Sexually Transmitted Infections</a> <a href="#">*HECAT: Module SH - SEXUAL HEALTH CURRICULUM</a> <a href="#">*Answer, Rutgers</a> <a href="#">*Gender &amp; Sexual Identity   Learning for Justice</a> <a href="#">*National Institute of Mental Health</a> <a href="#">*Resources for GSAs</a> <a href="#">*What are the different types of contraception?   NICHD - Eunice Kennedy Shriver National Institute of Child Health and</a>	<a href="#">*Presentation for Youth   Electronic Cigarettes   Smoking &amp; Tobacco Use   CDC</a> <a href="#">*Prescription Drugs Prezi</a> <a href="#">*The Abuse Of Prescription Drugs.</a> <a href="#">*Top 10 Prescription Facts about Drug Abuse Video</a> <a href="#">*Substance Abuse Treatment Programs TN   Addiction Rehab TN</a> <a href="#">*Teen Substance Use Disorder Treatment   Los Angeles CA  </a> <a href="#">*Rx foRUnderstanding: - Preventing Prescription Drug Abuse</a> <a href="#">*Welcome to Herointown, New Jersey's 4th-largest city</a> <a href="#">*Alumni In Recovery</a> <a href="#">*Commonly Used Drugs Charts   National Institute on Drug Abuse (NIDA)</a> <a href="#">*National Institute on Drug Abuse</a>	<a href="#">*Types of Disasters   American Red Cross</a> <a href="#">*EPA Poison Checklist</a> <a href="#">*Department of Health   Communicable Disease Service   Fight the Bite, NJ!</a> <a href="#">*Lifesavers Inc</a> <a href="#">*American Heart Association</a> <a href="#">*The Stages of Grief: How to Understand Your Feelings</a> <a href="#">*Stop The Bleed</a>
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		<a href="#">Human Development</a> <a href="#">*Ally's Story: Second Thoughts on Sexting</a> <a href="#">*Staying healthy and safe   Office on Women's Health</a> <a href="#">*Everybody Loves Raymond - The Angry Family</a> <a href="#">*"Modern Family" Trailer</a> <a href="#">*Rights, Respect, Responsibility</a> <a href="#">*NJ LGBTQ Inclusive Curriculum - Make It Better for Youth</a> <a href="#">*The Harbor TV</a> <a href="#">*What Consent Looks Like   RAINN</a> <a href="#">*Information on Risk Behaviors for Parents with Teens (Ages 12-19)   CDC</a> <a href="#">*SEXUAL BEHAVIOR: TYPICAL or PROBLEMATIC?</a> <a href="#">*Recognize Human Trafficking - SAFE Center</a> <a href="#">*Child Safety Laws In Your State   Safe Kids Worldwide</a>	<a href="#">*Parents &amp; Educators   National Institute on Drug Abuse (NIDA)</a> <a href="#">*Alcohol Facts and Statistics</a>	
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		<p><a href="#">*State-by-State Differences in Sexting Laws   Bark</a></p> <p><a href="#">*Protections from Sexual Harassment in Employment Under New Jersey Law</a></p> <p><a href="#">*Protections from Sexual Harassment Under New Jersey Law</a></p> <p><a href="#">*Civil Statute of Limitations for Sexual Assault   NJCASA</a></p> <p><a href="#">*6 Different Types of Abuse - REACH</a></p> <p><a href="#">*Recognize Human Trafficking - SAFE Center</a></p> <p><a href="#">*A Teens Guide to Social Media Safety   Safe Search</a></p> <p><a href="#">*Sexting and the Impacts on Young People   Kids Helpline</a></p>		
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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. 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:**

June 2024



**Union County Educational Services Commission**  
**Curriculum Mapping – Health III**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 10	approx. 10	approx. 10	approx. 10
<b>Topic</b>	Health and Wellness	Relationships/Family Life/Sexuality	Alcohol, Tobacco, and Other Drugs	Community Health Skills
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>• 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>• 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>• 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>• 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).</li> <li>• 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>• 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>• 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> <li>• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</li> <li>• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</li> </ul>

	<ul style="list-style-type: none"> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> <li>• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> <li>• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</li> <li>• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</li> <li>• 2.1.12.SSH.3: Analyze</li> </ul>	<p>(including HIV) and identify ways to overcome potential barriers to prevention.</p> <ul style="list-style-type: none"> <li>• 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.</li> <li>• 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</li> <li>• 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).</li> <li>• 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> <li>• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> <li>• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li> <li>• 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</li> <li>• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation,</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</li> <li>• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li> <li>• 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</li> <li>• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> <li>• 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital</li> </ul>
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	<p>current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</li> <li>• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li> <li>• 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</li> <li>• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</li> <li>• 2.1.12.PP.8: Assess the skills needed to be an effective parent.</li> <li>• 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</li> <li>• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>• 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</li> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> </ul>	<p>and identity.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</li> <li>• 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</li> <li>• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</li> <li>• 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</li> <li>• 2.1.12.SSH.9: Analyze the personal and societal factors</li> </ul>	<p>devices in a variety of situations (e.g., cyberbullying, sexting).</p>
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	<p>suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <ul style="list-style-type: none"> <li>• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</li> <li>• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li> <li>• 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</li> <li>• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> <li>• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</li> <li>• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</li> <li>• 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</li> <li>• 2.1.12.SSH.5: Demonstrate ways to show</li> </ul>	<p>that could keep someone from leaving an unhealthy relationship.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</li> <li>• 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</li> </ul>	<p>respect for the boundaries of others as they relate to intimacy and sexual behavior.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.</li> <li>• 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.</li> </ul> <p>2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</li> <li>• 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.</li> </ul>		
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		<ul style="list-style-type: none"> <li>• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li> <li>• 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).</li> <li>• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</li> <li>• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home</li> </ul>		
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		<p>and in the community.</p> <ul style="list-style-type: none"> <li>• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li> <li>• 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</li> <li>• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> <li>• 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> </ul>		
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		<ul style="list-style-type: none"> <li>• 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).</li> <li>• 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.</li> <li>• 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.</li> <li>• 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</li> <li>• 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</li> </ul>		
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		<ul style="list-style-type: none"> <li>• 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> </ul>		
<b>Content</b>	<p>Overall Health and Wellness:</p> <ul style="list-style-type: none"> <li>• Health Risks</li> <li>• Health Behaviors</li> <li>• Health Triangle</li> </ul> <p>Different Types of Health:</p> <ul style="list-style-type: none"> <li>• Social Health</li> <li>• Mental Health</li> <li>• Emotional Health</li> <li>• Physical Health</li> </ul> <p>Social and Emotional Health:</p> <ul style="list-style-type: none"> <li>• Self Esteem</li> <li>• Stress</li> <li>• Mental Illness</li> <li>• Diagnosis and Treatment of Mental Illness</li> </ul> <p>Fitness and Nutrition:</p> <ul style="list-style-type: none"> <li>• Aerobic Exercise</li> <li>• Anaerobic Exercise</li> <li>• Diets (Healthy and Fads)</li> <li>• Calories (Fats, Carbs, and Protein)</li> <li>• Food</li> </ul>	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Domestic and Dating Violence Sexual Decision Making</li> <li>• Sexual Harassment</li> <li>• Alcohol and Other Drugs Influence on Decision Making, Consent, and Risk for Sexual Assault</li> <li>• Sexually Transmitted Infections Abstinence</li> <li>• Contraception</li> </ul> <p>Types of relationships:</p> <ul style="list-style-type: none"> <li>• Dating Relationships</li> <li>• Family Relationships</li> <li>• Peer Relationships</li> <li>• Relationship with Self</li> <li>• Conflict Resolution</li> </ul> <p>Body Systems:</p>	<p>Immediate and long-term consequences associated with substance abuse.</p> <p>Drugs Affect:</p> <ul style="list-style-type: none"> <li>• Person</li> <li>• Family</li> <li>• Friends</li> <li>• Community</li> </ul> <p>Medications:</p> <ul style="list-style-type: none"> <li>• Prescription</li> <li>• Over-the-Counter</li> <li>• Medicinal Supplements</li> <li>• Holistic</li> </ul> <p>Illegals Drugs:</p> <ul style="list-style-type: none"> <li>• Cocaine</li> <li>• GHB</li> <li>• Hallucinogens</li> <li>• Heroin/Opiates</li> <li>• Inhalants</li> <li>• Methamphetamine</li> <li>• Speed</li> <li>• PCP</li> <li>• LSD</li> <li>• Psilocybin</li> </ul>	<p>Before and After Care:</p> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Abandonment</li> <li>• Negligence</li> <li>• Duty to Act</li> <li>• Act of Omission</li> <li>• Act of Commission</li> <li>• Confidentiality</li> <li>• Good Samaritan Laws</li> <li>• Disease</li> <li>• Precautions</li> <li>• Stages of Grieving</li> <li>• Levels of Consent</li> <li>• Organ Donation</li> </ul> <p>Types of Emergencies:</p> <ul style="list-style-type: none"> <li>• Breathing</li> <li>• Choking</li> <li>• Allergic Reactions</li> <li>• Heart Emergencies</li> <li>• Fainting</li> <li>• Diabetes/Low Blood Sugar</li> <li>• Stroke</li> <li>• Seizure</li> <li>• Shock</li> </ul> <p>Bodily Injuries:</p>

	<p>Pyramid/MyPlate</p> <ul style="list-style-type: none"> <li>• Food Labels</li> <li>• Eating Disorders</li> </ul> <p>Hygiene/Care Of:</p> <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> <p>Heredity Environment Behavior Media Decision Making Goals Goal Setting Action Plans</p> <p>Cancer Awareness Months</p> <ul style="list-style-type: none"> <li>• January- Cervical</li> <li>• February- Cancer Prevention</li> <li>• March- Kidney</li> <li>• April- Testicular</li> <li>• May- Bladder, Brain, and Skin</li> <li>• June- Cancer Survivor</li> <li>• July- Sarcoma, Bone</li> <li>• August</li> <li>• September- Childhood,</li> </ul>	<ul style="list-style-type: none"> <li>• Female Reproductive System</li> <li>• Male Reproductive System</li> </ul> <p>Gender Identity Gender Expression Biological Sex Sexual Orientation</p> <p>Pregnancy:</p> <ul style="list-style-type: none"> <li>• Fertilization</li> <li>• Fetal Development</li> <li>• Prenatal Care</li> <li>• Birth Process</li> <li>• Stages of Labor</li> <li>• Birth Defects</li> <li>• Adoption/Foster</li> <li>• Teen Parenting</li> </ul>	<p>Nicotine/Tobacco/Marijuana Vape:</p> <ul style="list-style-type: none"> <li>• Legality</li> <li>• Long/Short Term Issues</li> <li>• Addiction</li> <li>• Physical Effects</li> <li>• Behavioral Effects</li> </ul> <p>Alcohol:</p> <ul style="list-style-type: none"> <li>• Legality</li> <li>• Long/Short Term Issues</li> <li>• Addiction</li> <li>• Physical Effects</li> <li>• Behavioral Effects</li> </ul> <p>Anabolic Steroids:</p> <ul style="list-style-type: none"> <li>• Legality</li> <li>• Long/Short Term Issues</li> <li>• Addiction</li> <li>• Physical Effects</li> <li>• Behavioral Effects</li> </ul> <p>Peer Pressure Drug Treatment/Rehab Responsible Decision Making</p>	<ul style="list-style-type: none"> <li>• Bleeding Emergencies</li> <li>• Nosebleed</li> <li>• Eye Injuries</li> <li>• Tooth Injuries</li> <li>• Amputations</li> <li>• Internal Bleeding</li> <li>• Head/Neck/Spinal Injuries</li> <li>• Fractures</li> <li>• Dislocations</li> <li>• Sprains</li> <li>• Strains</li> <li>• Ligaments</li> <li>• Cramps</li> <li>• Burns</li> <li>• Poisons</li> <li>• Bites</li> <li>• Stings</li> <li>• Lyme Disease</li> <li>• Alcohol Intoxication</li> <li>• Drug Emergencies</li> <li>• Carbon Monoxide Poisoning</li> </ul> <p>Proper Procedures to Perform:</p> <ul style="list-style-type: none"> <li>• Rescue Breathing</li> <li>• CPR</li> <li>• AED</li> <li>• First Aid</li> <li>• Tourniquet</li> <li>• EpiPen</li> <li>• Heimlich Maneuver</li> <li>• RICE</li> </ul>
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	<p>Leukemia, Lymphoma, Ovarian, Prostate, Thyroid, Uterine</p> <ul style="list-style-type: none"> <li>● October-Breast, Liver</li> <li>● November- Lung, Pancreatic</li> <li>● December</li> </ul> <p>Body Systems:</p> <ul style="list-style-type: none"> <li>● Skeletal System</li> <li>● Muscular System</li> <li>● Cardiovascular System</li> <li>● Respiratory System</li> <li>● Integumentary System</li> <li>● Nervous System</li> <li>● Digestive System</li> </ul> <p>School Violence Awareness Week</p> <ul style="list-style-type: none"> <li>● 3rd Monday of October</li> </ul>			<ul style="list-style-type: none"> <li>● Stop the Bleed</li> <li>● Packing Wounds</li> <li>● Recovery Position</li> </ul> <p>Fire Safety:</p> <ul style="list-style-type: none"> <li>● Evacuation Plan</li> <li>● In the Home</li> <li>● Outside the Home</li> </ul>
<b>Skills</b>	<p>*The students will be able to understand that eating habits and diet will have lifelong effects on numerous health issues which will have a major impact on their futures.</p> <p>*The students will be able to determine if physical</p>	<p>*The students will be able to compare and contrast healthy versus unhealthy interpersonal relationships.</p> <p>*The students will be able to brainstorm exit strategies to employ if involved in an unhealthy relationship.</p>	<p>*The students will be able to investigate the use and abuse of over-the-counter and prescription medications and their correlation to abuse.</p> <p>*The students will be able to relate injected drug use to the incidence of diseases</p>	<p>*The students will be able to discuss the importance and responsibilities of first responders.</p> <p>*The students will be able to recall opportunities for organ and tissue donation.</p> <p>*The students will be able</p>

	<p>fitness and good nutrition have a positive relationship and if a healthy diet alone is not enough to maintain proper weight and fitness levels.</p> <p>*The students will be able to learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>*The students will be able to explain the impact of personal health behaviors on the functioning of the human body.</p> <p>*The students will be able to describe the interrelationships of mental, emotional, social and physical health throughout adulthood.</p> <p>*The students will be able to analyze how family, peers, and community can influence the health of individuals.</p> <p>*Students will analyze the role of individual responsibility for enhancing health.</p>	<p>*The students will be able to determine personal responsibilities in the maintenance of positive relationships with family and friends.</p> <p>*The students will be able to discuss the legal ramifications of abusive behaviors.</p> <p>*The students will be able to assess the physical, mental, and emotional effects of abusive behaviors.</p> <p>*The students will be able to compare and contrast theories regarding the incidence of abusive behaviors.</p> <p>7. Genetic Predisposition 8. Peer Pressure 9. Lack of Strong Role Models</p> <p>*The students will be able to summarize the intervention strategies to eliminate high-risk behaviors.</p> <p>*The students will be able to assess the diverse</p>	<p>such as HIV/AIDS and hepatitis.</p> <p>*The students will be able to analyze the societal impact of substance abuse on the individual, family, and community.</p> <p>*The students will be able to compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries.</p> <p>*The students will be able to correlate increased alcohol use with challenges that may occur at various life stages.</p> <p>*The students will be able to correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</p> <p>*The students will be able to make decisions for themselves when put in role-play scenarios.</p> <p>*The students will be able to</p>	<p>to identify ways in which a conscious or unconscious person might be treated in an emergency breathing situation.</p> <p>*The students will be able to differentiate among methods for treating infants, children, and adults.</p> <p>*The students will be able to define the 3 Cs (check, call, care) in the emergency steps sequence.</p> <p>*The students will be able to practice and perform rescue breathing techniques appropriate for infants, children, and adults.</p> <p>*The students will be able to compare and contrast CPR and AED techniques.</p> <p>*The students will be able to perform rescue breathing techniques in simulated emergency situations.</p> <p>*The students will be able to demonstrate how to properly use an AED on an individual.</p>
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	<p>*The students will be able to recognize hereditary factors that can affect non-communicable diseases related to our health and our reactions to stressful situations.</p> <p>*The students will be able to clearly identify problems related to personal hygiene and sanitation and their causes.</p> <p>*The students will be able to assess personal wellness habits.</p> <p>*The students will be able to analyze the contributions of each nutrient class to good health. (ex: fats, carbs, protein, water, minerals, vitamins)</p> <p>*The students will be able to research the dietary trends of young adults while also analyzing the impact of social media has on dietary habits and choices young adults make.</p> <p>*The students will be able to compare and contrast cultural habits that impact</p>	<p>methods of interpersonal communication.</p> <ol style="list-style-type: none"> <li>7. Verbal</li> <li>8. Nonverbal</li> <li>9. Electronic</li> </ol> <p>*The students will be able to dramatize appropriate interpersonal communication strategies.</p> <p>*The students will be able to examine factors that impact effective interpersonal communication.</p> <ol style="list-style-type: none"> <li>9. Peer Pressure</li> <li>10. Conflict</li> <li>11. Group Mentality</li> <li>12. Self-Esteem Issues</li> </ol> <p>*The students will be able to identify the consequences technology can have on interpersonal relationships (sexting/texting).</p> <p>*The students will be able to demonstrate positive communication skills.</p> <ol style="list-style-type: none"> <li>7. Refusal</li> <li>8. Negotiation</li> <li>9. Assertiveness</li> </ol> <p>*The students will be able to compare and contrast</p>	<p>demonstrate strategies for taking care of themselves and others</p> <p>*The students will be able to identify and discuss risk behaviors associated with alcohol and drug use.</p> <p>*The students will be able to discuss the potential health risks of adolescent use of alcohol and drug use on the development of the youth brain.</p> <p>*The students will be able to identify resistance skills to resist pressure and to engage in peer pressure to use and abuse alcohol and drug use.</p> <p>*The students will be able to explain how the brain and body respond to the use of alcohol and drugs.</p> <p>*The students will be able to explain how the body responds to alcohol and drugs.</p> <p>*The students will be able to discuss positive social practices to avoid being around alcohol and drug</p>	<p>*The students will be able to perform manual CPR in simulated emergency situations.</p> <p>*The students will be able to demonstrate techniques mandated by the Red Cross.</p> <p>*The students will be able to assimilate life saving techniques in the performance of Red Cross assessments.</p> <p>*The students will be able to present careers in a health industry project using technology.</p> <p>*The students will be able to identify the basic components of an emergency situation (e.g., bleeding, burns, choking, possible poisoning).</p> <p>*The students will be able to compare and contrast emergency situations to non-life-threatening situations.</p> <p>*The students will be able to illustrate the basic First Aid and care involved in an</p>
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	<p>personal nutrition.</p> <p>*The students will be able to demonstrate the relationship between diet and illness.</p> <p>*The students will be able to identify how emotions impact depression, stress, and thoughts of suicide.</p> <p>*The students will be able to understand healthy stress management strategies and how to utilize them.</p> <p>*The students will be able to identify ways to improve or maintain good personal hygiene practices.</p> <p>*The students will be able to anticipate the consequences of the problem for self, family, and classmates by not practicing good personal hygiene and sanitation.</p> <p>*The students will be able to assess the advantages and disadvantages of personal hygiene and sanitation practices.</p>	<p>positive and negative characteristics of human relationships.</p> <p>*The students will be able to determine values and ethics that contribute to healthy interpersonal relationships.</p> <p>*The students will be able to assimilate the personal attributes of a desired friend and confidante in a visual representation.</p> <p>*The students will be able to summarize significant events that affect familial relationships.</p> <ol style="list-style-type: none"> <li>11. Divorce</li> <li>12. Remarriage</li> <li>13. Pregnancy</li> <li>14. Loss of a Family Member</li> <li>15. Abuse</li> </ol> <p>*The students will be able to develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, obtaining or giving consent, or only dating someone of the same age.</p> <p>*The students will be able</p>	<p>use.</p> <p>*The students will be able to explain the alternatives to alcohol and drug use.</p> <p>*The students will be able to discuss resistance skills to use anabolic steroids and the long-lasting use of these types of drugs.</p> <p>*The students will be able to explain how alcohol affects the mental and physical abilities needed for driving safely.</p> <p>*The students will be able to define blood-alcohol concentration (BAC).</p> <p>*The students will be able to list and explain the factors that affect blood-alcohol concentration.</p> <p>*The students will be able to compare myths and truths about the use of alcohol.</p> <p>*The students will be able to explain the difference between over-the-counter medicine and prescription medicine.</p>	<p>emergency situation, including basic life support.</p> <p>*The students will be able to demonstrate methods for bleeding control.</p> <p>*The students will be able to dramatize care for emergency situations (e.g., bites, broken bone or joint injury, burns, poisoning, stings)</p> <p>*The students will be able to assess the importance of the use of protective barriers in the treatment of victims.</p> <p>*The students will be able to utilize technology to research legislation regarding public safety and responder liability (e.g., The Good Samaritan Law).</p> <p>*The students will be able to summarize and identify proper procedures to prevent and treat Lyme's Disease.</p> <p>*The students will be able to understand the stages of grieving.</p> <p>*The students will be able</p>
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<p>*The students will be able to identify the best possible solution for him/her based on personal ability and living situation.</p> <p>*The students will be able to clearly and directly state opinions and give good reasons.</p> <p>*The students will be able to ask for help and advice and seek information when needed.</p> <p>*The students will be able to identify personal hygiene and sanitation practices and the need to improve or maintain them.</p> <p>*The students are able to identify how their personal hygiene and sanitation practices may impact others.</p> <p>*The students will be able to recognize the needs of others in terms of their own personal hygiene and sanitation practices.</p> <p>*The students will be able to recognize how maintaining good personal</p>	<p>to identify and explain the function of the parts of the male and female reproductive systems.</p> <p>*The students will be able to differentiate between gender identity, gender expression, biological sex, and sexual orientation.</p> <p>*The students will be able to identify and compare different types of STIs (Sexually Transmitted Infections), identify signs and symptoms, and describe treatment methods.</p> <p>*The students will be able to understand ways to get STIs and prevent them.</p> <p>*The students will be able to identify different types of contraception and understand how each method works.</p> <p>*The students will be able to explain how to prevent pregnancy and the decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p>	<p>*The students will be able to explain how depressants, stimulants, and hallucinogenic drugs affect a person.</p> <p>*The students will be able to describe the effects of combining alcohol with other drugs.</p> <p>*The students will be able to describe zero tolerance levels of impairment and how impairment can be detected and measured.</p> <p>*The students will be able to describe how peer influences and peer pressure might affect a person's decision about drinking and driving.</p> <p>*The students will be able to list five steps involved in making a responsible decision.</p> <p>*The students will be able to explain the meaning of peer education.</p> <p>*The students will be able to explain why everyone should share the responsibility of preventing</p>	<p>to analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</p> <p>*The students will be able to analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.</p> <p>*The students will be able to properly administer an epi-pen.</p> <p>*The students will be able to explain how to perform the Heimlich Maneuver and demonstrate properly on a mannequin.</p> <p>*The students will be able to give first aid steps for eye and tooth injuries.</p> <p>*The students will be able to recognize and care for head, neck, and spinal injuries.</p> <p>*The students will be able to recognize and care for extremity injuries.</p>
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	<p>hygiene and sanitation will support good self-esteem.</p> <p>*The students will be able to determine ways in which an individual can take responsibility for ensuring success and wellness.</p> <p>*The students will be able to properly give one's self a breast examination.</p> <p>*The students will be able to identify and explain different types of cancer.</p> <p>*The students will be able to know how to screen/test for multiple types of cancers.</p> <p>*The students will be able to identify the major organs and systems of the human body and explain how they keep us alive.</p> <p>*The students will be able to examine how the human body systems work together.</p> <p>*The students will be able to explain how humans grow, develop, and stay healthy.</p>	<p>*The students will be able to describe fertilization, fetal development, and the birth process and resources available to confirm pregnancy.</p> <p>*The students will be able to compare and contrast the alternatives available to a pregnant teen.</p> <p>*The students will be able to identify the effects and consequences of the use of alcohol, tobacco, and other drugs on the developing fetus.</p> <p>*The students will be able to explain how parental responsibilities change throughout the family life cycle.</p> <p>*The students will be able to evaluate the methods and resources available to confirm a pregnancy.</p> <p>*The students will be able to analyze factors that affect the decision to become a parent.</p> <p>*The students will be able to evaluate different</p>	<p>friends from drinking and driving.</p> <p>*The students will be able to identify five different ways to say no to peer pressure.</p>	<p>*The students will be able to recognize and care for burns and electrical injuries.</p> <p>*The students will be able to recognize and care for poisons.</p> <p>*The students will be able to recognize and care for alcohol and drug emergencies.</p> <p>*The students will be able to recognize carbon monoxide poisoning.</p> <p>*The students will be able to learn about fire prevention and develop/establish a plan for their household.</p> <p>*The students will be able to evaluate the ways their families use fire and the safety of their homes from fire hazards.</p> <p>*The students will be able to discuss fire safety outside the house.</p> <p>*The students will be able to investigate product warning labels and fire</p>
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	<p>*The students will be able to discuss how our bodies let us do what we want and keep us alive.</p> <p>*The students will be able to assess how the health of one organ system impacts the health of the other organ systems.</p> <p>*The students will be able to explain how the systems and organs of the human body work together and individually to support life.</p> <p>*The students will be able to compare and contrast why each of the systems of the body is important.</p> <p>*The students will be able to hypothesize how our lifestyles impact our body systems and organs.</p> <p>*The students will be able to understand how cells are the basic unit of structure and function in the human body.</p> <p>*The students will be able to outline how we can make choices to</p>	<p>reproductive disorders.</p> <p>*The students will be able to investigate the signs and symptoms that may occur in the body indicating a reproductive disorder.</p> <p>*The students will be able to compare and contrast male and female sterility.</p> <p>*The students will be able to create an action plan of how often individuals should give themselves a self-exam or go for screenings by a medical professional.</p> <p>*The students will be able to identify and discuss risk behaviors associated with sexting and a negative social media presence.</p> <p>*Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p>*Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault,</p>		<p>safety.</p>
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	<p>promote a healthy body.</p> <p>*The students will be able to examine how what we put in our bodies affect the way it works.</p> <p>*The students will be able to identify ways to eliminate cyberbullying and a negative social media imprint.</p> <p>*The students will be able to understand that anxiety and depression are treatable mental health problems.</p> <p>*The students will be able to research mental health professionals and related health agencies that provide treatment and support for people with mental health problems.</p> <p>*The students will be able to explain why professional intervention and support from friends and family can often help prevent suicide.</p>	<p>sexual abuse, incest, rape, domestic violence, coercion, dating violence)</p> <p>*Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked</p> <p>*Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence)</p> <p>*Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence</p>		
<b>Inclusion for Diversity</b>	<p><a href="#">*Teach LGBTQ</a></p> <p><a href="#">*The Jigsaw Classroom</a></p>	<p><a href="#">*Teach LGBTQ</a></p> <p><a href="#">*The Jigsaw Classroom</a></p>	<p><a href="#">*Teach LGBTQ</a></p> <p><a href="#">*The Jigsaw Classroom</a></p>	<p><a href="#">*Teach LGBTQ</a></p> <p><a href="#">*The Jigsaw Classroom</a></p>

	<ul style="list-style-type: none"> <li>*<a href="#">Personal Hygiene and Grooming</a></li> <li>*<a href="#">Teaching Hygiene to Students with Special Needs</a></li> <li>*<a href="#">Black hair: Tips for everyday care</a></li> <li>*<a href="#">The Trevor Project</a></li> <li>*<a href="#">Providing Mental Health First Aid to LGBTQ+ Communities</a></li> </ul>	<ul style="list-style-type: none"> <li>*<a href="#">LGBTQ Relationships</a></li> <li>*<a href="#">LGBTQ+ Relationships</a></li> <li>*<a href="#">Healthy LGBT Relationships</a></li> <li>*<a href="#">Fostering Healthy Relationships - Parenting Special Needs Magazine</a></li> <li>*<a href="#">NYC Anti-Violence Project</a></li> </ul>		<ul style="list-style-type: none"> <li>*<a href="#">Pride with Heart   American Heart Association CPR &amp; First Aid</a></li> </ul>
<b>Modifications and Accommodations</b>	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>*Exemplars of Varied Performance Levels</li> <li>*Multimedia Presentations</li> <li>*Sheltered instruction</li> <li>*Consultation with ESL Teachers</li> <li>*Manipulatives</li> <li>*Tiered/Scaffolded Lessons</li> <li>*Mnemonic Devices</li> <li>*Visual Aids *Modeling</li> <li>*Guided Note-Taking</li> <li>*Study Guides</li> <li>*Modified Homework</li> <li>*Differentiated Pre-Typed Class Notes</li> </ul>	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>*Exemplars of Varied Performance Levels</li> <li>*Multimedia Presentations</li> <li>*Sheltered instruction</li> <li>*Consultation with ESL Teachers</li> <li>*Manipulatives</li> <li>*Tiered/Scaffolded Lessons</li> <li>*Mnemonic Devices</li> <li>*Visual Aids *Modeling</li> <li>*Guided Note-Taking</li> <li>*Study Guides</li> <li>*Modified Homework</li> <li>*Differentiated Pre-Typed Class Notes</li> </ul>	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>*Exemplars of Varied Performance Levels</li> <li>*Multimedia Presentations</li> <li>*Sheltered instruction</li> <li>*Consultation with ESL Teachers</li> <li>*Manipulatives</li> <li>*Tiered/Scaffolded Lessons</li> <li>*Mnemonic Devices</li> <li>*Visual Aids *Modeling</li> <li>*Guided Note-Taking</li> <li>*Study Guides</li> <li>*Modified Homework</li> <li>*Differentiated Pre-Typed Class Notes</li> </ul>	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>*Exemplars of Varied Performance Levels</li> <li>*Multimedia Presentations</li> <li>*Sheltered instruction</li> <li>*Consultation with ESL Teachers</li> <li>*Manipulatives</li> <li>*Tiered/Scaffolded Lessons</li> <li>*Mnemonic Devices</li> <li>*Visual Aids *Modeling</li> <li>*Guided Note-Taking</li> <li>*Study Guides</li> <li>*Modified Homework</li> <li>*Differentiated Pre-Typed Class Notes</li> </ul>

	<ul style="list-style-type: none"> <li>*Manipulatives</li> <li>*Flipped Instruction *Word Banks</li> <li>*Reduced Choice on Assessments</li> <li>*Preferential Seating</li> <li>*Choice Activities</li> <li>*Modified Time</li> <li>Requirements *Modified Notes</li> <li>*Modified Lesson, Assessment and Study Guide Format</li> <li>*Provide an Enriched Curriculum and Activities</li> <li>*Independent Projects</li> <li>*Contracts/Behavior Support Plans</li> <li>*Open-Ended Responses</li> <li>*Project-Based Learning</li> <li>*Group Activities *Guided Notes</li> <li>*Functional Learning</li> <li>*Exploration Activities</li> <li>*Assessment Read Aloud</li> <li>*Small Group Assessments</li> <li>*Organizational Support</li> <li>*Oral Questioning</li> <li>Assessment *Pre-Writing</li> <li>Structural Supports</li> <li>*Ongoing Teacher Feedback *Interactive Study Guides</li> <li>*Multi-Sensory Approach</li> <li>*Written and Spoken</li> <li>*Step-by-Step Directions</li> <li>*Content-Focused</li> </ul>	<ul style="list-style-type: none"> <li>*Manipulatives</li> <li>*Flipped Instruction *Word Banks</li> <li>*Reduced Choice on Assessments</li> <li>*Preferential Seating</li> <li>*Choice Activities</li> <li>*Modified Time</li> <li>Requirements *Modified Notes</li> <li>*Modified Lesson, Assessment and Study Guide Format</li> <li>*Provide an Enriched Curriculum and Activities</li> <li>*Independent Projects</li> <li>*Contracts/Behavior Support Plans</li> <li>*Open-Ended Responses</li> <li>*Project-Based Learning</li> <li>*Group Activities *Guided Notes</li> <li>*Functional Learning</li> <li>*Exploration Activities</li> <li>*Assessment Read Aloud</li> <li>*Small Group Assessments</li> <li>*Organizational Support</li> <li>*Oral Questioning</li> <li>Assessment *Pre-Writing</li> <li>Structural Supports</li> <li>*Ongoing Teacher Feedback *Interactive Study Guides</li> <li>*Multi-Sensory Approach</li> <li>*Written and Spoken</li> <li>*Step-by-Step Directions</li> <li>*Content-Focused</li> </ul>	<ul style="list-style-type: none"> <li>*Manipulatives</li> <li>*Flipped Instruction *Word Banks</li> <li>*Reduced Choice on Assessments</li> <li>*Preferential Seating</li> <li>*Choice Activities</li> <li>*Modified Time</li> <li>Requirements *Modified Notes</li> <li>*Modified Lesson, Assessment and Study Guide Format</li> <li>*Provide an Enriched Curriculum and Activities</li> <li>*Independent Projects</li> <li>*Contracts/Behavior Support Plans</li> <li>*Open-Ended Responses</li> <li>*Project-Based Learning</li> <li>*Group Activities *Guided Notes</li> <li>*Functional Learning</li> <li>*Exploration Activities</li> <li>*Assessment Read Aloud</li> <li>*Small Group Assessments</li> <li>*Organizational Support</li> <li>*Oral Questioning</li> <li>Assessment *Pre-Writing</li> <li>Structural Supports</li> <li>*Ongoing Teacher Feedback</li> <li>*Interactive Study Guides</li> <li>*Multi-Sensory Approach</li> <li>*Written and Spoken *Step-by-Step Directions</li> <li>*Content-Focused</li> <li>Assessment *Non-Verbal</li> </ul>	<ul style="list-style-type: none"> <li>*Manipulatives</li> <li>*Flipped Instruction *Word Banks</li> <li>*Reduced Choice on Assessments</li> <li>*Preferential Seating</li> <li>*Choice Activities</li> <li>*Modified Time</li> <li>Requirements *Modified Notes</li> <li>*Modified Lesson, Assessment and Study Guide Format</li> <li>*Provide an Enriched Curriculum and Activities</li> <li>*Independent Projects</li> <li>*Contracts/Behavior Support Plans</li> <li>*Open-Ended Responses</li> <li>*Project-Based Learning</li> <li>*Group Activities *Guided Notes</li> <li>*Functional Learning</li> <li>*Exploration Activities</li> <li>*Assessment Read Aloud</li> <li>*Small Group Assessments</li> <li>*Organizational Support</li> <li>*Oral Questioning</li> <li>Assessment *Pre-Writing</li> <li>Structural Supports</li> <li>*Ongoing Teacher Feedback *Interactive Study Guides</li> <li>*Multi-Sensory Approach</li> <li>*Written and Spoken</li> <li>*Step-by-Step Directions</li> <li>*Content-Focused</li> </ul>
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	<p>Assessment *Non-Verbal Cues to Begin Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p><b>Gifted &amp; Talented</b> *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p><b>ELL's</b> *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking *Individualized Instruction</p>	<p>Assessment *Non-Verbal Cues to Begin Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p><b>Gifted &amp; Talented</b> *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p><b>ELL's</b> *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking *Individualized Instruction</p>	<p>Cues to Begin Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p><b>Gifted &amp; Talented</b> *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p><b>ELL's</b> *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking *Individualized Instruction *Manipulatives *Words</p>	<p>Assessment *Non-Verbal Cues to Begin Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p><b>Gifted &amp; Talented</b> *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p><b>ELL's</b> *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking *Individualized Instruction</p>
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	<ul style="list-style-type: none"> <li>*Manipulatives</li> <li>*Words</li> <li>Banks</li> <li>*Flipped Instruction</li> <li>*Preferential Seating</li> <li>*Choice activities</li> <li>*Modified Time</li> <li>Requirements</li> <li>*Modified</li> <li>Notes</li> <li>*Modify Lesson,</li> <li>Assessment and Study</li> <li>Guide Format</li> <li>*Open-Ended Responses</li> <li>*Project-Based Learning</li> <li>*Group Activities</li> <li>*Guided</li> <li>Notes</li> <li>*Functional Learning</li> <li>*Exploration Activities</li> <li>*Assessment Read Aloud</li> <li>*Small Group Assessments</li> <li>*Organizational Support</li> <li>*Oral Questioning</li> <li>Assessment</li> <li>*Pre-Writing</li> <li>Structural Supports</li> <li>*Ongoing Teacher</li> <li>Feedback</li> <li>*Interactive</li> <li>Study Guides</li> <li>*Multi-Sensory Approach</li> <li>*Written and Spoken</li> <li>*Step-by-Step Directions</li> <li>*Content-Focused</li> <li>Assessment</li> <li>*Non-Verbal</li> <li>Cues to Begin</li> <li>Task/Remain on</li> <li>Task/Refocus</li> <li>*Individual</li> <li>Monitoring</li> <li>*Active Reading Strategies</li> </ul>	<ul style="list-style-type: none"> <li>*Manipulatives</li> <li>*Words</li> <li>Banks</li> <li>*Flipped Instruction</li> <li>*Preferential Seating</li> <li>*Choice activities</li> <li>*Modified Time</li> <li>Requirements</li> <li>*Modified</li> <li>Notes</li> <li>*Modify Lesson,</li> <li>Assessment and Study</li> <li>Guide Format</li> <li>*Open-Ended Responses</li> <li>*Project-Based Learning</li> <li>*Group Activities</li> <li>*Guided</li> <li>Notes</li> <li>*Functional Learning</li> <li>*Exploration Activities</li> <li>*Assessment Read Aloud</li> <li>*Small Group Assessments</li> <li>*Organizational Support</li> <li>*Oral Questioning</li> <li>Assessment</li> <li>*Pre-Writing</li> <li>Structural Supports</li> <li>*Ongoing Teacher</li> <li>Feedback</li> <li>*Interactive</li> <li>Study Guides</li> <li>*Multi-Sensory Approach</li> <li>*Written and Spoken</li> <li>*Step-by-Step Directions</li> <li>*Content-Focused</li> <li>Assessment</li> <li>*Non-Verbal</li> <li>Cues to Begin</li> <li>Task/Remain on</li> <li>Task/Refocus</li> <li>*Individual</li> <li>Monitoring</li> <li>*Active Reading Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Banks</li> <li>*Flipped Instruction</li> <li>*Preferential Seating</li> <li>*Choice activities</li> <li>*Modified Time</li> <li>Requirements</li> <li>*Modified</li> <li>Notes</li> <li>*Modify Lesson, Assessment</li> <li>and Study Guide Format</li> <li>*Open-Ended Responses</li> <li>*Project-Based Learning</li> <li>*Group Activities</li> <li>*Guided</li> <li>Notes</li> <li>*Functional Learning</li> <li>*Exploration Activities</li> <li>*Assessment Read Aloud</li> <li>*Small Group Assessments</li> <li>*Organizational Support</li> <li>*Oral Questioning</li> <li>Assessment</li> <li>*Pre-Writing</li> <li>Structural Supports</li> <li>*Ongoing Teacher Feedback</li> <li>*Interactive Study Guides</li> <li>*Multi-Sensory Approach</li> <li>*Written and Spoken</li> <li>*Step-</li> <li>by-Step Directions</li> <li>*Content-Focused</li> <li>Assessment</li> <li>*Non-Verbal</li> <li>Cues to Begin</li> <li>Task/Remain on</li> <li>Task/Refocus</li> <li>*Individual</li> <li>Monitoring</li> <li>*Active Reading Strategies</li> </ul>	<ul style="list-style-type: none"> <li>*Manipulatives</li> <li>*Words</li> <li>Banks</li> <li>*Flipped Instruction</li> <li>*Preferential Seating</li> <li>*Choice activities</li> <li>*Modified Time</li> <li>Requirements</li> <li>*Modified</li> <li>Notes</li> <li>*Modify Lesson,</li> <li>Assessment and Study</li> <li>Guide Format</li> <li>*Open-Ended Responses</li> <li>*Project-Based Learning</li> <li>*Group Activities</li> <li>*Guided</li> <li>Notes</li> <li>*Functional Learning</li> <li>*Exploration Activities</li> <li>*Assessment Read Aloud</li> <li>*Small Group Assessments</li> <li>*Organizational Support</li> <li>*Oral Questioning</li> <li>Assessment</li> <li>*Pre-Writing</li> <li>Structural Supports</li> <li>*Ongoing Teacher</li> <li>Feedback</li> <li>*Interactive</li> <li>Study Guides</li> <li>*Multi-Sensory Approach</li> <li>*Written and Spoken</li> <li>*Step-by-Step Directions</li> <li>*Content-Focused</li> <li>Assessment</li> <li>*Non-Verbal</li> <li>Cues to Begin</li> <li>Task/Remain on</li> <li>Task/Refocus</li> <li>*Individual</li> <li>Monitoring</li> <li>*Active Reading Strategies</li> </ul>
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Reliable/ Suggested Materials	<a href="#">*Health Education / SEL Crosswalk</a>	<a href="#">*Health Education / SEL Crosswalk</a>	<a href="#">*Health Education / SEL Crosswalk</a>	<a href="#">*Health Education / SEL Crosswalk</a>
	<a href="#">*The health. moves. minds.® Fundraiser</a>	<a href="#">*The health. moves. minds.® Fundraiser</a>	<a href="#">*The health. moves. minds.® Fundraiser</a>	<a href="#">*The health. moves. minds.® Fundraiser</a>
	<a href="#">*CATCH</a>	<a href="#">*CATCH</a>	<a href="#">*CATCH</a>	<a href="#">*CATCH</a>
	<a href="#">*Discovery Education</a>	<a href="#">*Discovery Education</a>	<a href="#">*Discovery Education</a>	<a href="#">*Discovery Education</a>
	<a href="#">*High School   HealthSmart</a>	<a href="#">*High School   HealthSmart</a>	<a href="#">*High School   HealthSmart</a>	<a href="#">*High School   HealthSmart</a>
	<a href="#">*Kids Health</a>	<a href="#">*Kids Health</a>	<a href="#">*Kids Health</a>	<a href="#">*Kids Health</a>
	<a href="#">*Newsela</a>	<a href="#">*Newsela</a>	<a href="#">*Newsela</a>	<a href="#">*Newsela</a>
	<a href="#">*Quizlet</a>	<a href="#">*Teens (for Teens) - Nemours KidsHealth</a>	<a href="#">*Teens (for Teens) - Nemours KidsHealth</a>	<a href="#">*Teens (for Teens) - Nemours KidsHealth</a>
	<a href="#">*Kahoot!</a>	<a href="#">*Centers for Disease Control and Prevention</a>	<a href="#">*Centers for Disease Control and Prevention</a>	<a href="#">*Centers for Disease Control and Prevention</a>
	<a href="#">*Quizizz</a>	<a href="#">*Be Real. Be Ready.</a>	<a href="#">*Catch My Breath – A Nicotine Vaping Prevention Program</a>	<a href="#">*Red Cross</a>
	<a href="#">*Poll Everywhere</a>	<a href="#">*Sex Education is a Critical Component of School Health Education</a>	<a href="#">*The Real Cost of Vaping   Scholastic</a>	<a href="#">*Basic First Aid Choice Board</a>
	<a href="#">*Socrative</a>	<a href="#">*Resources   NJCASA</a>	<a href="#">*Toolkit for Schools - Make Smoking History</a>	<a href="#">*Performing Hands-Only CPR   Using an AED   First Aid for Choking</a>
	<a href="#">*Mentimeter</a>	<a href="#">*Search &amp; Selection Tool – Advocates for Youth</a>	<a href="#">*Commercial Tobacco Prevention and Control</a>	<a href="#">*CPR on Television. Who did it right?</a>
	<a href="#">*Padlet</a>	<a href="#">*Amaze.org</a>	<a href="#">*Educator Resources   Youth Now</a>	<a href="#">*CPR In Television</a>
	<a href="#">*CASEL</a>	<a href="#">*Amaze.org JR</a>		<a href="#">*CPR/AED Slide Show</a>
	<a href="#">*FDA</a>	<a href="#">*StopBullying.gov</a>		
	<a href="#">*Teens (for Teens) - Nemours KidsHealth</a>	<a href="#">*PACER's National</a>		
	<a href="#">*Centers for Disease</a>			

	<a href="#">Control and Prevention</a> <a href="#">*School Workshops On Body Image: Confident Me – Dove</a> <a href="#">*The Health Triangle</a> <a href="#">*UNICEF</a> <a href="#">*National Institute of Mental Health</a> <a href="#">*Physical Activity Basics</a> <a href="#">*CalorieKing</a> <a href="#">*FitnessGram</a> <a href="#">*MyPlate</a> <a href="#">*USDA</a> <a href="#">*How to Get SMART About Goal Setting</a> <a href="#">*Creating Your Personal Stress-Management Plan</a> <a href="#">*Bullying Survey</a> <a href="#">*National Suicide Prevention Lifeline</a> <a href="#">*Psychiatry.org - Suicide Prevention</a> <a href="#">*NIMH » Help for Mental Illnesses</a>	<a href="#">Bullying Prevention Center</a> <a href="#">*GLSEN</a> <a href="#">*Love is Respect</a> <a href="#">*Preventing Teen Dating Violence</a> <a href="#">*Sophia's Secret - CBS News</a> <a href="#">*Life's Greatest Miracle   NOVA   PBS</a> <a href="#">*Birth Control Methods &amp; Options</a> <a href="#">*Types of Sexually Transmitted Infections</a> <a href="#">*HECAT: Module SH - SEXUAL HEALTH CURRICULUM</a> <a href="#">*Answer, Rutgers</a> <a href="#">*Gender &amp; Sexual Identity   Learning for Justice</a> <a href="#">*National Institute of Mental Health</a> <a href="#">*Resources for GSAs</a> <a href="#">*What are the different types of contraception?   NICHD - Eunice Kennedy Shriver National Institute of Child Health and</a>	<a href="#">*Presentation for Youth   Electronic Cigarettes   Smoking &amp; Tobacco Use   CDC</a> <a href="#">*Prescription Drugs Prezi</a> <a href="#">*The Abuse Of Prescription Drugs.</a> <a href="#">*Top 10 Prescription Facts about Drug Abuse Video</a> <a href="#">*Substance Abuse Treatment Programs TN   Addiction Rehab TN</a> <a href="#">*Teen Substance Use Disorder Treatment   Los Angeles CA  </a> <a href="#">*Rx foRUnderstanding: - Preventing Prescription Drug Abuse</a> <a href="#">*Welcome to Herointown, New Jersey's 4th-largest city</a> <a href="#">*Alumni In Recovery</a> <a href="#">*Commonly Used Drugs Charts   National Institute on Drug Abuse (NIDA)</a> <a href="#">*National Institute on Drug Abuse</a>	<a href="#">*Types of Disasters   American Red Cross</a> <a href="#">*EPA Poison Checklist</a> <a href="#">*Department of Health   Communicable Disease Service   Fight the Bite, NJ!</a> <a href="#">*Lifesavers Inc</a> <a href="#">*American Heart Association</a> <a href="#">*The Stages of Grief: How to Understand Your Feelings</a> <a href="#">*Stop The Bleed</a>
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		<a href="#">Human Development</a> <a href="#">*Ally's Story: Second Thoughts on Sexting</a> <a href="#">*Staying healthy and safe   Office on Women's Health</a> <a href="#">*Everybody Loves Raymond - The Angry Family</a> <a href="#">*"Modern Family" Trailer</a> <a href="#">*Rights, Respect, Responsibility</a> <a href="#">*NJ LGBTQ Inclusive Curriculum - Make It Better for Youth</a> <a href="#">*The Harbor TV</a> <a href="#">*What Consent Looks Like   RAINN</a> <a href="#">*Information on Risk Behaviors for Parents with Teens (Ages 12-19)   CDC</a> <a href="#">*SEXUAL BEHAVIOR: TYPICAL or PROBLEMATIC?</a> <a href="#">*Recognize Human Trafficking - SAFE Center</a> <a href="#">*Child Safety Laws In Your State   Safe Kids Worldwide</a>	<a href="#">*Parents &amp; Educators   National Institute on Drug Abuse (NIDA)</a> <a href="#">*Alcohol Facts and Statistics</a>	
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		<p><a href="#">*State-by-State Differences in Sexting Laws   Bark</a></p> <p><a href="#">*Protections from Sexual Harassment in Employment Under New Jersey Law</a></p> <p><a href="#">*Protections from Sexual Harassment Under New Jersey Law</a></p> <p><a href="#">*Civil Statute of Limitations for Sexual Assault   NJCASA</a></p> <p><a href="#">*6 Different Types of Abuse - REACH</a></p> <p><a href="#">*Recognize Human Trafficking - SAFE Center</a></p> <p><a href="#">*A Teens Guide to Social Media Safety   Safe Search</a></p> <p><a href="#">*Sexting and the Impacts on Young People   Kids Helpline</a></p>		
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**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. 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:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – Health IV**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 10	approx. 10	approx. 10	approx. 10
<b>Topic</b>	Health and Wellness	Relationships/Family Life/Sexuality	Alcohol, Tobacco, and Other Drugs	Community Health Skills
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>• 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>• 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>• 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>• 2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).</li> <li>• 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</li> <li>• 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</li> <li>• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>• 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> <li>• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</li> <li>• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</li> </ul>

	<ul style="list-style-type: none"> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> <li>• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> <li>• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</li> <li>• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</li> <li>• 2.1.12.SSH.3: Analyze</li> </ul>	<p>(including HIV) and identify ways to overcome potential barriers to prevention.</p> <ul style="list-style-type: none"> <li>• 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.</li> <li>• 2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</li> <li>• 2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics).</li> <li>• 2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> <li>• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> <li>• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li> <li>• 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</li> <li>• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation,</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</li> <li>• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li> <li>• 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</li> <li>• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> <li>• 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital</li> </ul>
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	<p>current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</li> <li>• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li> <li>• 2.1.12.CHSS.2: Develop an advocacy plan for a health issue and share this information with others who can benefit.</li> <li>• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g.,</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</li> <li>• 2.1.12.PP.8: Assess the skills needed to be an effective parent.</li> <li>• 2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</li> <li>• 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</li> <li>• 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.</li> <li>• 2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</li> </ul>	<p>and identity.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</li> <li>• 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</li> <li>• 2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).</li> <li>• 2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.</li> <li>• 2.1.12.SSH.9: Analyze the personal and societal factors</li> </ul>	<p>devices in a variety of situations (e.g., cyberbullying, sexting).</p>
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	<p>suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</p> <ul style="list-style-type: none"> <li>• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home and in the community.</li> <li>• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li> <li>• 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.</li> <li>• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> <li>• 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</li> <li>• 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations.</li> <li>• 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.</li> <li>• 2.1.12.SSH.5: Demonstrate ways to show</li> </ul>	<p>that could keep someone from leaving an unhealthy relationship.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</li> <li>• 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</li> </ul>	<p>respect for the boundaries of others as they relate to intimacy and sexual behavior.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.</li> <li>• 2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.</li> </ul> <p>2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.</p> <ul style="list-style-type: none"> <li>• 2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.</li> <li>• 2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.</li> </ul>		
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		<ul style="list-style-type: none"> <li>• 2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</li> <li>• 2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).</li> <li>• 2.1.12.CHSS.5: Analyze a variety of health products and services based on cost, availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self-examination, CPR/AED, life skills training, menstrual products).</li> <li>• 2.1.12.CHSS.6: Evaluate the validity of health information, resources, services, in school, home</li> </ul>		
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		<p>and in the community.</p> <ul style="list-style-type: none"> <li>• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).</li> <li>• 2.1.12.CHSS.9: Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.</li> <li>• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</li> <li>• 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> </ul>		
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		<ul style="list-style-type: none"> <li>• 2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).</li> <li>• 2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.</li> <li>• 2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.</li> <li>• 2.3.12.PS.8: Develop strategies to communicate effectively, safely, and with empathy when using digital devices in a variety of situations (e.g., cyberbullying, sexting).</li> <li>• 2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</li> </ul>		
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		<ul style="list-style-type: none"> <li>• 2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</li> </ul>		
<b>Content</b>	<p>Overall Health and Wellness:</p> <ul style="list-style-type: none"> <li>• Health Risks</li> <li>• Health Behaviors</li> <li>• Health Triangle</li> </ul> <p>Different Types of Health:</p> <ul style="list-style-type: none"> <li>• Social Health</li> <li>• Mental Health</li> <li>• Emotional Health</li> <li>• Physical Health</li> </ul> <p>Social and Emotional Health:</p> <ul style="list-style-type: none"> <li>• Self Esteem</li> <li>• Stress</li> <li>• Mental Illness</li> <li>• Diagnosis and Treatment of Mental Illness</li> </ul> <p>Fitness and Nutrition:</p> <ul style="list-style-type: none"> <li>• Aerobic Exercise</li> <li>• Anaerobic Exercise</li> <li>• Diets (Healthy and Fads)</li> <li>• Calories (Fats, Carbs, and Protein)</li> <li>• Food</li> </ul>	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Domestic and Dating Violence Sexual Decision Making</li> <li>• Sexual Harassment</li> <li>• Alcohol and Other Drugs Influence on Decision Making, Consent, and Risk for Sexual Assault</li> <li>• Sexually Transmitted Infections Abstinence</li> <li>• Contraception</li> </ul> <p>Types of relationships:</p> <ul style="list-style-type: none"> <li>• Dating Relationships</li> <li>• Family Relationships</li> <li>• Peer Relationships</li> <li>• Relationship with Self</li> <li>• Conflict Resolution</li> </ul> <p>Body Systems:</p>	<p>Immediate and long-term consequences associated with substance abuse.</p> <p>Drugs Affect:</p> <ul style="list-style-type: none"> <li>• Person</li> <li>• Family</li> <li>• Friends</li> <li>• Community</li> </ul> <p>Medications:</p> <ul style="list-style-type: none"> <li>• Prescription</li> <li>• Over-the-Counter</li> <li>• Medicinal Supplements</li> <li>• Holistic</li> </ul> <p>Illegals Drugs:</p> <ul style="list-style-type: none"> <li>• Cocaine</li> <li>• GHB</li> <li>• Hallucinogens</li> <li>• Heroin/Opiates</li> <li>• Inhalants</li> <li>• Methamphetamine</li> <li>• Speed</li> <li>• PCP</li> <li>• LSD</li> <li>• Psilocybin</li> </ul>	<p>Before and After Care:</p> <ul style="list-style-type: none"> <li>• Consent</li> <li>• Abandonment</li> <li>• Negligence</li> <li>• Duty to Act</li> <li>• Act of Omission</li> <li>• Act of Commission</li> <li>• Confidentiality</li> <li>• Good Samaritan Laws</li> <li>• Disease</li> <li>• Precautions</li> <li>• Stages of Grieving</li> <li>• Levels of Consent</li> <li>• Organ Donation</li> </ul> <p>Types of Emergencies:</p> <ul style="list-style-type: none"> <li>• Breathing</li> <li>• Choking</li> <li>• Allergic Reactions</li> <li>• Heart Emergencies</li> <li>• Fainting</li> <li>• Diabetes/Low Blood Sugar</li> <li>• Stroke</li> <li>• Seizure</li> <li>• Shock</li> </ul> <p>Bodily Injuries:</p>

	<ul style="list-style-type: none"> <li>Pyramid/MyPlate</li> <li>Food Labels</li> <li>Eating Disorders</li> </ul> <p>Hygiene/Care Of:</p> <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> <p>Heredity Environment Behavior Media Decision Making Goals Goal Setting Action Plans</p> <p>Cancer Awareness Months</p> <ul style="list-style-type: none"> <li>January- Cervical</li> <li>February- Cancer Prevention</li> <li>March- Kidney</li> <li>April- Testicular</li> <li>May- Bladder, Brain, and Skin</li> <li>June- Cancer Survivor</li> <li>July- Sarcoma, Bone</li> <li>August</li> <li>September- Childhood,</li> </ul>	<ul style="list-style-type: none"> <li>Female Reproductive System</li> <li>Male Reproductive System</li> </ul> <p>Gender Identity Gender Expression Biological Sex Sexual Orientation</p> <p>Pregnancy:</p> <ul style="list-style-type: none"> <li>Fertilization</li> <li>Fetal Development</li> <li>Prenatal Care</li> <li>Birth Process</li> <li>Stages of Labor</li> <li>Birth Defects</li> <li>Adoption/Foster</li> <li>Teen Parenting</li> </ul>	<p>Nicotine/Tobacco/Marijuana Vape:</p> <ul style="list-style-type: none"> <li>Legality</li> <li>Long/Short Term Issues</li> <li>Addiction</li> <li>Physical Effects</li> <li>Behavioral Effects</li> </ul> <p>Alcohol:</p> <ul style="list-style-type: none"> <li>Legality</li> <li>Long/Short Term Issues</li> <li>Addiction</li> <li>Physical Effects</li> <li>Behavioral Effects</li> </ul> <p>Anabolic Steroids:</p> <ul style="list-style-type: none"> <li>Legality</li> <li>Long/Short Term Issues</li> <li>Addiction</li> <li>Physical Effects</li> <li>Behavioral Effects</li> </ul> <p>Peer Pressure Drug Treatment/Rehab Responsible Decision Making</p>	<ul style="list-style-type: none"> <li>Bleeding Emergencies</li> <li>Nosebleed</li> <li>Eye Injuries</li> <li>Tooth Injuries</li> <li>Amputations</li> <li>Internal Bleeding</li> <li>Head/Neck/Spinal Injuries</li> <li>Fractures</li> <li>Dislocations</li> <li>Sprains</li> <li>Strains</li> <li>Ligaments</li> <li>Cramps</li> <li>Burns</li> <li>Poisons</li> <li>Bites</li> <li>Stings</li> <li>Lyme Disease</li> <li>Alcohol Intoxication</li> <li>Drug Emergencies</li> <li>Carbon Monoxide Poisoning</li> </ul> <p>Proper Procedures to Perform:</p> <ul style="list-style-type: none"> <li>Rescue Breathing</li> <li>CPR</li> <li>AED</li> <li>First Aid</li> <li>Tourniquet</li> <li>EpiPen</li> <li>Heimlich Maneuver</li> <li>RICE</li> </ul>
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	<p>Leukemia, Lymphoma, Ovarian, Prostate, Thyroid, Uterine</p> <ul style="list-style-type: none"> <li>● October-Breast, Liver</li> <li>● November- Lung, Pancreatic</li> <li>● December</li> </ul> <p>Body Systems:</p> <ul style="list-style-type: none"> <li>● Skeletal System</li> <li>● Muscular System</li> <li>● Cardiovascular System</li> <li>● Respiratory System</li> <li>● Integumentary System</li> <li>● Nervous System</li> <li>● Digestive System</li> </ul> <p>School Violence Awareness Week</p> <ul style="list-style-type: none"> <li>● 3rd Monday of October</li> </ul>			<ul style="list-style-type: none"> <li>● Stop the Bleed</li> <li>● Packing Wounds</li> <li>● Recovery Position</li> </ul> <p>Fire Safety:</p> <ul style="list-style-type: none"> <li>● Evacuation Plan</li> <li>● In the Home</li> <li>● Outside the Home</li> </ul>
<b>Skills</b>	<p>*The students will be able to understand that eating habits and diet will have lifelong effects on numerous health issues which will have a major impact on their futures.</p> <p>*The students will be able to determine if physical</p>	<p>*The students will be able to compare and contrast healthy versus unhealthy interpersonal relationships.</p> <p>*The students will be able to brainstorm exit strategies to employ if involved in an unhealthy relationship.</p>	<p>*The students will be able to investigate the use and abuse of over-the-counter and prescription medications and their correlation to abuse.</p> <p>*The students will be able to relate injected drug use to the incidence of diseases</p>	<p>*The students will be able to discuss the importance and responsibilities of first responders.</p> <p>*The students will be able to recall opportunities for organ and tissue donation.</p> <p>*The students will be able</p>

	<p>fitness and good nutrition have a positive relationship and if a healthy diet alone is not enough to maintain proper weight and fitness levels.</p> <p>*The students will be able to learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>*The students will be able to explain the impact of personal health behaviors on the functioning of the human body.</p> <p>*The students will be able to describe the interrelationships of mental, emotional, social and physical health throughout adulthood.</p> <p>*The students will be able to analyze how family, peers, and community can influence the health of individuals.</p> <p>*Students will analyze the role of individual responsibility for enhancing health.</p>	<p>*The students will be able to determine personal responsibilities in the maintenance of positive relationships with family and friends.</p> <p>*The students will be able to discuss the legal ramifications of abusive behaviors.</p> <p>*The students will be able to assess the physical, mental, and emotional effects of abusive behaviors.</p> <p>*The students will be able to compare and contrast theories regarding the incidence of abusive behaviors.</p> <p>10. Genetic Predisposition 11. Peer Pressure 12. Lack of Strong Role Models</p> <p>*The students will be able to summarize the intervention strategies to eliminate high-risk behaviors.</p> <p>*The students will be able to assess the diverse</p>	<p>such as HIV/AIDS and hepatitis.</p> <p>*The students will be able to analyze the societal impact of substance abuse on the individual, family, and community.</p> <p>*The students will be able to compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries.</p> <p>*The students will be able to correlate increased alcohol use with challenges that may occur at various life stages.</p> <p>*The students will be able to correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.</p> <p>*The students will be able to make decisions for themselves when put in role-play scenarios.</p> <p>*The students will be able to</p>	<p>to identify ways in which a conscious or unconscious person might be treated in an emergency breathing situation.</p> <p>*The students will be able to differentiate among methods for treating infants, children, and adults.</p> <p>*The students will be able to define the 3 Cs (check, call, care) in the emergency steps sequence.</p> <p>*The students will be able to practice and perform rescue breathing techniques appropriate for infants, children, and adults.</p> <p>*The students will be able to compare and contrast CPR and AED techniques.</p> <p>*The students will be able to perform rescue breathing techniques in simulated emergency situations.</p> <p>*The students will be able to demonstrate how to properly use an AED on an individual.</p>
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	<p>*The students will be able to recognize hereditary factors that can affect non-communicable diseases related to our health and our reactions to stressful situations.</p> <p>*The students will be able to clearly identify problems related to personal hygiene and sanitation and their causes.</p> <p>*The students will be able to assess personal wellness habits.</p> <p>*The students will be able to analyze the contributions of each nutrient class to good health. (ex: fats, carbs, protein, water, minerals, vitamins)</p> <p>*The students will be able to research the dietary trends of young adults while also analyzing the impact of social media has on dietary habits and choices young adults make.</p> <p>*The students will be able to compare and contrast cultural habits that impact</p>	<p>methods of interpersonal communication.</p> <p>10. Verbal 11. Nonverbal 12. Electronic</p> <p>*The students will be able to dramatize appropriate interpersonal communication strategies.</p> <p>*The students will be able to examine factors that impact effective interpersonal communication.</p> <p>13. Peer Pressure 14. Conflict 15. Group Mentality 16. Self-Esteem Issues</p> <p>*The students will be able to identify the consequences technology can have on interpersonal relationships (sexting/texting).</p> <p>*The students will be able to demonstrate positive communication skills.</p> <p>10. Refusal 11. Negotiation 12. Assertiveness</p> <p>*The students will be able to compare and contrast</p>	<p>demonstrate strategies for taking care of themselves and others</p> <p>*The students will be able to identify and discuss risk behaviors associated with alcohol and drug use.</p> <p>*The students will be able to discuss the potential health risks of adolescent use of alcohol and drug use on the development of the youth brain.</p> <p>*The students will be able to identify resistance skills to resist pressure and to engage in peer pressure to use and abuse alcohol and drug use.</p> <p>*The students will be able to explain how the brain and body respond to the use of alcohol and drugs.</p> <p>*The students will be able to explain how the body responds to alcohol and drugs.</p> <p>*The students will be able to discuss positive social practices to avoid being around alcohol and drug</p>	<p>*The students will be able to perform manual CPR in simulated emergency situations.</p> <p>*The students will be able to demonstrate techniques mandated by the Red Cross.</p> <p>*The students will be able to assimilate life saving techniques in the performance of Red Cross assessments.</p> <p>*The students will be able to present careers in a health industry project using technology.</p> <p>*The students will be able to identify the basic components of an emergency situation (e.g., bleeding, burns, choking, possible poisoning).</p> <p>*The students will be able to compare and contrast emergency situations to non-life-threatening situations.</p> <p>*The students will be able to illustrate the basic First Aid and care involved in an</p>
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	<p>personal nutrition.</p> <p>*The students will be able to demonstrate the relationship between diet and illness.</p> <p>*The students will be able to identify how emotions impact depression, stress, and thoughts of suicide.</p> <p>*The students will be able to understand healthy stress management strategies and how to utilize them.</p> <p>*The students will be able to identify ways to improve or maintain good personal hygiene practices.</p> <p>*The students will be able to anticipate the consequences of the problem for self, family, and classmates by not practicing good personal hygiene and sanitation.</p> <p>*The students will be able to assess the advantages and disadvantages of personal hygiene and sanitation practices.</p>	<p>positive and negative characteristics of human relationships.</p> <p>*The students will be able to determine values and ethics that contribute to healthy interpersonal relationships.</p> <p>*The students will be able to assimilate the personal attributes of a desired friend and confidante in a visual representation.</p> <p>*The students will be able to summarize significant events that affect familial relationships.</p> <p>16. Divorce 17. Remarriage 18. Pregnancy 19. Loss of a Family Member 20. Abuse</p> <p>*The students will be able to develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, obtaining or giving consent, or only dating someone of the same age.</p> <p>*The students will be able</p>	<p>use.</p> <p>*The students will be able to explain the alternatives to alcohol and drug use.</p> <p>*The students will be able to discuss resistance skills to use anabolic steroids and the long-lasting use of these types of drugs.</p> <p>*The students will be able to explain how alcohol affects the mental and physical abilities needed for driving safely.</p> <p>*The students will be able to define blood-alcohol concentration (BAC).</p> <p>*The students will be able to list and explain the factors that affect blood-alcohol concentration.</p> <p>*The students will be able to compare myths and truths about the use of alcohol.</p> <p>*The students will be able to explain the difference between over-the-counter medicine and prescription medicine.</p>	<p>emergency situation, including basic life support.</p> <p>*The students will be able to demonstrate methods for bleeding control.</p> <p>*The students will be able to dramatize care for emergency situations (e.g., bites, broken bone or joint injury, burns, poisoning, stings)</p> <p>*The students will be able to assess the importance of the use of protective barriers in the treatment of victims.</p> <p>*The students will be able to utilize technology to research legislation regarding public safety and responder liability (e.g., The Good Samaritan Law).</p> <p>*The students will be able to summarize and identify proper procedures to prevent and treat Lyme's Disease.</p> <p>*The students will be able to understand the stages of grieving.</p> <p>*The students will be able</p>
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<p>*The students will be able to identify the best possible solution for him/her based on personal ability and living situation.</p> <p>*The students will be able to clearly and directly state opinions and give good reasons.</p> <p>*The students will be able to ask for help and advice and seek information when needed.</p> <p>*The students will be able to identify personal hygiene and sanitation practices and the need to improve or maintain them.</p> <p>*The students are able to identify how their personal hygiene and sanitation practices may impact others.</p> <p>*The students will be able to recognize the needs of others in terms of their own personal hygiene and sanitation practices.</p> <p>*The students will be able to recognize how maintaining good personal</p>	<p>to identify and explain the function of the parts of the male and female reproductive systems.</p> <p>*The students will be able to differentiate between gender identity, gender expression, biological sex, and sexual orientation.</p> <p>*The students will be able to identify and compare different types of STIs (Sexually Transmitted Infections), identify signs and symptoms, and describe treatment methods.</p> <p>*The students will be able to understand ways to get STIs and prevent them.</p> <p>*The students will be able to identify different types of contraception and understand how each method works.</p> <p>*The students will be able to explain how to prevent pregnancy and the decisions to be made related to pregnancy and childbirth that will have short and long-term impacts.</p>	<p>*The students will be able to explain how depressants, stimulants, and hallucinogenic drugs affect a person.</p> <p>*The students will be able to describe the effects of combining alcohol with other drugs.</p> <p>*The students will be able to describe zero tolerance levels of impairment and how impairment can be detected and measured.</p> <p>*The students will be able to describe how peer influences and peer pressure might affect a person's decision about drinking and driving.</p> <p>*The students will be able to list five steps involved in making a responsible decision.</p> <p>*The students will be able to explain the meaning of peer education.</p> <p>*The students will be able to explain why everyone should share the responsibility of preventing</p>	<p>to analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.</p> <p>*The students will be able to analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.</p> <p>*The students will be able to properly administer an epi-pen.</p> <p>*The students will be able to explain how to perform the Heimlich Maneuver and demonstrate properly on a mannequin.</p> <p>*The students will be able to give first aid steps for eye and tooth injuries.</p> <p>*The students will be able to recognize and care for head, neck, and spinal injuries.</p> <p>*The students will be able to recognize and care for extremity injuries.</p>
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	<p>hygiene and sanitation will support good self-esteem.</p> <p>*The students will be able to determine ways in which an individual can take responsibility for ensuring success and wellness.</p> <p>*The students will be able to properly give one's self a breast examination.</p> <p>*The students will be able to identify and explain different types of cancer.</p> <p>*The students will be able to know how to screen/test for multiple types of cancers.</p> <p>*The students will be able to identify the major organs and systems of the human body and explain how they keep us alive.</p> <p>*The students will be able to examine how the human body systems work together.</p> <p>*The students will be able to explain how humans grow, develop, and stay healthy.</p>	<p>*The students will be able to describe fertilization, fetal development, and the birth process and resources available to confirm pregnancy.</p> <p>*The students will be able to compare and contrast the alternatives available to a pregnant teen.</p> <p>*The students will be able to identify the effects and consequences of the use of alcohol, tobacco, and other drugs on the developing fetus.</p> <p>*The students will be able to explain how parental responsibilities change throughout the family life cycle.</p> <p>*The students will be able to evaluate the methods and resources available to confirm a pregnancy.</p> <p>*The students will be able to analyze factors that affect the decision to become a parent.</p> <p>*The students will be able to evaluate different</p>	<p>friends from drinking and driving.</p> <p>*The students will be able to identify five different ways to say no to peer pressure.</p>	<p>*The students will be able to recognize and care for burns and electrical injuries.</p> <p>*The students will be able to recognize and care for poisons.</p> <p>*The students will be able to recognize and care for alcohol and drug emergencies.</p> <p>*The students will be able to recognize carbon monoxide poisoning.</p> <p>*The students will be able to learn about fire prevention and develop/establish a plan for their household.</p> <p>*The students will be able to evaluate the ways their families use fire and the safety of their homes from fire hazards.</p> <p>*The students will be able to discuss fire safety outside the house.</p> <p>*The students will be able to investigate product warning labels and fire</p>
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	<p>*The students will be able to discuss how our bodies let us do what we want and keep us alive.</p> <p>*The students will be able to assess how the health of one organ system impacts the health of the other organ systems.</p> <p>*The students will be able to explain how the systems and organs of the human body work together and individually to support life.</p> <p>*The students will be able to compare and contrast why each of the systems of the body is important.</p> <p>*The students will be able to hypothesize how our lifestyles impact our body systems and organs.</p> <p>*The students will be able to understand how cells are the basic unit of structure and function in the human body.</p> <p>*The students will be able to outline how we can make choices to</p>	<p>reproductive disorders.</p> <p>*The students will be able to investigate the signs and symptoms that may occur in the body indicating a reproductive disorder.</p> <p>*The students will be able to compare and contrast male and female sterility.</p> <p>*The students will be able to create an action plan of how often individuals should give themselves a self-exam or go for screenings by a medical professional.</p> <p>*The students will be able to identify and discuss risk behaviors associated with sexting and a negative social media presence.</p> <p>*Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p>*Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault,</p>		<p>safety.</p>
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	<p>promote a healthy body.</p> <p>*The students will be able to examine how what we put in our bodies affect the way it works.</p> <p>*The students will be able to identify ways to eliminate cyberbullying and a negative social media imprint.</p> <p>*The students will be able to understand that anxiety and depression are treatable mental health problems.</p> <p>*The students will be able to research mental health professionals and related health agencies that provide treatment and support for people with mental health problems.</p> <p>*The students will be able to explain why professional intervention and support from friends and family can often help prevent suicide.</p>	<p>sexual abuse, incest, rape, domestic violence, coercion, dating violence)</p> <p>*Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked</p> <p>*Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence)</p> <p>*Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence</p>		
<b>Inclusion for Diversity</b>	<p><a href="#">*Teach LGBTQ</a></p> <p><a href="#">*The Jigsaw Classroom</a></p>	<p><a href="#">*Teach LGBTQ</a></p> <p><a href="#">*The Jigsaw Classroom</a></p>	<p><a href="#">*Teach LGBTQ</a></p> <p><a href="#">*The Jigsaw Classroom</a></p>	<p><a href="#">*Teach LGBTQ</a></p> <p><a href="#">*The Jigsaw Classroom</a></p>

	<a href="#">*Personal Hygiene and Grooming</a> <a href="#">*Teaching Hygiene to Students with Special Needs</a> <a href="#">*Black hair: Tips for everyday care</a> <a href="#">*The Trevor Project</a> <a href="#">*Providing Mental Health First Aid to LGBTQ+ Communities</a>	<a href="#">*LGBTQ Relationships</a> <a href="#">*LGBTQ+ Relationships</a> <a href="#">*Healthy LGBT Relationships</a> <a href="#">*Fostering Healthy Relationships - Parenting Special Needs Magazine</a> <a href="#">*NYC Anti-Violence Project</a>		<a href="#">*Pride with Heart   American Heart Association CPR &amp; First Aid</a>
<b>Modifications and Accommodations</b>	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>*Exemplars of Varied Performance Levels</li> <li>*Multimedia Presentations</li> <li>*Sheltered instruction</li> <li>*Consultation with ESL Teachers</li> <li>*Manipulatives</li> <li>*Tiered/Scaffolded Lessons</li> <li>*Mnemonic Devices</li> <li>*Visual Aids *Modeling</li> <li>*Guided Note-Taking</li> <li>*Study Guides</li> <li>*Modified Homework</li> <li>*Differentiated Pre-Typed Class Notes</li> </ul>	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>*Exemplars of Varied Performance Levels</li> <li>*Multimedia Presentations</li> <li>*Sheltered instruction</li> <li>*Consultation with ESL Teachers</li> <li>*Manipulatives</li> <li>*Tiered/Scaffolded Lessons</li> <li>*Mnemonic Devices</li> <li>*Visual Aids *Modeling</li> <li>*Guided Note-Taking</li> <li>*Study Guides</li> <li>*Modified Homework</li> <li>*Differentiated Pre-Typed Class Notes</li> </ul>	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>*Exemplars of Varied Performance Levels</li> <li>*Multimedia Presentations</li> <li>*Sheltered instruction</li> <li>*Consultation with ESL Teachers</li> <li>*Manipulatives</li> <li>*Tiered/Scaffolded Lessons</li> <li>*Mnemonic Devices</li> <li>*Visual Aids *Modeling</li> <li>*Guided Note-Taking</li> <li>*Study Guides</li> <li>*Modified Homework</li> <li>*Differentiated Pre-Typed Class Notes</li> </ul>	<p>Modifications and Accommodations for students with IEPs, English Language Learners, and Gifted and Talented students may include but are not limited to the following:</p> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>*Exemplars of Varied Performance Levels</li> <li>*Multimedia Presentations</li> <li>*Sheltered instruction</li> <li>*Consultation with ESL Teachers</li> <li>*Manipulatives</li> <li>*Tiered/Scaffolded Lessons</li> <li>*Mnemonic Devices</li> <li>*Visual Aids *Modeling</li> <li>*Guided Note-Taking</li> <li>*Study Guides</li> <li>*Modified Homework</li> <li>*Differentiated Pre-Typed Class Notes</li> </ul>

	<ul style="list-style-type: none"> <li>*Manipulatives</li> <li>*Flipped Instruction *Word Banks</li> <li>*Reduced Choice on Assessments</li> <li>*Preferential Seating</li> <li>*Choice Activities</li> <li>*Modified Time</li> <li>Requirements *Modified Notes</li> <li>*Modified Lesson, Assessment and Study Guide Format</li> <li>*Provide an Enriched Curriculum and Activities</li> <li>*Independent Projects</li> <li>*Contracts/Behavior Support Plans</li> <li>*Open-Ended Responses</li> <li>*Project-Based Learning</li> <li>*Group Activities *Guided Notes</li> <li>*Functional Learning</li> <li>*Exploration Activities</li> <li>*Assessment Read Aloud</li> <li>*Small Group Assessments</li> <li>*Organizational Support</li> <li>*Oral Questioning</li> <li>Assessment *Pre-Writing</li> <li>Structural Supports</li> <li>*Ongoing Teacher Feedback *Interactive</li> <li>Study Guides</li> <li>*Multi-Sensory Approach</li> <li>*Written and Spoken</li> <li>*Step-by-Step Directions</li> <li>*Content-Focused</li> </ul>	<ul style="list-style-type: none"> <li>*Manipulatives</li> <li>*Flipped Instruction *Word Banks</li> <li>*Reduced Choice on Assessments</li> <li>*Preferential Seating</li> <li>*Choice Activities</li> <li>*Modified Time</li> <li>Requirements *Modified Notes</li> <li>*Modified Lesson, Assessment and Study Guide Format</li> <li>*Provide an Enriched Curriculum and Activities</li> <li>*Independent Projects</li> <li>*Contracts/Behavior Support Plans</li> <li>*Open-Ended Responses</li> <li>*Project-Based Learning</li> <li>*Group Activities *Guided Notes</li> <li>*Functional Learning</li> <li>*Exploration Activities</li> <li>*Assessment Read Aloud</li> <li>*Small Group Assessments</li> <li>*Organizational Support</li> <li>*Oral Questioning</li> <li>Assessment *Pre-Writing</li> <li>Structural Supports</li> <li>*Ongoing Teacher Feedback *Interactive</li> <li>Study Guides</li> <li>*Multi-Sensory Approach</li> <li>*Written and Spoken</li> <li>*Step-by-Step Directions</li> <li>*Content-Focused</li> </ul>	<ul style="list-style-type: none"> <li>*Manipulatives</li> <li>*Flipped Instruction *Word Banks</li> <li>*Reduced Choice on Assessments</li> <li>*Preferential Seating</li> <li>*Choice Activities</li> <li>*Modified Time</li> <li>Requirements *Modified Notes</li> <li>*Modified Lesson, Assessment and Study Guide Format</li> <li>*Provide an Enriched Curriculum and Activities</li> <li>*Independent Projects</li> <li>*Contracts/Behavior Support Plans</li> <li>*Open-Ended Responses</li> <li>*Project-Based Learning</li> <li>*Group Activities *Guided Notes</li> <li>*Functional Learning</li> <li>*Exploration Activities</li> <li>*Assessment Read Aloud</li> <li>*Small Group Assessments</li> <li>*Organizational Support</li> <li>*Oral Questioning</li> <li>Assessment *Pre-Writing</li> <li>Structural Supports</li> <li>*Ongoing Teacher Feedback</li> <li>*Interactive Study Guides</li> <li>*Multi-Sensory Approach</li> <li>*Written and Spoken *Step-by-Step Directions</li> <li>*Content-Focused</li> <li>Assessment *Non-Verbal</li> </ul>	<ul style="list-style-type: none"> <li>*Manipulatives</li> <li>*Flipped Instruction *Word Banks</li> <li>*Reduced Choice on Assessments</li> <li>*Preferential Seating</li> <li>*Choice Activities</li> <li>*Modified Time</li> <li>Requirements *Modified Notes</li> <li>*Modified Lesson, Assessment and Study Guide Format</li> <li>*Provide an Enriched Curriculum and Activities</li> <li>*Independent Projects</li> <li>*Contracts/Behavior Support Plans</li> <li>*Open-Ended Responses</li> <li>*Project-Based Learning</li> <li>*Group Activities *Guided Notes</li> <li>*Functional Learning</li> <li>*Exploration Activities</li> <li>*Assessment Read Aloud</li> <li>*Small Group Assessments</li> <li>*Organizational Support</li> <li>*Oral Questioning</li> <li>Assessment *Pre-Writing</li> <li>Structural Supports</li> <li>*Ongoing Teacher Feedback *Interactive</li> <li>Study Guides</li> <li>*Multi-Sensory Approach</li> <li>*Written and Spoken</li> <li>*Step-by-Step Directions</li> <li>*Content-Focused</li> </ul>
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	<p>Assessment *Non-Verbal Cues to Begin Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p><b>Gifted &amp; Talented</b> *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p><b>ELL's</b> *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking *Individualized Instruction</p>	<p>Assessment *Non-Verbal Cues to Begin Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p><b>Gifted &amp; Talented</b> *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p><b>ELL's</b> *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking *Individualized Instruction</p>	<p>Cues to Begin Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p><b>Gifted &amp; Talented</b> *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p><b>ELL's</b> *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking *Individualized Instruction *Manipulatives *Words</p>	<p>Assessment *Non-Verbal Cues to Begin Task/Remain on Task/Refocus *Individual Monitoring *Active Reading Strategies</p> <p><b>Gifted &amp; Talented</b> *Provide One-to-One Support *Curriculum Compacting *Advanced Problems *Supplemental Reading *Elevated Questioning *Flexible Grouping *Tiered Assignments *Topic Selection by Interest *Manipulatives *Tiered Lessons *Flipped Instruction *Multimedia Presentations *Open-Ended Responses *Project-Based Learning *Group Activities *Guided Notes *Conclusions and Analysis *Career Based Learning *Exploration Activities *Student Choice</p> <p><b>ELL's</b> *Multimedia Presentations *Sheltered Instruction *Manipulatives *Mnemonic Devices *Visual Aids *Modeling *Guided note-taking *Individualized Instruction</p>
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Reliable/ Suggested Materials	<a href="#">*Health Education / SEL Crosswalk</a>	<a href="#">*Health Education / SEL Crosswalk</a>	<a href="#">*Health Education / SEL Crosswalk</a>	<a href="#">*Health Education / SEL Crosswalk</a>
	<a href="#">*The health. moves. minds.® Fundraiser</a>	<a href="#">*The health. moves. minds.® Fundraiser</a>	<a href="#">*The health. moves. minds.® Fundraiser</a>	<a href="#">*The health. moves. minds.® Fundraiser</a>
	<a href="#">*CATCH</a>	<a href="#">*CATCH</a>	<a href="#">*CATCH</a>	<a href="#">*CATCH</a>
	<a href="#">*Discovery Education</a>	<a href="#">*Discovery Education</a>	<a href="#">*Discovery Education</a>	<a href="#">*Discovery Education</a>
	<a href="#">*High School   HealthSmart</a>	<a href="#">*High School   HealthSmart</a>	<a href="#">*High School   HealthSmart</a>	<a href="#">*High School   HealthSmart</a>
	<a href="#">*Kids Health</a>	<a href="#">*Kids Health</a>	<a href="#">*Kids Health</a>	<a href="#">*Kids Health</a>
	<a href="#">*Newsela</a>	<a href="#">*Newsela</a>	<a href="#">*Newsela</a>	<a href="#">*Newsela</a>
	<a href="#">*Quizlet</a>	<a href="#">*Teens (for Teens) - Nemours KidsHealth</a>	<a href="#">*Teens (for Teens) - Nemours KidsHealth</a>	<a href="#">*Teens (for Teens) - Nemours KidsHealth</a>
	<a href="#">*Kahoot!</a>	<a href="#">*Centers for Disease Control and Prevention</a>	<a href="#">*Centers for Disease Control and Prevention</a>	<a href="#">*Centers for Disease Control and Prevention</a>
	<a href="#">*Quizizz</a>	<a href="#">*Be Real. Be Ready.</a>	<a href="#">*Catch My Breath – A Nicotine Vaping Prevention Program</a>	<a href="#">*Red Cross</a>
	<a href="#">*Poll Everywhere</a>	<a href="#">*Sex Education is a Critical Component of School Health Education</a>	<a href="#">*The Real Cost of Vaping   Scholastic</a>	<a href="#">*Basic First Aid Choice Board</a>
	<a href="#">*Socrative</a>	<a href="#">*Resources   NJCASA</a>	<a href="#">*Toolkit for Schools - Make Smoking History</a>	<a href="#">*Performing Hands-Only CPR   Using an AED   First Aid for Choking</a>
	<a href="#">*Mentimeter</a>	<a href="#">*Search &amp; Selection Tool – Advocates for Youth</a>	<a href="#">*Commercial Tobacco Prevention and Control</a>	<a href="#">*CPR on Television. Who did it right?</a>
	<a href="#">*CASEL</a>	<a href="#">*Amaze.org</a>	<a href="#">*Educator Resources   Youth Now</a>	<a href="#">*CPR In Television</a>
	<a href="#">*FDA</a>	<a href="#">*Amaze.org JR</a>		<a href="#">*CPR/AED Slide Show</a>
	<a href="#">*Teens (for Teens) - Nemours KidsHealth</a>	<a href="#">*StopBullying.gov</a>		
	<a href="#">*Centers for Disease</a>	<a href="#">*PACER's National</a>		

	<a href="#">Control and Prevention</a> <a href="#">*School Workshops On Body Image: Confident Me – Dove</a> <a href="#">*The Health Triangle</a> <a href="#">*UNICEF</a> <a href="#">*National Institute of Mental Health</a> <a href="#">*Physical Activity Basics</a> <a href="#">*CalorieKing</a> <a href="#">*FitnessGram</a> <a href="#">*MyPlate</a> <a href="#">*USDA</a> <a href="#">*How to Get SMART About Goal Setting</a> <a href="#">*Creating Your Personal Stress-Management Plan</a> <a href="#">*Bullying Survey</a> <a href="#">*National Suicide Prevention Lifeline</a> <a href="#">*Psychiatry.org - Suicide Prevention</a> <a href="#">*NIMH » Help for Mental Illnesses</a>	<a href="#">Bullying Prevention Center</a> <a href="#">*GLSEN</a> <a href="#">*Love is Respect</a> <a href="#">*Preventing Teen Dating Violence</a> <a href="#">*Sophia's Secret - CBS News</a> <a href="#">*Life's Greatest Miracle   NOVA   PBS</a> <a href="#">*Birth Control Methods &amp; Options</a> <a href="#">*Types of Sexually Transmitted Infections</a> <a href="#">*HECAT: Module SH - SEXUAL HEALTH CURRICULUM</a> <a href="#">*Answer, Rutgers</a> <a href="#">*Gender &amp; Sexual Identity   Learning for Justice</a> <a href="#">*National Institute of Mental Health</a> <a href="#">*Resources for GSAs</a> <a href="#">*What are the different types of contraception?   NICHD - Eunice Kennedy Shriver National Institute of Child Health and</a>	<a href="#">*Presentation for Youth   Electronic Cigarettes   Smoking &amp; Tobacco Use   CDC</a> <a href="#">*Prescription Drugs Prezi</a> <a href="#">*The Abuse Of Prescription Drugs.</a> <a href="#">*Top 10 Prescription Facts about Drug Abuse Video</a> <a href="#">*Substance Abuse Treatment Programs TN   Addiction Rehab TN</a> <a href="#">*Teen Substance Use Disorder Treatment   Los Angeles CA  </a> <a href="#">*Rx foRUnderstanding: - Preventing Prescription Drug Abuse</a> <a href="#">*Welcome to Herointown, New Jersey's 4th-largest city</a> <a href="#">*Alumni In Recovery</a> <a href="#">*Commonly Used Drugs Charts   National Institute on Drug Abuse (NIDA)</a> <a href="#">*National Institute on Drug Abuse</a>	<a href="#">*Types of Disasters   American Red Cross</a> <a href="#">*EPA Poison Checklist</a> <a href="#">*Department of Health   Communicable Disease Service   Fight the Bite, NJ!</a> <a href="#">*Lifesavers Inc</a> <a href="#">*American Heart Association</a> <a href="#">*The Stages of Grief: How to Understand Your Feelings</a> <a href="#">*Stop The Bleed</a>
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		<a href="#">Human Development</a> <a href="#">*Ally's Story: Second Thoughts on Sexting</a> <a href="#">*Staying healthy and safe   Office on Women's Health</a> <a href="#">*Everybody Loves Raymond - The Angry Family</a> <a href="#">*"Modern Family" Trailer</a> <a href="#">*Rights, Respect, Responsibility</a> <a href="#">*NJ LGBTQ Inclusive Curriculum - Make It Better for Youth</a> <a href="#">*The Harbor TV</a> <a href="#">*What Consent Looks Like   RAINN</a> <a href="#">*Information on Risk Behaviors for Parents with Teens (Ages 12-19)   CDC</a> <a href="#">*SEXUAL BEHAVIOR: TYPICAL or PROBLEMATIC?</a> <a href="#">*Recognize Human Trafficking - SAFE Center</a> <a href="#">*Child Safety Laws In Your State   Safe Kids Worldwide</a>	<a href="#">*Parents &amp; Educators   National Institute on Drug Abuse (NIDA)</a> <a href="#">*Alcohol Facts and Statistics</a>	
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		<p><a href="#">*State-by-State Differences in Sexting Laws   Bark</a></p> <p><a href="#">*Protections from Sexual Harassment in Employment Under New Jersey Law</a></p> <p><a href="#">*Protections from Sexual Harassment Under New Jersey Law</a></p> <p><a href="#">*Civil Statute of Limitations for Sexual Assault   NJCASA</a></p> <p><a href="#">*6 Different Types of Abuse - REACH</a></p> <p><a href="#">*Recognize Human Trafficking - SAFE Center</a></p> <p><a href="#">*A Teens Guide to Social Media Safety   Safe Search</a></p> <p><a href="#">*Sexting and the Impacts on Young People   Kids Helpline</a></p>		
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**Union County Educational Services Commission**  
**Curriculum Mapping- Physical Education**

<b>Unit</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 11	approx. 11	approx. 11	approx. 7
<b>Topics</b>	1- Fitness 2- Football 3- Soccer 4- Floor Hockey	5- Volleyball 6- Basketball 7- Badminton 8- Team Handball	10- Pickleball/Tennis 11- Diamond Games 12- Golf 13- Project Adventure	14- Lacrosse 15- International Games 16- Cooperative Games
<b>Unit Summaries</b>	<p><b>1- Fitness:</b> Students will examine, participate in, and improve on their aerobic endurance, strength, flexibility, and stability. Students will be able to discover the overall importance of incorporating regular fitness activities into their daily lives both now and in the future to promote wellness in their lives.</p> <p><b>2- Football:</b> Students will be able to understand how they can enjoy moving around and being active while gaining the benefits of exercise through the game of flag football. Students will practice common football</p>	<p><b>5- Volleyball:</b> Throughout this unit of study, students will experience the promotion of effective movement development and fitness through volleyball skills and game participation. Skill development will include focusing on the development of serving, bumping, setting, volleyball rules, and safety.</p> <p><b>6- Basketball:</b> Basketball is known as a physical sport that can be used as a lifelong fitness activity. Basketball is a unit where the students will learn how to dribble, pass, shoot, and work as a team toward a common goal. This unit will incorporate</p>	<p><b>10- Pickleball/ Tennis:</b> Provides students with the opportunity to develop specialized movement skills and an understanding of pickleball/tennis. They analyze how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities.</p> <p><b>11- Diamond Games:</b> Throughout this unit of study, students will experience the promotion of effective movement development and fitness through wiffle ball, kickball, and frisbee baseball. Skill development will include focusing on the</p>	<p><b>14- Lacrosse:</b> Students will be able to understand how to enjoy movement and being active in promoting and improving their personal levels of fitness and overall health by utilizing the benefits of exercise and play. Students will also be prepared with the knowledge and skills required to competently enjoy and participate in the game of lacrosse.</p> <p><b>15- International Games:</b> Students will learn about sports and activities from the international stage: sports popular in other parts of the world. Rugby, cricket, and jai alai are just a taste of the numerous</p>

	<p>skills such as passing and catching a football, offensive and defensive plays, as well as kicking a football.</p> <p>3- Soccer: Students will learn the skills of passing, trapping, dribbling, and shooting. In this unit, students will be able to understand the positions of the players on the field and how the game of soccer is played. Students will also understand the benefits of exercise while playing in a soccer game.</p> <p>4- Floor Hockey: Floor Hockey is a game of speed and stick-handling capabilities. The students will work toward improved hand-eye coordination and gross motor skills. During the unit of floor hockey students will learn how to pass, dribble, shoot, and play correct offense and defense. The students will also become comfortable</p>	<p>shooting drills, dribbling shuttles, passing games, and small-sided games with different strategies and situations.</p> <p>7- Badminton: Provides students with the opportunity to develop specialized movement skills and an understanding of badminton. They analyze how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities, including Tennis and Pickleball.</p> <p>8- Team Handball: The intention of this unit is to familiarize high school students with the popular world sport of team handball. While it is often confused with the sport called “handball,” which is a game similar to racquetball, team handball is a fast-paced game</p>	<p>development of sport-specific safety throwing, catching, kicking, pitching, positions, strategies, and application of game rules.</p> <p>12- Golf: Students will gain the skills necessary to competently play a round of golf. The class will provide an opportunity to practice those skills needed to be able to incorporate golf into your lifetime and healthy lifestyle. This will be achieved by addressing the following learning objectives: putting, chipping, hitting with irons and drivers, tactical strategies, scoring, and golf-course etiquette. Safety will be a major issue seeing the students will be using long-handled instruments.</p> <p>13- Project Adventure: PA supports a world in which we all embark on adventures to discover our resiliency, solve problems,</p>	<p>activities across the globe.</p> <p>16- Cooperative Games: Students will understand basic skills and cognitive concepts that will enable them to participate in recreational and leisure activities. Physical participation as well as a development of the cognitive process will allow them to be actively involved in various forms of recreational and leisure activities</p>
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	with the strategies and teamwork that is integrated with the unit.	consisting of seven players on each team. Team handball players must work together to attack an opponent's goal, while also defending their own. Students will gain insight into the playing area, the rules of the game, specific game skills, and strategies employed both offensively and defensively. The unit will require a variety of skills common to many sports taught prior to this class	and connect more deeply with each other, our purpose, and ourselves. We know that adventure takes many forms. Whatever the nature of the adventure, it takes us out of our comfort zones, sparks our imagination, bonds us to each other, and leads us toward growth. We know that the experience of adventure teaches the adventurer about their innate worth and strength and builds more resilient groups. Adventure can be a tool for social and emotional learning, healing, and connection. PA believes that by providing well-structured opportunities for adventure, we build a stronger, more just, more resilient world.	
<b>Standards</b>	<ul style="list-style-type: none"> <li>• 2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).</li> <li>• 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</li> <li>• 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</li> <li>• 2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other</li> </ul>			



	<p>participants and recommend strategies to improve their performance, participation, and behavior.</p> <ul style="list-style-type: none"> <li>• 2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</li> <li>• 2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.</li> <li>• 2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</li> <li>• 2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.</li> <li>• 2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</li> <li>• 2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.</li> <li>• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</li> <li>• 2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</li> <li>• 2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</li> <li>• 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</li> <li>• 2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</li> <li>• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.</li> <li>• 2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.</li> <li>• 2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.</li> </ul>		
<b>Modifications</b>	<ul style="list-style-type: none"> <li>*Demonstrate/Model Activity</li> <li>*Partner Assisted</li> <li>*No Time Limits</li> </ul>	<ul style="list-style-type: none"> <li>*Provide Frequent Breaks</li> <li>*Slow the Activity</li> <li>*Simplify Patterns</li> </ul>	<ul style="list-style-type: none"> <li>*Reduce Number of Participants</li> <li>*Allow Balls to be Stationary</li> <li>*Use Variety Sizes, Weights, and Densities</li> </ul>

	<ul style="list-style-type: none"> <li>*Oral Prompts</li> <li>*More Space</li> <li>*Well Defined Boundaries</li> <li>*Modify Size of Equipment</li> <li>*Provide Balance Support</li> </ul>			
<b>Inclusion for Diversity</b>	<ul style="list-style-type: none"> <li>*<a href="#">EDI/Social Justice/SEL With The New York Times</a></li> <li>*<a href="#">Learning &amp; Unlearning (Race &amp; Racism 2020) Resources</a></li> <li>*<a href="#">Physical Activity for Students With Special Needs - Action for Healthy Kids</a></li> <li>*<a href="#">Physical Education Adaptations for Students with Disabilities</a></li> <li>*<a href="#">Multicultural Education in the US: Current Issues and Suggestions for Practical Implementations</a></li> <li>*<a href="#">Practicing Culturally Responsive Pedagogy in Physical Education</a></li> <li>*<a href="#">Understanding LGBTQ+ In PE</a></li> <li>*<a href="#">Physical Education: Transgender Inclusion</a></li> <li>*<a href="#">7 Ways to Include a Student with Special Needs in Physical Education - Friendship Circle</a></li> <li>*<a href="#">Special Olympics</a></li> <li>*<a href="#">Special Olympics New Jersey</a></li> <li>*<a href="#">Resources for Teaching About Race and Racism</a></li> <li>*<a href="#">Accommodating Diverse Students in Physical Education Class</a></li> </ul>			
<b>Skills</b>	<p><b>1- Fitness:</b></p> <ul style="list-style-type: none"> <li>*Know and understand the five components of health-related physical fitness.</li> <li>*Develop an individual fitness plan.</li> <li>*Know how to measure heart rate and utilize a heart rate monitor.</li> <li>*Know how to safely use various exercises that help develop the five components of health-related fitness.</li> <li>*Analyze and compare</li> </ul>	<p><b>5- Volleyball:</b></p> <ul style="list-style-type: none"> <li>*Perform fundamental skills such as bumping, setting, serving, and blocking.</li> <li>*Understand and implement basic offensive and defensive techniques, both as a team and as individuals.</li> <li>*Implement basic offensive and defensive positions on the court.</li> <li>*Implement basic scoring principles, rotation procedures, rules and</li> </ul>	<p><b>10- Pickleball/Tennis:</b></p> <ul style="list-style-type: none"> <li>*Demonstrate the scoring system and the correct terminology of the games of tennis and pickleball.</li> <li>*Perform fundamental skills such as the grip on a racquet, serve, volley, backhand, and forehand swinging movements.</li> <li>*Understand and implement basic offensive and defensive techniques, both as a team and as an individual.</li> <li>*Identify potential risks</li> </ul>	<p><b>14- Lacrosse:</b></p> <ul style="list-style-type: none"> <li>*Demonstrate the following skills: groundball/scoop, cradle, catch, throw, dodging, and positions in practice/game situations.</li> <li>*Participate actively in all practice and game situations.</li> <li>*Apply skills learned to small-game offense and defense situations.</li> <li>*Knowledge on how to properly and safely use the</li> </ul>

	<p>health, skill, and fitness benefits derived from a variety of sports and lifetime activities.</p> <p>*Use proper etiquette in the weight room and respect fellow students while participating in various fitness activities.</p> <p>*Analyze present fitness levels as compared to the recommended fitness level.</p> <p>*Describe the relationship between nutrition, exercise, and body composition.</p> <p>*Analyze present individual fitness levels to create a long-term fitness plan that meets current and future needs necessary for the maintenance of health and fitness.</p> <p>2- Football:</p> <p>*Perform fundamental skills such as catching, passing, running, and</p>	<p>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>6- Basketball:</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.</p>	<p>and dangers associated with physical activity and describe how to minimize these risks.</p> <p>*Implement basic scoring principles, rules and regulations, safety concerns and understand the penalties for violations of these rules in the games of tennis and pickleball.</p> <p>*Understand the dimensions of the playing court, boundaries, and other areas of importance.</p> <p>*Analyze and evaluate other individuals, and be able to provide positive and corrective feedback.</p> <p>*Understand the importance of physical conditioning and its relationship to participation in the sports of tennis and pickleball.</p> <p>*To acquire the skills necessary to play the games of tennis and</p>	<p>equipment.</p> <p>*Describe the equipment used to play lacrosse.</p> <p>*State the historical aspects of the game.</p> <p>*Recognize and apply rules, regulations, and etiquette specific to movement concepts and themes.</p> <p>*Explore continuing opportunities related to the game with peers and teachers.</p> <p>*Exhibit responsible behavior for safety concerns during all gameplay and tournaments.</p> <p>*Demonstrate cooperation and utilize good sportsmanship in order to promote teamwork.</p> <p>15- International Games: Rugby</p>
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	<p>kicking.</p> <p>*Understand and implement basic offensive and defensive strategies, both as a team and as individuals.</p> <p>*Implement basic offensive and defensive positions and formations.</p> <p>*Implement basic scoring principles, and 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</p>	<p>*Dribble a basketball 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, and 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</p>	<p>pickleball with enjoyment, satisfaction, and safety.</p> <p>11- Diamond Games: *Knowledge of how to properly and safely use the equipment.</p> <p>*Proper form and execution of baseball/softball skills such as throwing and catching, hitting, baserunning, fielding, and pitching.</p> <p>*Compare and contrast the differences between baseball, fast-pitch softball, slow-pitch softball, and wiffleball.</p> <p>*Deconstructing the mechanics of a baseball/softball swing.</p> <p>*Implement basic scoring principles, and rules and understand the penalties for violations of these rules.</p> <p>*Understand and describe the dimensions,</p>	<p>*Explain the safety rules of rugby.</p> <p>*Know the terminology and basic strategies associated with the game of rugby.</p> <p>*Effectively move safely through space while actively participating.</p> <p>*Demonstrate an understanding of movement concepts and the use of motor skills.</p> <p>*Learn and practice good sportsmanship and teamwork.</p> <p>*Pass the ball to a target using the proper technique of an underhand spin pass</p> <p>*Explain and demonstrate the concept of passing backward.</p> <p>*Score a “try” in a marked area.</p> <p>*Develop an ability to play</p>
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	<p>participation in the sport of football.</p> <p>3- Soccer:</p> <ul style="list-style-type: none"> <li>*Demonstrate proper kicking technique and control with a soccer ball in a group setting while keeping the ball below the waist level.</li> <li>*Demonstrate proper kicking technique and control with a soccer ball while lofting it into the air.</li> <li>*Demonstrate proper short and long passing technique to a partner and teammates.</li> <li>*Demonstrate proper trapping technique in order to regain control of the ball.</li> <li>*Demonstrate proper technique when heading the ball into the goal or to a teammate.</li> <li>*Cooperate with each other and work in a group</li> </ul>	<p>man-to-man).</p> <ul style="list-style-type: none"> <li>*Develop the inclusion of lead-up games and activities for the game of basketball.</li> <li>*Develop etiquette, scoring, and sportsmanship in a regulation game and tournament play.</li> </ul> <p>7- Badminton:</p> <ul style="list-style-type: none"> <li>*Demonstrate various skill cues, rules, and strategies in a modified game setting.</li> <li>*Play with self-control and fair play behaviors such as recognizing and respecting classroom and school rules.</li> <li>*Demonstrate badminton skills such as the clear, drop shot, and serving.</li> <li>*Knowledge of how to properly and safely use the equipment.</li> <li>*Prevent and resolve</li> </ul>	<p>boundaries, and other areas of importance.</p> <ul style="list-style-type: none"> <li>*Breaking down and executing the 9 different positions of the playing field.</li> <li>*Identify potential risks and dangers associated with physical activity and describe how to minimize these risks.</li> <li>*Understand the importance of physical conditioning, life-long health, and its relationship to participation in the sport of baseball/softball</li> </ul> <p>12- Golf:</p> <ul style="list-style-type: none"> <li>*Demonstrate correct swing techniques for all the types of shots used during a game of golf (approach, chip, drive, irons, putts, and sand shots).</li> <li>*Understand and explain the rules and scoring in golf.</li> </ul>	<p>the rugby ball off the ground and to kick a rugby ball.</p> <p>Cricket</p> <ul style="list-style-type: none"> <li>*Explain the safety rules of rugby.</li> <li>*Throw a ball accurately and catch a ball at a variety of heights correctly, safely, and consistently.</li> <li>*Understand how to field securely and create an effective barrier.</li> <li>*Grip the bat effectively, adopt a good batting stance, and hit with consistency and control.</li> <li>*Hit a forward defensive shot and a forward drive shot with consistency and control.</li> <li>*Understand the need to attack and defend as a batter.</li> </ul> <p>Jai Alai</p> <ul style="list-style-type: none"> <li>*Explain the rules and</li> </ul>
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<p>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 game.</p> <p>*Demonstrate basic knowledge of soccer field dimensions and recognize the following areas on the field: center circle, center line, goal line, and corner arc.</p> <p>*Understand the importance of physical conditioning and its relationship to participation in the sport of soccer.</p> <p>4- Floor Hockey:</p> <p>*Properly and safely use the equipment.</p> <p>*Know and understand the</p>	<p>conflict appropriately without teacher intervention, and respect other's skill levels.</p> <p>*Demonstrate consistent application of skills and strategy during a modified game setting.</p> <p>*Recognize and apply rules, regulations, and etiquette specific to movement concepts and themes</p> <p>8- Team Handball:</p> <p>*Explain the safety rules of handball.</p> <p>*Effectively move safely through space while actively participating.</p> <p>*Demonstrate an understanding of movement concepts and the use of motor skills.</p> <p>*Learn and practice good sportsmanship and teamwork.</p>	<p>*Demonstrate and understand common golf terminology.</p> <p>*Analyze the cause and effect factors that influence ball flight.</p> <p>*Demonstrate pre- and in-swing fundamentals of the short and long game.</p> <p>*Demonstrate pre- and in-swing fundamentals of putting.</p> <p>*Display proper gripping for each shot type.</p> <p>*Explain the difference between a chip shot and a pitch shot.</p> <p>*Provide positive pointers and cues to other students after any mistakes they are displaying with each shot.</p> <p>*Cooperate with the teacher by not swinging clubs inappropriately at any time during the class</p>	<p>regulations of the game of jai alai.</p> <p>*Explain the equipment needed to participate in jai alai.</p> <p>*Understand the dimensions of the playing court, boundaries, and other areas of importance.</p> <p>16- Cooperative Games:</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>*Demonstrate the ability to use decision-making</p>
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	<p>rules and strategy for hockey.</p> <p>*Proper form and execution of hockey skills such as passing, puck-handling, shooting, and individual and team offensive and defensive skills.</p> <p>*Understand the different positions on the ice and the 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, and rules and understand the penalties for violations of these rules.</p> <p>*Strategize and game plan for certain hockey situations.</p>	<p>*Demonstrate an understanding and respect for themselves, each other, equipment, and the rules of the game.</p> <p>*Explain and demonstrate the transition of handball skills from a drill into a speedball game.</p> <p>*Discuss how the principles of force and motion impact the quality of each handball skill.</p> <p>*Understand how energy and flow add to a more effective and efficient handball game.</p> <p>*Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>*Demonstrate how to increase ball and body control when performing handball skills.</p> <p>*Indicate ways to modify</p>	<p>period.</p> <p>13- Project Adventure:</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>*Demonstrate the ability to use decision-making skills of appropriate goal-setting, risk-taking, and problem-solving.</p> <p>*Understand that challenge, enjoyment, creativity, self-expression, and social interaction are important, life-enhancing experiences and are found in recreational activities.</p>	<p>skills of appropriate goal-setting, risk-taking, and problem-solving.</p> <p>*Understand that challenge, enjoyment, creativity, self-expression, and social interaction are important, life-enhancing experiences and are found in recreational activities.</p> <p>*Demonstrate an understanding and respect for differences.</p> <p>*Demonstrate the ability to use effective positive interpersonal skills (patience, accepting different ideas, resolving differences of opinion).</p> <p>*Practice and improve communication skills (speaking clearly, identifying problems, sequencing steps or actions to take, listening,</p>
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		<p>handball skills in response to dynamic and interactive environments.</p> <p>*Analyze how handball skills and games allow for teamwork.</p> <p>*Demonstrate the use of offensive, defensive, and cooperative strategies in handball.</p>	<p>*Demonstrate an understanding and respect for differences.</p> <p>*Demonstrate the ability to use effective positive interpersonal skills (patience, accepting different ideas, resolving differences of opinion).</p> <p>*Practice and improve communication skills (speaking clearly, identifying problems, sequencing steps or actions to take, listening, etc.)</p>	etc.)
<b>Reliable/ Suggested Materials</b>	<p>1- Fitness:</p> <p>*<a href="#">Physical Education / SEL Crosswalk</a></p> <p>*<a href="#">CBHPE</a></p> <p>*<a href="#">njahperd</a></p> <p>*<a href="#">Shape America</a></p> <p>*<a href="#">the Online Physical Education Network</a>.</p> <p>*<a href="#">Webinar Recordings - SPARK PE</a></p> <p>*<a href="#">SHAPE America Teacher Toolbox Physical Activity Calendars</a></p>	<p>5- Volleyball:</p> <p>*<a href="#">Physical Education / SEL Crosswalk</a></p> <p>*<a href="#">CBHPE</a></p> <p>*<a href="#">njahperd</a></p> <p>*<a href="#">Shape America</a></p> <p>*<a href="#">the Online Physical Education Network</a>.</p> <p>*<a href="#">Webinar Recordings - SPARK PE</a></p> <p>*<a href="#">SHAPE America Teacher Toolbox Physical Activity Calendars</a></p>	<p>10- Pickleball/Tennis:</p> <p>*<a href="#">Physical Education / SEL Crosswalk</a></p> <p>*<a href="#">CBHPE</a></p> <p>*<a href="#">njahperd</a></p> <p>*<a href="#">Shape America</a></p> <p>*<a href="#">the Online Physical Education Network</a>.</p> <p>*<a href="#">Webinar Recordings - SPARK PE</a></p> <p>*<a href="#">SHAPE America Teacher Toolbox Physical Activity Calendars</a></p>	<p>14- Lacrosse:</p> <p>*<a href="#">Physical Education / SEL Crosswalk</a></p> <p>*<a href="#">CBHPE</a></p> <p>*<a href="#">njahperd</a></p> <p>*<a href="#">Shape America</a></p> <p>*<a href="#">the Online Physical Education Network</a>.</p> <p>*<a href="#">Webinar Recordings - SPARK PE</a></p> <p>*<a href="#">SHAPE America Teacher Toolbox Physical Activity Calendars</a></p>



	<p><a href="#">*The National Foundation for Governors' Fitness Councils</a></p> <p><a href="#">*Human Biodigital</a></p> <p><a href="#">*Calm Schools Initiative</a></p> <p><a href="#">*Darebee Workouts</a></p> <p>2- Football:</p> <p><a href="#">*Physical Education / SEL Crosswalk</a></p> <p><a href="#">*CBHPE</a></p> <p><a href="#">*njahperd</a></p> <p><a href="#">*Shape America</a></p> <p><a href="#">*the Online Physical Education Network.</a></p> <p><a href="#">*Webinar Recordings - SPARK PE</a></p> <p><a href="#">*SHAPE America Teacher Toolbox Physical Activity Calendars</a></p> <p><a href="#">*Flag Football Unit Table of Contents</a></p> <p><a href="#">*Flag Football Unit Plan</a></p> <p><a href="#">*Flag Football Unit Plan</a></p> <p><a href="#">*Football Passing Task Assessment</a></p> <p><a href="#">*Football Activities for Physical Education - S&amp;S Blog</a></p> <p>3- Soccer:</p> <p><a href="#">*Physical Education / SEL</a></p>	<p>6- Basketball:</p> <p><a href="#">*Physical Education / SEL Crosswalk</a></p> <p><a href="#">*CBHPE</a></p> <p><a href="#">*njahperd</a></p> <p><a href="#">*Shape America</a></p> <p><a href="#">*the Online Physical Education Network.</a></p> <p><a href="#">*Webinar Recordings - SPARK PE</a></p> <p><a href="#">*SHAPE America Teacher Toolbox Physical Activity Calendars</a></p> <p><a href="#">*A Productive Change to Your Warm-Up Routine</a></p> <p><a href="#">*50 Basketball Dribbling Drills (Develop an Amazing Handle)</a></p> <p>7- Badminton:</p> <p><a href="#">*Physical Education / SEL Crosswalk</a></p> <p><a href="#">*CBHPE</a></p> <p><a href="#">*njahperd</a></p> <p><a href="#">*Shape America</a></p> <p><a href="#">*the Online Physical Education Network.</a></p> <p><a href="#">*Webinar Recordings - SPARK PE</a></p> <p><a href="#">*SHAPE America Teacher Toolbox Physical Activity</a></p>	<p><a href="#">*The Rules of Pickleball - EXPLAINED!</a></p> <p><a href="#">*The Rules of Tennis - EXPLAINED!</a></p> <p>11- Diamond Games:</p> <p><a href="#">*Physical Education / SEL Crosswalk</a></p> <p><a href="#">*CBHPE</a></p> <p><a href="#">*njahperd</a></p> <p><a href="#">*Shape America</a></p> <p><a href="#">*the Online Physical Education Network.</a></p> <p><a href="#">*Webinar Recordings - SPARK PE</a></p> <p><a href="#">*SHAPE America Teacher Toolbox Physical Activity Calendars</a></p> <p><a href="#">*Baseball: 2008 MLB div's « billsportsmaps.com</a></p> <p><a href="#">*The Rules of Softball - EXPLAINED!</a></p> <p>12- Golf:</p> <p><a href="#">*Physical Education / SEL Crosswalk</a></p> <p><a href="#">*CBHPE</a></p> <p><a href="#">*njahperd</a></p> <p><a href="#">*Shape America</a></p> <p><a href="#">*the Online Physical Education Network.</a></p>	<p>15- International Games:</p> <p><a href="#">*Physical Education / SEL Crosswalk</a></p> <p><a href="#">*CBHPE</a></p> <p><a href="#">*njahperd</a></p> <p><a href="#">*Shape America</a></p> <p><a href="#">*the Online Physical Education Network.</a></p> <p><a href="#">*Webinar Recordings - SPARK PE</a></p> <p><a href="#">*SHAPE America Teacher Toolbox Physical Activity Calendars</a></p> <p><a href="#">*Baseball vs Cricket - Which sport is better?</a></p> <p></p> <p><a href="#">*The Rules of Jai Alai - (Cesta Punta) - EXPLAINED!</a></p> <p><a href="#">*The Rules of Rugby Sevens (Rugby 7's) - EXPLAINED!</a></p> <p><a href="#">*The Rules of Cricket - EXPLAINED!</a></p> <p>16- Cooperative Games:</p> <p><a href="#">*Physical Education / SEL Crosswalk</a></p> <p><a href="#">*CBHPE</a></p> <p><a href="#">*njahperd</a></p> <p><a href="#">*Shape America</a></p>
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	<a href="#">Crosswalk</a> <a href="#">*CBHPE</a> <a href="#">*njahperd</a> <a href="#">*Shape America</a> <a href="#">*the Online Physical Education Network.</a> <a href="#">*Webinar Recordings - SPARK PE</a> <a href="#">*SHAPE America Teacher Toolbox Physical Activity Calendars</a>  4- Floor Hockey: <a href="#">*Physical Education / SEL Crosswalk</a> <a href="#">*CBHPE</a> <a href="#">*njahperd</a> <a href="#">*Shape America</a> <a href="#">*the Online Physical Education Network.</a> <a href="#">*Webinar Recordings - SPARK PE</a> <a href="#">*SHAPE America Teacher Toolbox Physical Activity Calendars</a>	<a href="#">Calendars</a> <a href="#">*The Rules of Badminton - EXPLAINED!</a>  8- Team Handball: <a href="#">*Physical Education / SEL Crosswalk</a> <a href="#">*CBHPE</a> <a href="#">*njahperd</a> <a href="#">*Shape America</a> <a href="#">*the Online Physical Education Network.</a> <a href="#">*Webinar Recordings - SPARK PE</a> <a href="#">*SHAPE America Teacher Toolbox Physical Activity Calendars</a>	<a href="#">*Webinar Recordings - SPARK PE</a> <a href="#">*SHAPE America Teacher Toolbox Physical Activity Calendars</a> <a href="#">*The Rules of Golf - EXPLAINED!</a>  13- Project Adventure: <a href="#">*Physical Education / SEL Crosswalk</a> <a href="#">*CBHPE</a> <a href="#">*njahperd</a> <a href="#">*Shape America</a> <a href="#">*the Online Physical Education Network.</a> <a href="#">*Webinar Recordings - SPARK PE</a> <a href="#">*SHAPE America Teacher Toolbox Physical Activity Calendars</a>	<a href="#">*the Online Physical Education Network.</a> <a href="#">*Webinar Recordings - SPARK PE</a> <a href="#">*SHAPE America Teacher Toolbox Physical Activity Calendars</a> <a href="#">*The Rules of Cornhole - EXPLAINED!</a>
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**Union County Educational Services Commission  
Mental Health Mini-Unit**

**Standards**

- *PS:A2.3 Recognize, accept, respect and appreciate individual differences.*
- *2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.*
- *2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.*
- *PS:C1.5 Differentiate between situations requiring peer support & situations requiring adult professional help*
- *PS:C1.6 Identify resource people in the school and community, and know how to seek their help*

**What is/Importance of Mental Health & Well-being**

<b>Content</b>	<b>Skills</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>● What is MH &amp; Well-Being &amp; Why is it important?</li> <li>● What are ACEs (Adverse Childhood Experiences)? How do they affect us?</li> <li>● The Impact of ACEs and trauma (grief, death, incarceration, violence, etc) on our wellness</li> </ul>	<p style="text-align: center;"><i>The Students Will Be Able To... (TSWBAT)</i></p> <ul style="list-style-type: none"> <li>● Develop a basic understanding of the importance of maintaining their own positive MH &amp; Well-being</li> <li>● Demonstrate an understanding of what ACEs are</li> <li>● Identify some of the common/personal ACEs that may be affecting them.</li> <li>● Understand how ACEs can impact our MH &amp; Well-being.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Protecting Youth MH - US Surgeon General Advisory</a></li> <li>● <a href="#">Active Mind - We all have MH</a></li> <li>● <a href="#">Active Mind - Let's Talk about MH</a></li> <li>● <a href="#">Celebrities that struggle w/MH</a></li> <li>● <a href="#">Adverse Childhood Experiences</a></li> </ul>

**Common Factors Affecting Our Mental Health**

<b>Content</b>	<b>Skills</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>● Genetics vs Environment</li> <li>● SU &amp; MH</li> </ul>	<p style="text-align: center;"><i>The Students Will Be Able To...(TSWBAT)</i></p> <ul style="list-style-type: none"> <li>● Identify common risk factors in MH such as personal familial history, environment, and physical health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">MH &amp; SU Podcasts</a></li> <li>● Smart Recovery for Teens</li> <li>● NIDA-Drugs and your brain/body</li> </ul>

<ul style="list-style-type: none"> <li>• Protective vs Risk factors</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how SU can impact MH</li> <li>• Identify &amp; familiarize themselves with both protective &amp; risk factors</li> </ul>	
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<b>Common Mental Health Disorders in Adolescents</b>		
<b>Content</b>	<b>Skills</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• Common Adolescent MH concerns - anxiety, depression, bipolar disorder, schizophrenia, SIB &amp; SI</li> <li>• Common symptoms &amp; behavior patterns of anxiety, depression, bipolar disorder, &amp; schizophrenia</li> <li>• How can I identify or recognize when it is important to get help?</li> </ul>	<p><i>The Students Will Be Able To...(TSWBAT)</i></p> <ul style="list-style-type: none"> <li>• Develop a basic understanding of the most common adolescent MH disorders</li> <li>• Identify some of the symptoms &amp; behavior patterns of anxiety, depression, bipolar disorder, schizophrenia, SIB, &amp; SI.</li> <li>• Understand when &amp; who to contact when there is a potential for crisis.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Podcasts Teen Wellness - Depression &amp; SIB</a></li> <li>• <a href="#">Active Mind - Here for You</a></li> <li>• <a href="#">Active Mind - When it's more than a bad day</a></li> <li>• <a href="#">Active Mind - You are not alone</a></li> <li>• <a href="#">Active Mind - Helping a Friend</a></li> <li>• <a href="#">Active Mind - Understanding MH Crisis</a></li> <li>• <a href="#">Reach Out - Anxiety</a></li> <li>• <a href="#">2nd Floor Youth Helpline</a> call text 24/7 (888-222-2288)</li> <li>• Union County PESS 908-994-7131</li> <li>• Suicide Crisis Lifeline-988</li> </ul>

<b><i>Coping, Wellness, &amp; Resources</i></b>		
<b><i>Content</i></b>	<b><i>Skills</i></b>	<b><i>Resources</i></b>
<ul style="list-style-type: none"> <li>• How do we manage stress, anxiety, sadness, etc.</li> <li>• Negative vs Positive coping skills</li> <li>• Where can I get help? What resources or support services are at my disposal?</li> </ul>	<p><i>The Students Will Be Able To...(TSWBAT)</i></p> <ul style="list-style-type: none"> <li>• Identify positive social practices to assist w/emotional regulation.</li> <li>• Identify personal coping skills to regulate emotions.</li> <li>• Familiarize themselves with the local network of resources available for concerns regarding mental health &amp; well-being/wellness.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">2nd Floor Youth Helpline</a> call or text 24/7(888-222-2288)</li> <li>• Union County PESS 908-994-7131</li> <li>• Suicide Crisis Lifeline-988</li> <li>• <a href="#">NIDA - Stressed out</a></li> <li>• <a href="#">NIDA - Nurturing Mental &amp; Emotional Health</a></li> <li>• <a href="#">NAMI Union County</a></li> <li>• <a href="#">Active Mind - Staying (Mentally) Healthy</a></li> <li>• <a href="#">Active Minds - Making Responsible Choices</a></li> </ul>

<b><i>Possible Activities/Assessments</i></b>
Brief Surveys, Lists, Summaries to share knowledge, Exit Tickets, Venn Diagram, Hand in Pass out, Mini Whiteboards, Role-Play, Creative constructs - posters, collages, short, ABC stories, Google Forms, Padlet, Quizlet, Quizzizz, & Kahoot Quizzes

**Union County Educational Services Commission  
Substance Use Mini-Unit**

**Standards**

- *2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.*
- *PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse*
- *PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices*
- *PS:C1.5 Differentiate between situations requiring peer support & situations requiring adult professional help*
- *2.1.12.CHSS.1: Analyze the opportunities available at home, in school, and in the community to support the mental health of oneself or an individual.*

<b>Neurological Impact</b>		
<b>Content</b>	<b>Skills</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>● Facts vs Fiction - Debunking the myths</li> <li>● Perceived Risk vs Perceived Benefit</li> <li>● Vulnerability on adolescent brains</li> <li>● Short &amp; Long term effects</li> </ul>	<p style="text-align: center;"><i>The Students Will Be Able To...(TSWBAT)</i></p> <ul style="list-style-type: none"> <li>● <i>Compare myths and truths about the use of marijuana, E-cigarettes, and other drugs in order to Differentiate facts vs. opinions.</i></li> <li>● <i>Identify the effects &amp; potential health risks of marijuana, E-cigarettes, and other drugs on adolescent brain development</i></li> <li>● <i>Explain how the brain and body respond to the use of marijuana, E-cigarettes, and other drugs.</i></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Stanford Medicine Cannabis Awareness &amp; Prevention Toolkit</a></li> <li>● <a href="#">Mind Matters: Drugs &amp; the Brain</a></li> <li>● <a href="#">Mind Matters: The Body's Response to Marijuana</a></li> <li>● <a href="#">National Institute on Drug Abuse</a></li> <li>● <a href="#">Stanford Medicine Cannabis Awareness &amp; Prevention Toolkit Lesson #1</a></li> </ul>

<b>Substance Safety</b>		
<b>Content</b>	<b>Skills</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>● The potency of marijuana today and what that means</li> </ul>	<p style="text-align: center;"><i>The Students Will Be Able To...(TSWBAT)</i></p> <ul style="list-style-type: none"> <li>● <i>Identify various consequences of the use of marijuana, E-</i></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Cannabis the facts you need to know</a></li> <li>● <a href="#">15 things the Cannabis industry doesn't want you to know</a></li> </ul>

<ul style="list-style-type: none"> <li>Consequences of use including physical, mental, social, &amp; legal</li> <li>Chemical interactions of substances (both prescription, over the counter, and illegal)</li> <li>The influence of Media &amp; other Sources</li> </ul>	<p><i>cigarettes, and other drugs.</i></p> <ul style="list-style-type: none"> <li><i>Understand how substances both over the counter, legal, and illegal can interact and impact their health in order</i> <i>TBATIdentify facts vs. opinion. consider the source</i></li> <li><i>Analyze Media Messages of marijuana, E-cigarettes, and other drugs to understand how media influences their choices</i></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">NIDA - Drugs &amp; your brain/body</a></li> </ul>
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<b>Addiction vs Dependency</b>		
<b>Content</b>	<b>Skills</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>Addiction vs Dependency vs Misuse</li> <li>Social, psychological, emotional factors of substance use</li> <li>Risk factors vs Protective factors</li> <li>Self-Assessment</li> </ul>	<p><i>The Students Will Be Able To...(TSWBAT)</i></p> <ul style="list-style-type: none"> <li><i>Identify and Demonstrate understanding of how marijuana, E-cigarettes, and other drugs are commonly misused.</i></li> <li><i>Identify and discuss both the risk &amp; protective factors associated with marijuana, E-cigarettes, and other drugs.</i></li> <li><i>Analyze the societal impact of substance abuse on the individual, family, and community.</i></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Welcome to Herointown, New Jersey's 4th-largest city</a></li> <li><a href="#">Alumni In Recovery</a></li> <li><a href="#">Why are drugs so hard to quit?</a></li> <li><a href="#">Decisional Balance Exercise.pdf</a></li> </ul>
<b>Coping &amp; Resources</b>		
<b>Content</b>	<b>Skills</b>	<b>Resources</b>

<ul style="list-style-type: none"> <li>• How do we manage stress, anxiety, sadness, etc.</li> <li>• Negative vs Positive coping skills</li> <li>• How can I identify or recognize when it is important to get help?</li> <li>• Where can I get help? What resources or support services are at my disposal?</li> </ul>	<p><i>The Students Will Be Able To...(TSWBAT)</i></p> <ul style="list-style-type: none"> <li>• <i>Identify positive social practices to avoid being around marijuana, E-cigarettes, and other drugs.</i></li> <li>• <i>Identify personal alternatives to using marijuana, E-cigarettes, and other drugs.</i></li> <li>• Understand when &amp; who to contact when there is a potential for crisis.</li> <li>• <i>Familiarize themselves with the local network of resources available for concerns regarding marijuana, E-cigarettes, &amp; other drugs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Free Online Vision Board Maker</a></li> <li>• <a href="#">Alateen</a></li> <li>• <a href="#">SU Resources for Families - NJ Children's System of Care</a></li> <li>• <a href="#">Smart Recovery for Teens</a></li> <li>• <a href="#">Flyer for Teen Smart Recovery</a></li> <li>• <a href="#">Nar Anon Family Support Groups</a></li> <li>• <a href="#">2nd Floor Youth Helpline</a> call or text 24/7(888-222-2288)</li> <li>• Union County PES: 908-994-7131 (24/7)</li> <li>• Suicide and Crisis Lifeline-988</li> </ul>
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<b>Possible Activities/Assessments</b>
Brief Surveys, Lists, Summaries to share knowledge, Exit Tickets, Venn Diagram, Hand in Pass out, Mini Whiteboards, Role-Play, Creative constructs - posters, collages, short, ABC stories, Google Forms, Padlet, Quizlet, Quizzizz, & Kahoot Quizzes



## 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 Concepts & Simplifying Expressions; Solving Equations
- II. Linear Equations; Solving Inequalities and Absolute Value
- III. Solving Systems of Equations and Inequalities
- IV. Law of Exponents

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

**Curriculum Alignment:**

New Jersey Student Learning Standards – Mathematics

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – Algebra I**

	UNIT 1		UNIT 2		UNIT 3	Unit 4
Topics	Basic Concepts & Simplifying Expressions	Solving Equations	Linear Equations	Solving Inequalities and Absolute Value	Solving Systems of Equations and Inequalities	Law of Exponents
Length of Unit	8-10 weeks		10-12 weeks		8-10 weeks	6-8 weeks
Essential Questions	How can you use simple equations to solve real-life problems?					How do you write general rules involving properties of exponents?
Target Standards	A.ARP.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.  N.RN.A.1 Explain how the definition of the meaning of	A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.  A.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the	A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.  A.REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted	A.REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.  A.REI.C.5 Prove that, given a system of two equations in two variables,	A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it.  N.RN.A.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational

	<p>rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.</p> <p>N.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p> <p>N.RN.B.3 Simplify radicals, including algebraic radicals.</p>	<p>same reasoning as in solving equations.</p> <p>A.REI.A.1 Explain each step in solving a simple equation as following from 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>A.REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may</p>	<p>in the coordinate plane, often forming a curve (which could be a line).</p> <p>A.REI.D.12 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 inequalities in two variables as the intersection of the corresponding half-planes.</p>		<p>replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p>A.REI.C.6 Solve systems of linear equations algebraically (include using the elimination method) and graphically, focusing on pairs of linear equations in two variables.</p> <p>A.REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a</p>	<p>exponents.</p> <p>N.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p>
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		<p>arise.</p> <p>A.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>			line).	
<b>Standards for Mathematical Practice</b>	<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 Express regularity in repeated reasoning.</p>					
<b>Content or Skills</b>	<p>Number Lines</p> <p>Real Numbers</p> <p>Divisibility Rules</p> <p>Prime/Composite</p>	<p>Inverse operations</p> <p>- one-step</p> <p>- multi-step</p>	<p>Coordinate System</p> <p>- Graph by Plotting Points</p>	<p>Graphing and Writing Inequalities</p> <p>Solving One-Step</p>	<p>Solving a System of Linear Equations (graphically)</p>	<p>- Integer Exponents</p> <p>- Multiplying Monomials</p>

	#s - Add/Subt. Real #s - Mult/Div. Real #s Order of Operations Exponents/Radicals - Reduce - Add/Subtract - Multiply - Divide Absolute Value Simplifying Expressions	- distributive prop. - Variables on Both Sides - No & Infinite Soln. - Evaluate (plug-in given values) Literal Equations - $D=rt$ - $SI=prt$ - Geometric Formulas - Solution Mixture - Word Problems Involving Linear Equations Translating English to Algebra Writing Equations (creating variables for unknowns) Solving word problems Solving Problems Using Formulas Literal Equations (solve for different Variables) Distance Formula ( $d=rt$ )	- Graph Using Intercepts -Slope Rise over run - Graph Using the y-intercept and Slope - Finding Linear Equations - Parallel and Perpendicular Lines - Introduction to Functions - Linear Inequalities (Two Variables) Graph points Functions $f(x)$ - input and output - graph points - make a table of values - graph line from the table - graph from $y=mx+b$ - change standard to slope-intercept form - use slope and y-	Inequalities Solving Two-Step Inequalities Solving Multi-Step Inequalities Solving Inequalities with Variables on Both Sides Solving Compound Inequalities Compound AND (Inward) with graphing Compound OR (Outward) with graphing Graphing Linear Inequalities (Dashed/Solid/Shading) Slope intercept form Standard Form Absolute Value Equations Absolute Value Inequalities Solve them as compound	Solving a System of Linear Equations (substitution) Solving a System of Linear Equations (Elimination) Solving a System of Linear Inequalities (graphically) Consistent and Inconsistent Systems Independent and Dependent Systems	- 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 Property) -Division Property (Positive Power of a Quotient Property) -Division Property (Negative Power of a Quotient Property)
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		Simple Interest Formulas Geometric Formulas PARCC reference sheet Work-Rate & Fluid-Rate Simple Interest Mixture Solution Mixture Solving Problems Using Literal Equations	int. to graph - find x & y intercepts to graph	inequalities Case 1&2: (OR) vs (AND) Color Zombie Activity Interval Notation Infinity sign Color by numbers activity		
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**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; Geometric Reasoning; Parallel/ Perpendicular Lines
- II. Triangle Basics; Triangle Congruence; Triangle Properties and Attributes
- III. Transformational Geometry; Similarity
- IV. Two Dimensional Measurements; Three Dimensional Measurements

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

**Curriculum Alignment:**

New Jersey Student Learning Standards – Mathematics

**Grading Procedures:**

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

**Adoption Date:**

June 2024



**Union County Educational Services Commission**  
**Curriculum Mapping – Geometry**

	<b>Unit 1</b>			<b>Unit 2</b>		
<b>Weeks</b>	4 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	4 Weeks
<b>Topics</b>	Geometric Constructions	Geometric Reasoning	Parallel/ Perpendicular Lines	Triangle Basics	Triangle Congruence	Triangle Properties and Attributes
<b>Standards</b>	<p>G.GPE.B.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.</p> <p>G.GPE.B.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula</p> <p>G.CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic</p>	<p>G.GPE.B.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.</p> <p>G.GPE.B.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula</p> <p>G.CO.D.12 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</p>	<p>G.CO.A.1 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>G.CO.C.9 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</p>	<p>G.CO.B.6 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>G.CO.B.7 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>G.CO.B.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.</p> <p>G.CO.C.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; 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</p>	<p>G.CO.C.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; 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>G.SRT.B.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and</p>

	<p>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 through a point not on the line.</p>	<p>segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p>	<p>angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</p> <p>G.GPE.B.5 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 given point).</p>	<p>G.CO.B.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.</p>	<p>point.</p>	<p>conversely; the Pythagorean Theorem proved using triangle similarity.</p> <p>G.SRT.B.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p>
<b>Standards for Mathematical Content</b>	<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>					

	MP.6 Attend to precision.					
	MP.7 Look for and make use of structure.					
<b>Content</b>	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
<b>Skills</b>	Finding the Midpoint of a Segment on a Coordinate Plane, Finding the Endpoint of a Segment on a Coordinate Plane, Finding the	Finding and Using a Pattern, Using Inductive Reasoning, Collecting Information to Make a Conjecture, Making a Prediction, Finding a	Lines and Angles Angles Formed by Parallel Lines and Transversal Proving Lines Parallel Perpendicular Lines Slopes and Lines	Classifying Triangles Angle Relationship in Triangles	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

	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	Counterexample, Conditional Statements, Identifying the Hypothesis and Conclusion, Writing a Conditional Statement, Finding and Writing the Truth Value of a Conditional Biconditionals and Definitions, Writing a biconditional statement, 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 in the Coordinate Plane			The Triangle Midsegment Theorem Inequalities in One Triangle Inequalities in Two Triangles The Pythagorean Theorem Applying Special Right Triangles
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	<b>Unit 3</b>		<b>Unit 4</b>		
<b>Number of Weeks</b>	6 Weeks	3 Weeks	3 Weeks	4 Weeks	4 Weeks
<b>Topics</b>	Transformational Geometry	Similarity	Properties of Polygons and Quadrilaterals	Two Dimensional Measurements	Three Dimensional Measurements
<b>Standards</b>	<p>G.CO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p>G.CO.A.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.</p>	<p>G.SRT.A.1 Verify experimentally the properties of dilations given by a center and a scale factor:</p> <p>G.SRT.A.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</p> <p>G.SRT.A.3 Use the properties of similarity transformations to establish the AA</p>	<p>G.CO.C.10 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>G.SRT.B.4 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>G.SRT.B.5 Use congruence and</p>	<p>G.MG.A.1 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>G.MG.A.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).</p>	<p>G.GMD.A.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.</p> <p>G.GMD.A.2 Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.</p> <p>G.GMD.A.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.</p> <p>G.GMD.B.4 Identify the shapes of two-dimensional cross-</p>

		<p>criterion for two triangles to be similar.</p>	<p>similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p>		<p>sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.</p>
<p><b>Standards for Mathematical Content</b></p>	<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><b>Skills</b></p>	<p>Writing a rule to describe a translation</p> <p>Reflecting a point across a line</p> <p>Graphing a reflection image</p> <p>Drawing a rotation of an image for a particular degree measure</p> <p>Identifying lines of symmetry, rotational symmetry and symmetry in three-</p>	<p>Prove a quadrilateral is a parallelogram</p> <p>Prove rhombuses, rectangles, and squares are equal with If Then statements</p> <p>Find missing angle values of kites and trapezoids</p>	<p>Find the area and perimeter of triangles, quadrilaterals, and circles</p> <p>Use the coordinate plane system to find the area and perimeter of two-dimensional figures.</p>	<p>Find the surface area and volume of three-dimensional figures</p> <p>Solve word problems involving the surface area and volume of various real-life figures.</p>	<p>Use ratios and proportions to find missing values of sides and angles</p>

	dimensional objects Finding a scale factor for dilations Identifying symmetries in a tessellation				
<b>Content</b>	Reflections Translations Rotations Composition of Transformations Symmetry Tessellations Dilations	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	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

**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/Systems, Quadratic Functions
- II. Laws of Exponents, Polynomials and Factoring
- III. Rational Functions, Exponential and Logarithmic Functions
- IV. Matrices and Complex Numbers

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

**Curriculum Alignment:**

New Jersey Student Learning Standards – Mathematics

**Grading Procedures:**

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

**Adoption Date:**

June 2024



**Union County Educational Services Commission**  
**Curriculum Mapping – Algebra II**

<b>Topics</b>	<b>UNIT 1 - Linear Functions/Systems, Quadratic Functions</b>	<b>UNIT 2 - Laws of Exponents, Polynomials and Factoring</b>	<b>UNIT 3 - Rational Functions, Exponential and Logarithmic Functions</b>	<b>UNIT 4 - Matrices and Complex Numbers</b>
<b>Length of Unit</b>	approx. 8-11 weeks	approx. 8-11 weeks	approx. 8-11 weeks	approx. 8 weeks
<b>Essential Question(s) and/or Big Idea(s)</b>	How can algebraic functions be used to model and solve real-life problems?	How do you write general rules involving properties of exponents and polynomials?	How can a non-linear function be used to model a real-world situation?	How do complex numbers and matrices expand our abilities to solve problems?
<b>Target Standards (a)</b>	<p>A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.</p> <p>A-REI.B.3 Solve linear equations and</p>	<p>N.RN.A.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.</p> <p>N.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p> <p>F-IF.C.8 Write a function defined by an expression in</p>	<p>N.RN.A.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.</p> <p>N-APR.D.7 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</p>	<p>A-REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations...and...intersect are the solutions of the equation...; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where...and/or...are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p> <p>N.CN.A.1 Know there is a complex</p>

<p>inequalities in one variable, including equations with coefficients represented by letters.</p> <p>A-REI.B.4 Solve quadratic equations in one variable.</p> <p>A-REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations...and...intersect are the solutions of the equation...; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where...and/or...are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p> <p>A-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and</p>	<p>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 graph, and interpret these in terms of a context.</p> <p>b. Use the properties of exponents to interpret expressions for exponential functions.</p> <p>A-SSE.A.1.a-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>divide rational expressions.</p> <p>A-REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p> <p>A-REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations...and...intersect are the solutions of the equation...; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where...and/or...are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.</p> <p>F-BF.A.1 Write a function that describes a relationship</p>	<p>number <math>i</math> such that...and every complex number has the form...with...and real.</p> <p>N-CN.A.2 Use the relation...and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.</p> <p>N-VM.C.6 Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.</p> <p>N-VM.C.8 Add, subtract, and multiply matrices of appropriate dimensions.</p>
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	<p>explain properties of the quantity represented by the expression.</p> <p>F-IF.B.6 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>F-IF.B.4 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.</p> <p>F-IF.C.7.a-f 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>b. Interpret complicated expressions by viewing one or more of their parts as a single entity.</p> <p>A-SSE.A.2 Use the structure of an expression to identify ways to rewrite it.</p> <p>A-APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p>	<p>between two quantities.</p> <p>F-BF.A.1.b Combine standard function types using arithmetic operations.</p> <p>F-BF.B.4 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.</p> <p>F-BF-B.4.a Solve an equation of the form...for a simple function <math>f</math> that has an inverse and write an expression for the inverse.</p> <p>F-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more</p>	
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	<ul style="list-style-type: none"> <li>a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</li> <li>b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</li> <li>c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</li> <li>d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</li> <li>e. Graph exponential and</li> </ul>		<p>complicated cases.</p> <p>F-IF.C.7.b Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p> <p>F-IF.C.7.e Graph exponential and logarithmic functions, showing intercepts and end behavior.</p> <p>F-IF.C.7.f Graph trigonometric functions, showing period, midline, and amplitude.</p> <p>F-LE.A.4 Find inverse functions.</p>	
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	<p>logarithmic functions, showing intercepts and end behavior.</p> <p>f. Graph trigonometric functions, showing period, midline, and amplitude.</p> <p>F-IF.C.8 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 graph, and interpret these in terms of a context.</p> <p>b. Use the properties of</p>			
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	exponents to interpret expressions for exponential functions.			
<b>Standards for Mathematical Practice</b>	<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 Express regularity in repeated reasoning.</p>			
<b>Content</b>	<p>Rate of Change</p> <p>Slope</p> <p>Intercept Form</p> <p>Vertical and Horizontal Lines</p> <p>Writing Equations of Lines</p> <p>Point Slope Form</p> <p>Slope Intercept Form</p> <p>Standard Form</p> <p>Parallel Lines</p> <p>Perpendicular Lines</p> <p>One solution, No Solution,</p>	<p>Properties of exponents</p> <p>Scientific Notation</p> <p>Exponential Functions</p> <p>Exponential Growth</p> <p>Exponential Decay</p> <p>Division Property (Quotient of Powers Property)</p> <p>Division Property (Positive Power of a Quotient Property)</p> <p>Division Property</p>	<p>Rational Expressions</p> <p>Operations with Rational Expressions</p> <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>Properties of Matrices</p> <p>Operations with Matrices (Addition, subtraction, scalar multiplication)</p> <p>Operations with Matrices (multiply 3x3 matrices)</p> <p>Solving systems of equations using matrices</p> <p>Simplify the square roots of negative numbers.</p> <p>Add, subtract, and multiply complex</p>

	Infinitely Many Solutions. Substitution Method Graphing Method Elimination Method Quadratics can model real-world problems. Key features of quadratic functions Intercepts Intervals of increasing or decreasing Relative maximums and Minimums Role of Symmetry	(Negative Power of a Quotient Property) Standard Form Factoring Greatest Common Factor (GCF) Monomial Binomial Trinomial Polynomial Difference of Squares Perfect Square Trinomial Factoring quadratics The Quadratic Formula Completing the Square Role technology plays	Logarithmic Equations Natural Logarithms Irrational Number “e”	numbers. Find the conjugate of a complex number. Divide complex numbers, including rationalization of the denominator using the conjugate. Plot complex numbers on a complex plane Demonstrate the absolute value of a complex number
<b>Skills</b>	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 Graphing Quadratic Functions Solving Quadratic	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	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	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

	Functions by Graphing Solving Quadratic Functions by the Square Root Method	two squares Solving Quadratic Functions by Factoring Completing the Square	(expand and condense) Solving Exponential and Logarithmic Equations The Natural base e	
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**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

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**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 and Analyzing Types of Data; Measures of Central Tendency
- II. Measures of Dispersion I; Representations of Data; Measures of Dispersion II
- III. Combinatorics; Probability
- IV. Discrete Random Variables; Normal Distribution

**Curriculum Alignment:**

New Jersey Student Learning Standards - Mathematics

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping: Probability and Statistics**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 10 weeks	approx. 10 weeks	approx. 10 weeks	approx. 10 weeks
<b>Topics</b>	Introduction to Statistics and Analyzing Types of Data  Measures of Central Tendency	Measures of Dispersion I  Representations of Data  Measures of Dispersion II	Combinatorics  Probability	Discrete Random Variables  Normal Distribution
<b>Standards for Mathematical Content</b>	S-IC.B3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.  S-IC.B6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify	S-IC.A1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.  S-IC.B6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading	S-CP.A1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).  S-CP.A2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their	S-ID.A4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.  S-MD.A1 Define a random variable for a quantity of interest

	<p>and explain misleading uses of data; recognize when arguments based on data are flawed).</p> <p>S-IC.A1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p> <p>S-ID.A2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p>	<p>uses of data; recognize when arguments based on data are flawed).</p> <p>S-ID.A1 Represent data with plots on the real number line (dot plots, histograms, and box plots).</p> <p>S-ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>S-ID.A.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).</p> <p>S-ID.A4</p>	<p>probabilities, and use this characterization to determine if they are independent.</p> <p>S-CP.B9 Use permutations and combinations to compute probabilities of compound events and solve problems.</p> <p>S-IC.A2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.</p> <p>S-ID.B5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and</p>	<p>by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.</p> <p>S-MD.A2 Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.</p>
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		<p>Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.</p> <p>S-ID.B6 Represent data on two quantitative variables on a scatter plot and describe how the variables are related.</p> <p>S-ID.C7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p>	trends in the data.	
<b>Standards for</b>	MP.1 Make sense of problems and persevere in solving them.			

<b>Mathematical Practice</b>	<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>			
<b>Content</b>	<p>variables in a statistical study</p> <p>quantitative and qualitative variables</p> <p>population and sample data</p> <p>discrete and continuous data</p> <p>descriptive and inferential statistics</p> <p>mean, median, mode</p>	<p>interquartile range</p> <p>percentiles</p> <p>deciles</p> <p>quartiles</p> <p>outliers</p> <p>histogram</p> <p>box-whiskers plots</p> <p>frequency and cumulative frequency</p>	<p>counting principle</p> <p>permutations</p> <p>combinations</p> <p>odds</p> <p>compound events</p> <p>dependent</p> <p>independent</p>	<p>interquartile range</p> <p>percentiles</p> <p>deciles</p> <p>quartiles</p> <p>outliers</p> <p>histogram</p> <p>box-whiskers plots</p> <p>frequency and cumulative frequency</p>

	<p>frequency tables</p> <p>group data</p>	<p>stem-leaf</p> <p>dot plot</p> <p>scatterplots</p> <p>mean absolute deviation</p> <p>variance</p> <p>standard deviation</p>	<p>mutually exclusive events</p> <p>conditional</p> <p>tree diagrams</p> <p>Pascal's triangle</p> <p>arrangements with multiples</p> <p>tree diagrams</p>	<p>stem-leaf</p> <p>dot plot</p> <p>scatterplots</p> <p>mean absolute deviation</p> <p>variance</p> <p>standard deviation</p>
<b>Skills</b>	<p>calculating mean, and median mode from discrete data</p> <p>frequency tables</p>	<p>Identify outliers</p> <p>Choose the appropriate scale to represent data on a number line</p> <p>construct a dot plot for a set of data; construct a histogram for a set of data</p> <p>calculate the 5-number summary for a set of data</p> <p>construct a box whisker based on the 5-number summary</p>	<p>Calculating factorials, permutations, and combinations using formulas and calculator keys</p> <p>apply counting principles to determine the total number of outcomes for an event</p> <p>calculate the theoretical probability of an event. determine the experimental probability and the conditional</p>	<p>use tables to find probabilities in the standard normal distribution Z</p> <p>transform any normal distribution into Z and use tables</p> <p>use normal tables to find <math>\mu</math> and <math>\sigma</math>, z-score</p> <p>compare and contrast two or more distributions</p>

		<p>drawing a scatterplot and the line of best fit</p> <p>calculate the variance and standard deviation using formulas and Google Sheets, analyze and interpret the standard deviation</p>	<p>probability of an event</p> <p>determine probabilities for compound events. using tree diagrams to calculate probabilities</p>	
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**Union County Educational Services Commission  
High School Course Syllabus**

**Title:** Consumer Math

**Timeline:** Full Year; 5 Credits

**Course Description:**

Consumer Mathematics reinforces general mathematics topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and apply these skills to consumer problems and situations. Applications include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.

**Scope and Sequence:**

- I. Introduction to Personal Finance; Making Purchases
- II. Employment Finance; Household Finance
- III. Banking; Supply & Demand
- IV. Planning for the Future

**Curriculum Alignment:**

New Jersey Student Learning Standards - Mathematics

New Jersey Student Learning Standards - Career Readiness, Life Literacies & Key Skills

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping: Consumer Math**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 10 weeks	approx. 10 weeks	approx. 10 weeks	approx. 10 weeks
<b>Topics</b>	Introduction to Personal Finance; Making Purchases	Employment Finance; Household Finance	Banking; Supply & Demand	Planning for the Future
<b>Essential Question</b>	How does math help in making decisions?  What is Personal Finance?  What should I be doing with my money?	How does my job or career impact my finances?  What should be considered when considering household finances?	Are banks necessary?  What makes one bank different from another?  How does the Law of Supply & Demand relate to me?	Why is savings important?  What financial factors should I consider when beginning a new job or career?  How does paying for college or career training impact my future?
<b>Standards for Mathematical Content</b>	A-REI Solve equations and inequalities  A-SSE Write expressions in equivalent forms to solve problems  A-SSE.A.1 - Interpret expressions that represent a quantity in terms of its context.	A-CED Create equations that describe numbers or relationships  A-REI Solve equations and inequalities  A-SSE Write expressions in equivalent forms to solve problems	A-CED Create equations that describe numbers or relationships  A-REI Solve equations and inequalities  A-SSE Write expressions in equivalent forms to solve problems	A-CED Create equations that describe numbers or relationships  A-REI Solve equations and inequalities  F-IF Understand the concept of a function and use function notation; Interpret functions that

	<p>F-IF Understand the concept of a function and use function notation; Interpret functions that arise in applications in terms of the context; Analyze functions using different representations</p> <p>F-IF.C.8 - Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>N-Q Reason quantitatively and use units to solve problems</p> <p>S-ID Interpret linear models</p> <p>S-ID.B3 - Make Inferences And Justify Conclusions From Sample Surveys, Experiments, And Observational Studies</p>	<p>A-SSE.A.1 - Interpret expressions that represent a quantity in terms of its context.</p> <p>S-ID Interpret linear models</p> <p>S-ID.B3 - Make Inferences And Justify Conclusions From Sample Surveys, Experiments, And Observational Studies</p> <p>F-BF Build a function that models a relationship between two quantities</p> <p>F-IF Understand the concept of a function and use function notation; Interpret functions that arise in applications in terms of the context; Analyze functions using different representations</p> <p>F-IF.C.8 - Write a function defined by an expression in different but</p>	<p>A-SSE.A.1 - Interpret expressions that represent a quantity in terms of its context.</p> <p>F-IF Understand the concept of a function and use function notation; Interpret functions that arise in applications in terms of the context; Analyze functions using different representations</p> <p>F-IF.C.8 - Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>S-ID Interpret linear models</p> <p>S-ID.B3 - Make Inferences And Justify Conclusions From Sample Surveys, Experiments, And Observational Studies</p> <p>S-ID Interpret linear models</p> <p>S-ID.B3 - Make Inferences And Justify Conclusions From Sample Surveys, Experiments, And Observational Studies</p>	<p>arise in applications in terms of the context; Analyze functions using different representations</p> <p>F-IF.C.8 - Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>S-ID Interpret linear models</p> <p>S-ID.B3 - Make Inferences And Justify Conclusions From Sample Surveys, Experiments, And Observational Studies</p> <p>F-BF Build a function that models a relationship between two quantities</p> <p>F-LE Construct and compare linear, quadratic and exponential models and solve problems</p>
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		equivalent forms to reveal and explain different properties of the function.	F-BF Build a function that models a relationship between two quantities  F-LE Construct and compare linear, quadratic and exponential models and solve problems	
<b>Standards for Mathematical Practice</b>	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 Express regularity in repeated reasoning.			
<b>Content</b>	Fractions  Decimals  Percents	Wages  Hourly vs Salary vs Commission  Overtime	Bank Accounts  Credit  Checks	Renting vs Buying  Traditional Loans  Automotive Loans

	<p>Conversions</p> <p>Proportions</p> <p>Scatter Plots</p> <p>Calculating Discounts</p> <p>Sales Tax and Tips</p> <p>Simple and Compound Interest</p> <p>Unit Pricing</p>	<p>Bonuses</p> <p>Unemployment</p> <p>Raises</p> <p>Employment Statuses</p> <p>Taxes</p> <p>Needs vs Wants</p> <p>Utilities</p> <p>Expenses</p> <p>Budgeting</p> <p>50/30/20 Rule</p> <p>Types of Insurances</p>	<p>Simple and Compound Interest</p> <p>Law of Supply and Demand</p> <p>Supply Inputs</p> <p>Demand Inputs</p> <p>Opportunity Cost</p> <p>Scatterplots</p> <p>Graphing</p>	<p>Mortgage</p> <p>College Loans</p> <p>Career Choices</p> <p>Investing</p> <p>Full Scale Future Budgeting</p>
<b>Skills</b>	<p>Solving fractional equations</p> <p>Solving decimal equations</p> <p>Solving equations with percentages</p> <p>Converting</p>	<p>Calculating total hours worked based off timesheets.</p> <p>Reading a pay stub</p> <p>Calculating gross and net pay</p>	<p>Understanding credit</p> <p>Calculating simple and compound interest</p> <p>Comparing and contrasting bank offers</p>	<p>Financial decision-making</p> <p>Using mathematical evidence to support a claim</p> <p>Calculating investment returns</p>

	<p>fractions/decimals/percents into real numbers</p> <p>Solving word problems</p> <p>Calculating estimated and exact discounts</p> <p>Comparing and contrasting costs to find the best deal</p> <p>Calculating unit price of an item</p> <p>Calculating simple and compound interest</p>	<p>Comparing and contrasting pay offers (Hourly vs Salary)</p> <p>Estimating tax calculations</p> <p>Completing exact tax calculations</p> <p>Classifying expenses as “wants” or “needs”</p> <p>Reading a bill</p> <p>Calculating estimated and exact costs</p> <p>Creating a personal budget both on paper, and a pie graph</p>	<p>Graphing equations</p> <p>Graphing scatterplots</p> <p>Interpreting mathematical data</p> <p>Applying mathematical data</p> <p>Making decisions based on mathematical data</p>	
<b>Project-Based Assessment / Common Assessment</b>	<p>Recipe Planning Project</p> <p>Food Shopping vs. Take Out</p>	<p>Employment</p> <p>Home Budgeting with Income Limit</p>	<p>Comparing financial institutions (loans)</p> <p>Starting a business: Challenges of being an entrepreneur</p>	<p>The Stock Market Challenge</p> <p>Investment Project</p>
<b>Suggested Resources</b>	<p><a href="#">IXL Consumer Math Curriculum</a></p> <p><a href="#">Consumer Math.Org</a></p>			

	<a href="#">Consumer Math AGS Workbook</a> <a href="#">Consumer Math Worksheets</a> <a href="#">Khan Academy Resources</a> <a href="#">The Ramsey Show Video Clips</a> <a href="#">Next Generation</a>
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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. Human Impact; Cause and Effect
- II. Populations and Ecology
- III. Energy – Thermodynamics
- IV. Earth and Human Activity

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

**Curriculum Alignment:**

New Jersey Student Learning Standards - Science  
Next Generation Science Standards

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping– Environmental Science**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 10	approx. 10	approx. 10	approx. 10
<b>Topic</b>	Human Impact: Cause and Effect	Populations and Ecology	Energy - Thermodynamics	Earth and Human Activity
<b>Standards</b>	HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.	HS-ESS3-1 - Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation. LS2.A - Interdependent Relationships in Ecosystems	HS-ESS3-1 - Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation. LS2.A - Interdependent Relationships in Ecosystems	HS-ESS3-1 - Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation. HS-ESS3-5 - Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. HS-ESS3-6 - Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
<b>Content/ Disciplinary Core Ideas</b>	What Is Environmental Science? What is the Goal of Environmental Science? Ecology - Ecological Footprint Biodiversity Natural Resources - Sustainability Population crisis - Consumption crisis Developed country - Developing Country	Biotic, Abiotic Factors Water Cycle Nutrient Cycles - Carbon Adaptation, Evolution, Coevolution - Symbiosis, Niche Natural and Artificial Selection Levels of Organization in the Biosphere Populations - Immigrant, Emigrant Carrying Capacity - Population	Energy Flow - Energy Pyramid Food Chains - Food Webs Photosynthesis - Respiration Primary, Secondary Succession, Climax Community Legume - Nitrogen Fixation Biome, Climate - Latitude, Altitude	Types of Natural Resources Managing Natural Resources Human Impacts on Natural Resources Natural Hazards Global Climate Change Weather and Climate

	Decision-making model	Density - Limiting Factors Species - Endangered and Mass Extinctions		
<b>Skills/ Science and Engineering Practices</b>	Constructing Explanations and Designing Solutions Using Mathematical & Computational Thinking Engaging in Argument from Evidence	Constructing Explanations and Designing Solutions Analyzing and Interpreting Data		Constructing Explanations and Designing Solutions Using Mathematical and Computational Thinking Analyzing and Interpreting Data
<b>Crosscutting Concepts</b>	Stability and Change Systems and System Models	Stability and Change Cause and Effect		Stability and Change Cause and Effect Systems and System Models
<b>Resources</b>	<a href="https://ed.ted.com/lessons?category=earth-and-space-science">https://ed.ted.com/lessons?category=earth-and-space-science</a> <a href="https://ngss.nsta.org/Classroom-Resources.aspx">https://ngss.nsta.org/Classroom-Resources.aspx</a> <a href="https://www.nasa.gov/offices/education/programs/national/summer/education_resources/earthspacescience_grades7-9/index.html">https://www.nasa.gov/offices/education/programs/national/summer/education_resources/earthspacescience_grades7-9/index.html</a> <a href="https://www.state.nj.us/education/modelcurriculum/sci/capstone.shtml">https://www.state.nj.us/education/modelcurriculum/sci/capstone.shtml</a> <a href="https://scienceteachertribe.s3.amazonaws.com/Earth+Science/Earth-and-Space-Science-Pacing-Guide-.pdf">https://scienceteachertribe.s3.amazonaws.com/Earth+Science/Earth-and-Space-Science-Pacing-Guide-.pdf</a>			

**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 – Science  
Next Generation Science Standards

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping– Biology**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 10	approx. 10	approx. 10	approx. 10
<b>Topic</b>	From Molecules to Organisms: Structures and Processes	Heredity: Inheritance and Variation of Traits	Biological Evolution: Unity and Diversity	Ecosystems: Interactions, Energy, and Dynamics
<b>Standards</b>	<p>HS-LS1-1 - 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>HS-LS1-2 - Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS1-3 - Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p>HS-LS1-4 - Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.</p>	<p>HS-LS3-1 - Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.</p> <p>HS-LS3-2 - Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.</p> <p>HS-LS3-3 - Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p>	<p>HS-LS4-1 - Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p> <p>HS-LS4-2 - 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>HS-LS4-3 - Apply concepts of statistics and probability to support</p>	<p>HS-LS2-1 - Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.</p> <p>HS-LS2-2 - Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.</p> <p>HS-LS2-3 - Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.</p> <p>HS-LS2-4 - Use mathematical representations to support claims for the cycling of matter and flow</p>

	<p>HS-LS1-5 - Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.</p> <p>HS-LS1-6 - Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.</p> <p>HS-LS1-7 - Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.</p>		<p>explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p> <p>HS-LS4-4 - Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p> <p>HS-LS4-5 - Evaluate the evidence supporting claims that changes in environmental conditions may result in (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>HS-LS4-6 - Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p>	<p>of energy among organisms in an ecosystem.</p> <p>HS-LS2-5 - Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.</p> <p>HS-LS2-6 - Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.</p> <p>HS-LS2-7 - Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p>HS-LS2-8 - Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.</p>
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<b>Content/Disciplinary Core Ideas</b>	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
<b>Skills/ Science and Engineering Principles</b>	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
<b>Crosscutting Concepts</b>	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
<b>Project Based Assessment</b>	Construct an explanation based on evidence for how the structure of DNA	Ask questions to clarify relationships about the role of DNA and	Communicate scientific information that common ancestry and biological	Use mathematical representations to support explanations of

	<p>determines the structure of proteins; Develop and use a model to illustrate the hierarchical organization of interactive cell systems; Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis; Use a model to illustrate the role of cellular division in producing and maintaining complex organisms; Model how photosynthesis transforms light energy into stored chemical energy; Construct and revise an explanation based on evidence for how C, H, and O from sugar molecules may combine with other molecules to form complex amino acids and proteins; Use a model to illustrate that cellular respiration is a chemical process that results in broken bonds, new compounds, and the release of energy.</p>	<p>chromosomes in coding the instructions for characteristic traits passed from parents to offspring; 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; Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p>	<p>evolution are supported by multiple lines of empirical evidence; 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; 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; Construct an explanation based on evidence for how natural selection leads to adaptation of populations; Evaluate the evidence supporting claims that changes in environmental conditions</p>	<p>factors that affect the carrying capacity of ecosystems at different scales; use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales; construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions; use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem; develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere; evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent</p>
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			may result in (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; Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.	numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem; design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity; and evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.
<b>Resources</b>	<a href="https://njctl.org/courses/science/biology/">https://njctl.org/courses/science/biology/</a> <a href="https://www.state.nj.us/education/modelcurriculum/sci/bio.shtml">https://www.state.nj.us/education/modelcurriculum/sci/bio.shtml</a> <a href="https://www.pbs.org/wgbh/nova/article/everything-you-need-to-teach-evolution/">https://www.pbs.org/wgbh/nova/article/everything-you-need-to-teach-evolution/</a> <a href="https://ngss.nsta.org/classroom-resources.aspx">https://ngss.nsta.org/classroom-resources.aspx</a> <a href="https://www.nsf.gov/news/classroom/biology.jsp">https://www.nsf.gov/news/classroom/biology.jsp</a> <a href="https://www.ngsslifescience.com/">https://www.ngsslifescience.com/</a>			

**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

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:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – Chemistry**

	<b>UNIT 1</b>	<b>UNIT 2</b>	<b>UNIT 3</b>	<b>UNIT 4</b>
<b>Length of Unit</b>	approx. 10	approx. 10	approx. 10	approx. 10
<b>Essential Question(s) and/or Big Idea(s)</b>	What is the structure and properties of matter?	What is the structure and properties of matter?	What is the structure and properties of matter?	What is the structure and properties of matter??
<b>Topics / Reading Focus / Writing Focus</b>	Atomic Theory and Structure	The Periodic Table	Nuclear Chemistry	Bonding and Chemical Formulae
<b>Target Standards (a)</b>	<p>HS-PS1-1 - 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>HS-PS1-2 - 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>HS-PS1-3 - Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength</p>	<p>HS-PS1-1 - 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>HS-PS1-2 - 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>HS-PS1-3 - Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength</p>	<p>HS-PS1-1 - 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>HS-PS1-2 - 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>HS-PS1-3 - Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength</p>	<p>HS-PS1-1 - 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>HS-PS1-2 - 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>HS-PS1-4 - Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total</p>

	<p>of electrical forces between particles.</p>	<p>of electrical forces between particles.</p> <p>HS-PS1-4 - Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.</p> <p>HS-PS1-5 - Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p> <p>HS-PS1-6 - Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.</p> <p>HS-PS1-7 - Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical</p>	<p>of electrical forces between particles.</p> <p>HS-PS1-4 - Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.</p> <p>HS-PS1-5 - Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p> <p>HS-PS1-6 - Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.</p> <p>HS-PS1-7 - Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical</p>	<p>bond energy.</p> <p>HS-PS1-5 - Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p> <p>HS-PS1-6 - Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.</p> <p>HS-PS1-7 - Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.</p>
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		reaction. HS-PS1-8 - 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.	reaction. HS-PS1-8 - 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.	
<b>Content</b>	Structure and Properties of Matter Chemical Reactions Types of Interactions	Structure and Properties of Matter Chemical Reactions Types of Interactions Optimizing the Design Solution Nuclear Processes	Structure and Properties of Matter Chemical Reactions Types of Interactions Optimizing the Design Solution Nuclear Processes	Structure and Properties of Matter Chemical Reactions Types of Interactions Optimizing the Design Solution Nuclear Processes
<b>Skills</b>	Researching Forecasting Predicting Analyzing	Researching Forecasting Predicting Analyzing Using Mathematical and Computational Thinking	Researching Forecasting Predicting Analyzing Using Mathematical and Computational Thinking	Researching Forecasting Predicting Analyzing Using Mathematical and Computational Thinking
<b>Assessment</b>	Research-Based Projects Writing Samples	Research-Based Projects Writing Samples	Research-Based Projects Writing Samples	Research-Based Projects Writing Samples

**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
- II. Blood Spatter; Death – Manner, Mechanism and Cause
- III. Forensic entomology and forensic anthropology
- IV. Forensic Psychology

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

**Curriculum Alignment:**

New Jersey Student Learning Standards - Science  
Next Generation Science Standards

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping– Forensics**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 10	approx. 10	approx. 10	approx. 10
<b>Topics</b>	Investigation and Evidence	Blood spatter Death - Manner, Mechanism, and Cause	Forensic entomology and forensic anthropology	Forensic Psychology (only taught in full-year class)
<b>Standards</b>	HS-ETS1-2 - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	HS-ETS1-2 - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	HS-ETS1-2 - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.	HS-ETS1-2 - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
<b>Content/ Disciplinary Core Ideas</b>	Observation Skills Crime Scene Eyewitness Accounts Locard's Principle Hair Fiber DNA Fingerprints	Blood Spatter Four Manners of Death Stages of Decomposition Autopsy Report Environmental Factors in Determining of Time of Death Using Bones and Bone Fragments	Insects and the Time of Death Determining the 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 Modus Operandi Signatures of Serial Killers
<b>Skills/ Science and Engineering Principles</b>	Developing and Using Models Engaging in Argument from Evidence Constructing Explanations and Designing Solutions	Constructing explanations and designing solutions, Obtaining, Evaluating, and Communicating Information Analyzing and Interpreting Data	Constructing explanations and designing solutions, Obtaining, Evaluating, and Communicating Information Analyzing and Interpreting Data	Constructing explanations and designing solutions, Analyzing and Interpreting Data Using Mathematics and Computational Thinking Engaging in Argument

		Asking Questions and Defining Problems Planning and Carrying Out Investigations Engaging in Argument from Evidence	Asking Questions and Defining Problems Planning and Carrying Out Investigations Engaging in Argument from Evidence	from Evidence Obtaining, Evaluating, and Communicating Information Constructing Explanations and Designing Solutions
<b>Crosscutting Concepts</b>	Cause and Effect Scale, Proportion, and Quantity	Cause and Effect Patterns Stability and Change	Cause and Effect Patterns Stability and Change	Cause and Effect Patterns Stability and Change
<b>Resources</b>	<a href="https://sciencespot.net/Pages/classforsci.html">https://sciencespot.net/Pages/classforsci.html</a> <a href="https://online.maryville.edu/online-bachelors-degrees/forensic-psychology/forensic-science-lessons-students/">https://online.maryville.edu/online-bachelors-degrees/forensic-psychology/forensic-science-lessons-students/</a> <a href="http://stem-works.com/subjects/10-crime-scene-investigation/activities">http://stem-works.com/subjects/10-crime-scene-investigation/activities</a> <a href="http://forensics.rice.edu/">http://forensics.rice.edu/</a> <a href="https://ehs.goddardusd.com/58283_4">https://ehs.goddardusd.com/58283_4</a>			



**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:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping - Marine Biology**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	9 weeks	11 weeks	11 weeks	9 weeks
<b>Topics</b>	Ocean Environment	Marine Organisms	Marine Ecosystems	Humans and the Seas
<b>Standards</b>	<p>HS-PS1-5 - Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p> <p>HS-LS1-5 - Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.</p> <p>HS-LS1-7 - Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.</p> <p>HS-LS2-4 - Use</p>	<p>HS-PS1-4 - Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.</p> <p>HS-LS1-5 - Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.</p> <p>HS-LS 1-6 - Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.</p> <p>HS-LS 3-2 - Make and</p>	<p>HS-PS3-4 - Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).</p> <p>HS-LS2-5 - Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.</p> <p>HS-LS2-6 - Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain</p>	<p>HS-PS3-3 - Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.</p> <p>HS-LS 1-2- Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS3-3 - Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p> <p>HS-LS2-4 - Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p>

	<p>mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.</p> <p>HS-ESS2-4 - Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.</p> <p>HS-ESS2-5 - Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.</p>	<p>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>HS-ESS1-5 - Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.</p>	<p>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>HS-ESS1-2 - Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.</p> <p>HS-ESS2-2 - Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.</p> <p>HS-ESS2-3 - Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.</p>	<p>HS-ESS1-2 - Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.</p> <p>HS-ESS3-2 - Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios</p> <p>HS-ESS2-3 - Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.</p>
<b>Content/ Disciplinary Core Ideas</b>	<p>Science &amp; Marine Biology</p> <p>Fundamentals of Ecology</p> <p>Geology of the Oceans</p> <p>Water Waves and Tides</p> <p>Organization for Matter and Energy Flow in</p>	<p>Biological Concepts</p> <p>Marine Fish</p> <p>Marine Reptiles</p> <p>Marine Mammals</p> <p>Shark Week</p> <p>Chemical Reactions</p> <p>Structure and</p>	<p>Intertidal Communities</p> <p>Estuaries</p> <p>Coral Reef Communities</p> <p>Continental Shelves &amp; Netic zone</p> <p>Electromagnetic Radiation</p>	<p>Harvesting the Oceans</p> <p>Oceans in Jeopardy</p> <p>Variation of Traits</p> <p>Evidence of Common Ancestry and Diversity</p> <p>Structure and Function</p> <p>Definitions of Energy</p>

	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	Properties of Matter Organization for Matter and Energy Flow in Organisms Variation of Traits The History of Planet Earth	The Universe & 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	Energy and Chemical Processes The Universe and Its Stars Electromagnetic Radiation Natural Resources Developing Possible Solutions Human Impacts on Earth Systems
<b>Skills/ Science and Engineering Principles</b>	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
<b>Crosscutting Concepts</b>	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
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## 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; Ancient/Classical Civilization
- II. Emergence of the First Global Age; Renaissance, Reformation, Scientific Revolution, and Enlightenment
- III. Age of Revolutions; World Wars
- IV. The Modern World

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

**Curriculum Alignment:**

New Jersey Student Learning Standards - Social Studies

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – World History**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Length of Unit</b>	10 Weeks	10 Weeks	10 Weeks	10 Weeks
<b>Topics</b>	Geography  Ancient/Classical Civilizations	Emergence of the First Global Age  Renaissance, Reformation, Scientific Revolution, and Enlightenment	Age of Revolutions  World Wars	The Modern World
<b>Essential Question(s)</b>	How does where I am impacted who I am?  What causes conflict?	Who are the winners and losers of globalization?  What causes change?	Does might make right?  Do we have an obligation to humanity beyond our borders?	Who are the winners and losers of globalization?
<b>Big Idea<sup>1</sup></b>	Human/ Environment Interaction  Culture	Globalization  Birth of Ideas	Change  Human Rights	Security and Sustainability  Idealism and Extremism
<b>Standards</b>	6.2.12.B.1.b - Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.  6.2.12.B.6.a - Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.	6.2.12.A.1.a - Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.  6.2.12.C.1.c - Assess the role of mercantilism in stimulating European expansion through trade,	6.2.12.A.3.a - 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.  6.2.12.A.3.b - Relate the responses of various	6.2.12.A.5.a - Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).  6.2.12.A.5.b - Analyze the structure and goals of the United Nations and evaluate

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



	<p>6.2.8.A.3.a - Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p> <p>6.2.8.A.3.c - Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p> <p>6.2.8.D.3.d - Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p>	<p>conquest, and colonization.</p> <p>6.2.12.D.1.a - Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.</p> <p>6.2.12.D.1.b - Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p> <p>6.2.12.D.1.c - Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p>6.2.12.D.1.e - 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>6.2.12.D.1.f - Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies</p>	<p>governments to pressure for self-government or self-determination to subsequent reform or revolution.</p> <p>6.2.12.A.3.c - Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p> <p>6.2.12.A.3.d - 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>6.2.12.C.3.b - Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p> <p>6.2.12.C.3.c - Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.</p> <p>6.2.12.C.3.d - Determine how, and the extent to</p>	<p>the organization's ability to solve or mediate international conflicts.</p> <p>6.2.12.A.5.d - Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, Sudan), and evaluate the responsibilities of the world community in response to such events.</p> <p>6.2.12.B.5.c - 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>6.2.12.C.5.b - Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.</p> <p>6.2.12.D.5.a - Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p>
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		<p>6.2.12.A.2.a - Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa</p> <p>6.2.12.A.2.b - Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p> <p>6.2.12.D.2.a - Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.</p> <p>6.2.12.D.2.b - Determine the factors that led to the Reformation and the impact on European politics.</p> <p>6.2.12.D.2.d - Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they</p>	<p>which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</p> <p>6.2.12.D.3.b - Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p> <p>6.2.12.D.3.d - 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>6.2.12.A.4.a - Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.</p> <p>6.2.12.A.4.c - Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass</p>	
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		<p>viewed their physical and spiritual worlds.</p> <p>6.2.12.D.2.e - Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p>	<p>exterminations of Ukrainians and Chinese.</p> <p>6.2.12.A.4.d - Assess government responses to incidents of ethnic cleansing and genocide.</p> <p>6.2.12.B.4.a - Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.</p> <p>6.2.12.B.4.c - 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>6.2.12.C.4.a - 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>6.2.12.C.4.c - Assess the short- and long-term demographic, social, economic, and environmental consequences</p>	
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			<p>of the violence and destruction of the two World Wars.</p> <p>6.2.12.D.4.a - Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.</p> <p>6.2.12.D.4.b - Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p> <p>6.2.12.D.4.d - Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.</p> <p>6.2.12.D.4.e - Compare how Allied countries responded to the expansionist actions of Germany and Italy.</p> <p>6.2.12.D.4.g - Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.</p>	
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			<p>6.2.12.D.4.h - Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.</p> <p>6.2.12.D.4.i - Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</p>	
<b>Content</b>	<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) 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</p>	<p>The Causes and Effects of:</p> <ul style="list-style-type: none"> <li>- World War I</li> <li>- World War II</li> <li>- The Holocaust</li> </ul> <p>Government Responses to Genocide and Ethnic Cleansing</p> <p>Effects of the Disintegration of the Ottoman Empire</p>	<p>Cold War</p> <p>Korean War</p> <p>Conflicts in the Middle East</p> <p>United Nations</p> <p>Modern Day Genocides</p> <p>Migration</p> <p>Capitalism, Democratic Socialism, and Communism</p> <p>LGBTQ+ Issues</p>

		<p>Nations</p> <p>Causes and Effects of the Renaissance</p> <p>Causes and Effects of the Reformation</p> <p>The Printing Press</p>		
<b>Skills</b>	<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 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 the appropriate use of language for the task and audience.</p>			
<b>Holocaust / Amistad Requirement Topic(s)</b>		Origins of slavery and genocide	Transatlantic Slave Trade 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:**

New Jersey Student Learning Standards - Social Studies

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – United States History I**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Length of Unit</b>	10 Weeks	10 Weeks	10 Weeks	10 Weeks
<b>Topics</b>	Pre-America	Birth of a Nation	The American Civil War and Reconstruction	Civil Rights Movement
<b>Essential Question(s)</b>	What are the costs and benefits of exploration and colonization?	What inspires change? What rights do all humans deserve?	Who defines values and priorities?	What is required for change to occur?
<b>Big Idea<sup>1</sup></b>	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, & geographic state of the country instead of human rights.
<b>Standards</b>	6.1.12.A.1.a - Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.  6.1.12.A.1.b - Analyze how gender, property ownership, religion, and legal status affected political rights.	6.1.12.A.2.b - Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.  6.1.12.A.2.c - Compare and contrast the arguments of Federalists	6.1.12.A.3.h - Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.  6.1.12.A.3.i - Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.  6.1.12.D.3.a - Determine how expansion created	6.1.12.D.4.d - Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.  6.1.12.D.5.d - Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

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



	<p>6.1.12.B.1.a - Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.</p> <p>6.1.12.C.1.a - Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</p> <p>6.1.12.C.1.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>6.1.12.D.1.a - Assess the impact of the interactions and conflicts between native groups and North American settlers.</p>	<p>and Anti-Federalists during the ratification debates, and assess their continuing relevance.</p> <p>6.1.12.A.2.d - Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.</p> <p>6.1.12.A.2.e - 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>6.1.12.B.2.b - Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.</p> <p>6.1.12.D.2.a - Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.</p>	<p>opportunities for some and hardships for others by considering multiple perspectives.</p> <p>6.1.12.D.3.b - Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.</p> <p>6.1.12.D.3.c - 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>6.1.12.A.4.a - 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>6.1.12.A.4.b - Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of</p>	<p>6.1.12.A.6.c - Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p> <p>6.1.12.D.8.b - Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p> <p>6.1.12.A.13.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>6.1.12.B.13.a - Determine the factors that led to</p>
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		<p>6.1.12.D.2.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>6.1.12.D.2.d - Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.</p> <p>6.1.12.D.2.e - Determine the impact of African American leaders and institutions in shaping free Black communities in the North.</p> <p>6.1.12.A.3.a - Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</p> <p>6.1.12.A.3.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</p>	<p>Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.</p> <p>6.1.12.A.4.c - Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p> <p>6.1.12.B.4.b - Analyze the impact of population shifts and migration patterns during the Reconstruction period.</p> <p>6.1.12.C.4.a - Assess the role that economics played in enabling the North and South to wage war.</p> <p>6.1.12.C.4.b - Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p>6.1.12.D.4.a - Compare and contrast the roles of African Americans who lived in Union and</p>	<p>migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.</p> <p>6.1.12.C.13.a - 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>6.1.12.D.13.a - 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>6.1.12.D.13.b - Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p>
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		<p>Mexico, and Native American removal) was influenced by perceived national interest.</p> <p>6.1.12.A.3.e - Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p>	<p>Confederate states during the Civil War.</p> <p>6.1.12.D.4.c - Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p>6.1.12.D.4.d - Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p>6.1.12.D.4.e - 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>	
<b>Content</b>	<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>Causes of the Civil War</p> <p>Westward Expansion</p> <p>North v. South Geography</p> <p>Northern v. Southern Economies</p>	<p>WEB DuBois v. Booker T Washington</p> <p>Great Migration</p> <p>Harlem Renaissance</p> <p>Jim Crow Laws</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>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, &amp; 15th Amendments</p> <p>Freedmen's Bureau</p> <p>KKK</p>	Causes and Effects of The Civil Rights Movement
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Compare present and past events to evaluate the consequences of past decisions, 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 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 the appropriate use of language for the task and audience.</li> </ul>			

Assessment Skills	Point of view using primary sources (writing)			
<b>Holocaust / Amistad Requirement Topic(s)</b>	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. The Impact of Industrialization on Society
- II. Understanding Human Ambition
- III. Conflicting Ideologies Affect the Human Experience
- IV. Globalization

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

**Curriculum Alignment:**

New Jersey Student Learning Standards - Social Studies

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – United States History II**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Length of Unit</b>	10 Weeks	10 Weeks	10 Weeks	10 Weeks
<b>Topics</b>	Industrial Revolution and The Progressive Era	The Early 1900s	The World at War	Contemporary US History
<b>Essential Question(s)</b>	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 of globalization?
<b>Big Idea<sup>8</sup></b>	The Impact of Industrialization on Society	Understanding Human Ambition	Conflicting Ideologies Affect the Human Experience	Globalization
<b>Standards</b>	<p>6.1.12.A.5.a - Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p> <p>6.1.12.A.5.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>6.1.12.B.5.b - Assess the impact of rapid urbanization on the environment and on the quality of life in cities.</p>	<p>6.1.12.D.6.c - 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>6.1.12.A.7.a - Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.</p> <p>6.1.12.A.7.b - Evaluate the impact of government policies designed to promote</p>	<p>6.1.12.A.11.a - 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>6.1.12.A.11.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>6.1.12.A.11.c - Determine if American policies regarding Japanese internment and</p>	<p>6.1.12.A.12.a - 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>6.1.12.A.12.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>6.1.12.A.12.c - Explain how</p>

<sup>8</sup> Every unit will focus on the political, social, economic and geographic causes and effects of the topics studied.

	<p>6.1.12.C.5.a - Analyze the economic practices of 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>6.1.12.C.5.b - Compare and contrast economic development of the North, South, and West in the post-Civil War period.</p> <p>6.1.12.D.5.b - Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.</p> <p>6.1.12.D.5.d - Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p>6.1.12.A.6.a - Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.A.6.c - Relate the</p>	<p>patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).</p> <p>6.1.12.A.7.c - Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p> <p>6.1.12.C.7.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>6.1.12.A.8.a - 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>6.1.12.D.8.a - Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.</p> <p>6.1.12.D.8.b - Assess the impact of artists, writers, and musicians of the 1920s,</p>	<p>actions against other minority groups were a denial of civil rights.</p> <p>6.1.12.A.11.d - Analyze the decision to use the atomic bomb and the consequences of doing so.</p> <p>6.1.12.A.11.e - Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>6.1.12.D.11.d - Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>6.1.12.D.11.e - 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>the Arab-Israeli conflict influenced American foreign policy.</p> <p>6.1.12.D.12.a - Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.</p> <p>6.1.12.D.12.b - Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.</p> <p>6.1.12.D.12.c - Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p> <p>6.1.12.D.12.d - Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.</p> <p>6.1.12.D.12.e - Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the</p>
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	<p>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 and local governmental policies.</p> <p>6.1.12.C.6.a - Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.</p>	<p>including the Harlem Renaissance, on American culture and values.</p> <p>6.1.12.A.9.a - Analyze how the actions and policies of the United States government contributed to the Great Depression.</p> <p>6.1.12.B.9.a - Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.</p> <p>6.1.12.D.9.a - Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p> <p>6.1.12.D.9.b - Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p> <p>6.1.12.A.10.a - Evaluate the arguments regarding the role of the federal government during the New Deal era.</p> <p>6.1.12.A.10.b - Assess the effectiveness of</p>	<p>Vietnam War.</p> <p>6.1.12.A.13.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>6.1.12.D.15.a - 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>6.1.12.D.15.b - Compare the perspectives of other nations and the United States regarding United States foreign policy.</p> <p>6.1.12.D.15.c - Explain how and why religious tensions and historic differences in the Middle East have led to</p>
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		governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.		international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.  6.1.12.D.15.d - Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
<b>Content</b>	<p>Mass Production</p> <p>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 the war, right to vote)</p> <p>1920s</p> <p>Great Depression</p> <p>Dust Bowl</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>

		The New Deal		
<b>Skills</b>	<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 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 the appropriate use of language for the task and audience.</li> </ul>			
<b>Holocaust / Amistad Requirement Topic(s)</b>	Nat Turner  Fredrick Douglas	African-American Role in War Effort  Harlem Renaissance  Race Riots  Inequalities (social, financial, etc)	The Holocaust  The Rape of Nanking  African-American role in the war effort	Newark Race Riots  Martin Luther King, Jr.  Malcolm X  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:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – Economics**

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

	<p>World War I.</p> <p>6.1.12.C.8.a - Analyze the push-pull factors that led to the Great Migration.</p> <p>6.1.12.C.8.b - Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p>	employment laws and practices.		
<b>Content</b>	<p>Communism</p> <p>Capitalism</p> <p>Socialism</p> <p>Economic Change throughout History</p>	<p>The Cost of Education</p> <p>Economic Change</p> <p>Supply and Demand</p> <p>Employment Law</p>	<p>Personal Finances</p> <p>Business Finances</p> <p>Financial Planning</p> <p>Budgeting</p> <p>Debt</p> <p>Credit</p>	<p>Career Goals</p> <p>Career Skills</p> <p>Career Opportunities</p>
<b>Skills</b>	<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 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 the appropriate use of language for the task and audience.</li> </ul>			

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

**Title:** Sociology

**Timeline:** Half Year; 2.5 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, Culture, Socialization, and Social Structure
- II. Deviance and Conformity, Sociology of Poverty and Politics

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

**Curriculum Alignment:**

New Jersey Student Learning Standards - Social Studies

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – Sociology**

<b>Unit / Topics</b>	<b>Unit I: The Sociological Perspective, Culture, Socialization and Social Structure</b>	<b>Unit II: Deviance and Conformity, Sociology of Poverty and Politics</b>
<b>Length of Unit</b>	approx. 10 weeks	approx. 10 weeks
<b>Essential Question(s)</b>	How is an individual shaped by society? How is society shaped by the individual?	
<b>Big Ideas</b>	Development, structure, and function of society Culture  Social Structure  Socialization	Deviance and Power  Social Mobility/ Social Action
<b>Topics / Reading Focus / Writing Focus</b>	Social structure  Sociological perspectives: Functionalist, social interactionist, conflict  Research methods  Norms, Mores, Folkways  Subcultures, Countercultures  Four components of culture (normative, material, symbolic, cognitive. )  Nature vs. Nurture  Spheres of Influence  Gender and Sexuality  Total Institutions	Conformity  Deviance  Formal Norm/Ideal Norm  Shaming/Stigma  Types of Government  Globalization  Theories of Social Change  Dominant Ideology  Alienation
<b>Target Standards (a)</b>	6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the	6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and



	<p>expanded role of government on economic policy, capitalism, and society.</p> <p>6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.</p> <p>6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have met contributed to the American economy, politics and society</p> <p>6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.</p> <p>6.1.12.HistoryCC.3.b: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</p> <p>6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p>	<p>stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.</p> <p>6.1.12.HistoryCC.3.b: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</p> <p>6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p> <p>6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.</p> <p>6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.</p>
<b>Skills</b>	<p>Compare and contrast the different sociological perspectives</p> <p>Analyze the impact of social structure on both individuals and groups of people</p> <p>Identify which research methods would best fit specific projects</p>	<p>Identify norms in our society</p> <p>Evaluate the impact and necessity of societal norms</p> <p>Analyze causes of conformity and deviance</p> <p>Distinguish valid arguments from false arguments when interpreting current and historical events.</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>Identify the major elements of culture</p> <p>Evaluate the role that symbols play in our society</p> <p>Analyze the role and influence of institutions in our society</p> <p>Evaluate how views of gender and sexuality have evolved over time</p>	<p>Analyze the impact of globalization on both individuals and groups of people</p> <p>Evaluate the potential dangers of dominant ideology</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>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>
<b>Assessment</b>	<p>Four components of culture slides presentation</p> <p>Analysis of gender roles in society</p> <p>Summative Assessments</p>	<p>“What causes someone to be defiant?” Reflective essay</p> <p>Current event project</p> <p>Summative Assessments</p>
<b>Amistad and Holocaust Connections</b>	<p>The changing role of women, minorities, and individuals with disabilities within society(?)</p> <p>Post-Colonial Lens</p>	<p>Crime/ Mass incarceration</p> <p>Urban Planning</p>

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

**Title:** Criminal Justice

**Timeline:** Half Year; 2.5 Credits

**Course Description:**

This course will examine the criminal justice system in the United States from a variety of different angles and perspectives. Students will analyze the causes and effects of crime in our country. Then, students will evaluate the effectiveness of the justice system in mitigating the impact of crime, both for society as a whole and within specific demographics. Case studies and current events will be examined through the lens of criminal justice throughout the course.

**Scope and Sequence:**

- I. The Varied Aspects Of Crime & Causes of and Solutions to Crime
- II. The American Judicial System & the Role of Police in the Judicial System

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

**Curriculum Alignment:**

New Jersey Student Learning Standards - Social Studies

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – Criminal Justice**

<b>Unit/Topics</b>	<b>Unit I: The Varied Aspects Of Crime &amp; Causes of and Solutions to Crime</b>	<b>Unit II: The American Judicial System &amp; the Role of Police in the Judicial System</b>
<b>Length of Unit</b>	approx. 10 weeks	approx. 10 weeks
<b>Essential Question(s)</b>	What responsibilities does a government have to its people? What rights do all humans deserve?	
<b>Topics / Reading Focus / Writing Focus</b>	History of Crime in America  Victims & Perpetrators of Crime  Essential Components of a Crime  Evaluate Various Defenses of Crime  History of Criminal Prevention Measures in America  Sociological and Psychological Causes of Crime  Retributive and Restorative justice	Bill of Rights and Rights of the American People  The American Judicial System and the Mechanics of Criminal Courts  History of Policing in America  The Role of Police in Our Society  Law Enforcement and Investigation Techniques
<b>Target Standards (a)</b>	6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.  6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.  6.1.12.CivicsPD.14.a: Draw from multiple	6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.  6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.  6.1.2.CivicsPD.2: Establish a process for how individuals

	<p>perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms</p> <p>6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.</p>	<p>can effectively work together to make decisions.</p> <p>6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).</p> <p>6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.</p> <p>6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).</p> <p>6.1.12.CivicsDP.6.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 and local governmental policies</p> <p>6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.</p> <p>6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which non</p>
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		<p>governmental organizations, special interest groups, third party political groups, and the media affects public policy.</p> <p>6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.</p> <p>6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing (societal issues)</p>
<b>Skills</b>	<p>Understand the origins of crime in our society</p> <p>Identify motives for committing crimes</p> <p>Assess various defenses for committing crimes</p> <p>Compare criminal types to criminal activity</p> <p>Evaluate methods for victim assistance</p> <p>Identify the essential components of a crime</p> <p>Identify root causes of criminal activity</p> <p>Debate the nature vs. nurture causes to crime</p> <p>Analyze actions taken to reduce crime in America</p> <p>Compare and Contrast retributive and restorative justice</p>	<p>Outline of Rights as an American Citizen</p> <p>Assess the difference between jurisdictions</p> <p>Examine roles of judges and attorneys in criminal courts</p> <p>Examine public attitudes to law enforcement (discussion of current events)</p> <p>Understand the development of law enforcement (why do we have police?)</p> <p>Examine different units and positions in local police departments</p> <p>Describe the investigation process</p> <p>Explore the use of force in policy activities</p> <p>Identify obstacles police face</p>

		Evaluate the limits of police power
<b>Assessment</b>	<p>Why do people commit crimes? Essay</p> <p>Evaluate the Sociological and Psychological Causes of a crime of your choice</p> <p>Summative Assessments</p>	<p>Citizens Rights Project</p> <p>Law Enforcement Current Event Presentation</p> <p>Summative Assessments</p>
<b>Amistad and Holocaust Connections</b>	Assess Race-Crime Relationship in America	<p>Analyze how the rights of minority groups in America differed from those guaranteed to majority groups</p> <p>Compare and contrast the treatment of different racial groups by law enforcement (racial profiling, stop and frisk, etc.)</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. Life under the Jim Crow South/ Life under Nazi Germany
- II. Women's Rights Movement / Civil Rights
- III. Law and Order
- IV. Hate Groups; Modern-Day (American) Social Issues / Environmental Racism

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

**Curriculum Alignment:**

New Jersey Student Learning Standards - Social Studies

**Grading Procedures:**

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

**Adoption Date:**

June 2024



**Union County Educational Services Commission**  
**Curriculum Mapping - Twentieth-Century Civil Liberties**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Number of Weeks</b>	approx. 9 weeks	approx. 9 weeks	approx. 8 weeks	approx. 14 weeks
<b>Topics</b>	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
<b>Standards</b>	<p>D2.His.16.9-12. Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>6.3.4.A.1. Determine what makes a good rule or law</p>	<p>D2.His.16.9-12. Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>6.3.4.D.1. Identify actions that are unfair or</p>	<p>D2.His.16.9-12. Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>6.3.12.A.2. Compare current case studies</p>	<p>D2.His.16.9-12. Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>6.2.12.A.6.d. Assess the effectiveness of responses by governments and</p>

	and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).	discriminatory, such as bullying, and propose solutions to address such actions.	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 problems are universal.	international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.  6.3.4.B.1. Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
<b>Big Ideas</b>	Students will grasp how interconnected societies are.  Students will begin to grasp how ideas do not generate in a bubble.	Students will begin to understand how everyday people can change one's society.	Students will begin to grasp what happens when people demand change	Students will begin to grasp how change can affect a society.  Students will begin to understand how history repeats itself.
<b>Content</b>	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
<b>Skills</b>	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

				<p>apply previously learned skills to modern-day issues.</p> <p>Students will learn how to navigate quality news-gathering sources.</p>
<b>Holocaust / Amistad Requirement Topic(s)</b>	Nuremberg Laws	Montgomery Bus Boycott Malcolm X Gun Control PETA 1,000,000 Man March	Mass Shootings Chicago Democratic Convention Lizzie Borden Richard Speck murders Charles Manson Lindbergh Kidnapping Boston Marathon Bombing Columbine Mass Shooting Las Vegas Mass Shooting	KKK Black Panthers Aryan Brotherhood Al-Queda Isis Taliban Skin Heads Louis Farrakhan Joseph McCarthy Green Peace Earth First Voluntary Human Extinction Movement Earth Liberation Front

**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. 1900-1924
- II. 1925-1949
- III. 1950-1974
- IV. 1975-1999

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

**Curriculum Alignment:**

New Jersey Student Learning Standards - Social Studies

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission  
Curriculum Mapping – Twentieth-Century History**

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Length of Unit</b>	10 Weeks	10 Weeks	10 Weeks	10 Weeks
<b>Topics</b>	1900-1924	1925-1949	1950-1974	1975-1999
<b>Essential Question(s)</b>	<p>How would our world be different today if Archduke Franz Ferdinand was never shot?</p> <p>What makes a war among nations a “world” war?</p>	<p>What made the Second World War different than the first?</p> <p>What can be learned about World War II and the nature of humanity?</p>	<p>Why is the Korean War known as the “Forgotten War?”</p> <p>Why was the Cold War labeled as being “cold,” and was it ever a threat to humanity?</p>	<p>What do you believe to be the most significant event in the 20<sup>th</sup> Century, and why?</p> <p>Do you believe the United States should have a role in all major global affairs and conflicts? Why or why not?</p>
<b>Standards</b>	<p>6.1.12.A.5.a - Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p> <p>6.1.12.A.5.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>6.1.12.B.5.b - Assess the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>6.1.12.C.5.a - Analyze the</p>	<p>6.1.12.D.6.c - 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>6.1.12.A.7.a - Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.</p> <p>6.1.12.A.7.b - Evaluate the impact of government policies designed to promote patriotism and to protect national security during times</p>	<p>6.1.12.A.11.a - 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>6.1.12.A.11.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>6.1.12.A.11.c - Determine if American policies regarding Japanese internment and actions against other minority groups were a</p>	<p>6.1.12.A.12.a - 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>6.1.12.A.12.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>6.1.12.A.12.c - Explain how the Arab-Israeli conflict influenced American foreign</p>

	<p>economic practices of 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>6.1.12.C.5.b - Compare and contrast economic development of the North, South, and West in the post-Civil War period.</p> <p>6.1.12.D.5.b - Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.</p> <p>6.1.12.D.5.d - Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p>6.1.12.A.6.a - Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.A.6.c - Relate the creation of African American advocacy organizations (i.e.,</p>	<p>of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).</p> <p>6.1.12.A.7.c - Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p> <p>6.1.12.C.7.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>6.1.12.A.8.a - 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>6.1.12.D.8.a - Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.</p> <p>6.1.12.D.8.b - Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American</p>	<p>denial of civil rights.</p> <p>6.1.12.A.11.d - Analyze the decision to use the atomic bomb and the consequences of doing so.</p> <p>6.1.12.A.11.e - Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>6.1.12.D.11.d - Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>6.1.12.D.11.e - 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>policy.</p> <p>6.1.12.D.12.a - Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.</p> <p>6.1.12.D.12.b - Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.</p> <p>6.1.12.D.12.c - Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p> <p>6.1.12.D.12.d - Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.</p> <p>6.1.12.D.12.e - Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.</p>
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	<p>the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p> <p>6.1.12.C.6.a - Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.</p>	<p>culture and values.</p> <p>6.1.12.A.9.a - Analyze how the actions and policies of the United States government contributed to the Great Depression.</p> <p>6.1.12.B.9.a - Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.</p> <p>6.1.12.D.9.a - Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p> <p>6.1.12.D.9.b - Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p> <p>6.1.12.A.10.a - Evaluate the arguments regarding the role of the federal government during the New Deal era.</p> <p>6.1.12.A.10.b - Assess the effectiveness of governmental policies enacted during the New Deal</p>	<p>6.1.12.A.13.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>6.1.12.D.15.a - 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>6.1.12.D.15.b - Compare the perspectives of other nations and the United States regarding United States foreign policy.</p> <p>6.1.12.D.15.c - Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of</p>
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		period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.		<p>United States policy and actions in bringing peaceful resolutions to the region.</p> <p>6.1.12.D.15.d - Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.</p>
<b>Content</b>	<p>The Second Boer War (1899-1902)</p> <p>The Wright Brothers and the Airplane (1909)</p> <p>The Titanic (1912)</p> <p>The Great War (World War I) Begins / The Assassination of Archduke Franz Ferdinand (1914)</p> <p>The Sinking of the Lusitania (1915)</p> <p>The Russian Revolution (1917-1925)</p> <p>World War I Ends (1918)</p> <p>The League of Nations (1920)</p>	<p>World War II (1939 - 1945)</p> <p>The Holocaust (1941-1945)</p> <p>Pearl Harbor (1941)</p> <p>The Atomic Bomb: Hiroshima &amp; Nagasaki (1945)</p> <p>The Truman Doctrine (1947)</p> <p>The Cold War Begins (1947)</p> <p>The Marshall Plan &amp; Post-War Europe (1948)</p>	<p>The Korean War (1950-1953)</p> <p>The Death of Stalin (1953)</p> <p>Brown v. Board of Education of Topeka (1954)</p> <p>The Warsaw Pact (1955)</p> <p>The Hungarian Revolution (1956)</p> <p>Sputnik &amp; The Space Race (1957)</p> <p>China &amp; the Great Leap Forward (1958)</p> <p>Seeds of The Vietnam War (1959)</p>	<p>The Vietnam War Ends (1975)</p> <p>Ford is Elected President (1976)</p> <p>The Iranian Revolution (1979)</p> <p>Attempted Assassination of Reagan / Election of Reagan (1980, 1981)</p> <p>The War in the Falkland Islands (1982)</p> <p>Stanislov Petrov &amp; the Threat of Nuclear War (1983)</p> <p>The Iran-Contra Affair Begins (1985-1987)</p> <p>The End of the Iran-Iraq War (1988)</p>



	<p>Rise of Adolph Hitler (1921)</p> <p>The Roots of World War II / Germany (1919 - 1939)</p>		<p>JFK is Elected (1960)</p> <p>Construction Begins on the Berlin Wall (1961)</p> <p>Conflict Escalates in Vietnam (1962)</p> <p>JFK is Assassinated (1963)</p> <p>The Civil Rights Act (1964)</p> <p>Winston Churchill Dies (1965)</p> <p>Operation Beaver Cage: Vietnam War (1967)</p> <p>Nixon is Elected President (1969)</p>	<p>The Berlin Wall Falls (1988)</p> <p>Mandela is Released from Prison (1990)</p> <p>The Fall of the Soviet Union (1990)</p> <p>Clinton Becomes President (1993)</p> <p>Apartheid Ends in South Africa (1994)</p> <p>Northern Ireland Conflict (1996)</p> <p>Putin Invades Chechnya (1999)</p>
<b>Skills</b>	<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 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 consideration the appropriate use of language for the task and audience.</li> </ul>			

<b>Holocaust / Amistad Requirement Topic(s)</b>	Inequalities (social, financial, etc) The Holocaust African-American role in war effort Newark Race Riots Civil Rights Movement; Martin Luther King, Jr.; Malcolm X
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## World Language

**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 / School Life
- II. School / Celebrations
- III. Family / Traditions
- IV. Family / Food

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:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – Spanish I**

<b>Topics</b>	<b>UNIT 1</b> Personal identity/ School life	<b>UNIT 2</b> School / Celebrations	<b>UNIT 3</b> Family/ Traditions	<b>UNIT 4</b> Family / Food
<b>Length of Unit</b>	5 weeks	5 weeks	5 weeks	5 weeks
<b>Essential Question(s) and/or Big Idea(s)</b>	What is culture?  Students reinforce and broaden their knowledge of other	What is Identity?  What are some customs and traditions of Spanish-speaking countries?	What is family?  What is the definition of family?	What is a traditional food?  What are some customs and traditions of Spanish-speaking countries?
<b>Topics / Reading Focus / Writing Focus</b>	Speaking activities  Spanish Speaking countries  Greetings and farewells  Ask questions  Provide responses (ie. Self, dates, simple math)  Introduction: Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.  Describing characters in context  TPR (Total Physical Response)	Ask questions and provide responses (ie. Self, dates, simple math)  Describe how they and others feel  Talk about what they and their friends do  Holidays/Traditions  Talk about different Holidays or Traditions  Describe some Holidays or Traditions  Calendar  School subjects  Classroom objects and furniture	Traditions  Recognize basic sound distinctions and intonation patterns and their effects on communicating meaning  Compare and Contrast Spanish and US families  Ask questions and provide responses (ie. Self, dates, simple math)  Vocabulary “La Familia”  Greetings and farewells to family members	Food Vocabulary  Subject Pronouns  “Verbs to be”  Spanish Countries  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  Speaking activities  Ask a question about families  Traditions vocabulary  Work in pairs to develop

		School supplies		<p>and/or practice conversations appropriate for a given situation or theme.</p> <p>Describing characters in context</p> <p>TPR (Total Physical Response)</p>
<b>Target Standards (a)</b>	<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NM.A1 7.1.NM.A2</p>	<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NH.A.1 7.1.NH.B.3 7.1.NM.C.2</p>	<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NH.A.1 7.1.NH.B.3 7.1.NM.B.4 7.1.NM.C.2</p>	<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NM.A1 7.1.NM.B2 7.1.NM.C.2</p>

<b>Content and Skills</b>	<p>Ask questions</p> <p>Provide responses (ie. Self, dates, simple math)</p> <p>Speaking activities</p> <p>Introduction: Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</p> <p>Describing characters in context</p> <p>TPR (Total Physical Response)</p>	<p>State basic school information</p> <p>Ask questions and provide responses</p> <p>Describe the classroom in Spanish Descriptions</p> <p>“Verb to be”</p> <p>Unit vocabulary: “La escuela”</p>	<p>Interpersonal Mode</p> <p>Work in pairs to develop and/or practice conversations appropriate for a given situation or theme</p> <p>Perform a skit or short play for a class, the school or the community</p>	<p>State basic family information</p> <p>Basic food vocabulary</p> <p>Ask questions and provide responses</p> <p>Describe the family in Spanish</p> <p>Descriptions</p> <p>“Verb to be”</p> <p>Unit vocabulary” La Familia”</p> <p>La Comida</p>
<b>Assessment</b>	<p>Day of the Dead/ Traditions Around the World</p> <p>“Hispanic Heritage Month”</p>	<p>“Black History Month” (Afro-Latino)</p> <p>“Women’s History Month”</p> <p>“Las mujeres en el poder” (Afro-Latina)</p>	<p>“La invitación a la fiesta”</p> <p>El Árbol de la Familia</p>	<p>“El Restaurante”</p>

**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. School Life
- II. School/ Celebrations
- III. Family/ Traditions
- IV. Family / Food

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:**

June 2024



**Union County Educational Services Commission**  
**Curriculum Mapping – Spanish II**

<b>Topics</b>	<b>UNIT 1</b> School life	<b>UNIT 2</b> School/Celebrations	<b>UNIT 3</b> Family/ Traditions	<b>UNIT 4</b> Family / Food
<b>Length of Unit</b>	5 weeks	5 weeks	5 weeks	5 weeks
<b>Essential Question(s) and/or Big Idea(s)</b>	What is culture?  Students reinforce and broaden their knowledge of other Spanish Cultures	What is Identity?  What are some customs and traditions of Spanish-speaking countries?	What is family?  What is the definition of family?	What is a traditional food?  What are some customs and traditions of Spanish-speaking countries?
<b>Topics / Reading Focus / Writing Focus</b>	Speaking activities  Writing activities  Interpretive: Reading Activities  Spanish Speaking countries  Ask questions/provide answers  Provide responses (ie. Self, writing dates, counting numbers)  Introduction: Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.  Describing characters in different stories, using	Reading/writing  Holidays/Traditions  Talk about different Holidays or Traditions  Describe some Holidays or Traditions  Reading about different traditions  School subjects  Classroom objects and furniture  Ask questions and provide responses (ie. Self, dates, simple math)  Interpretives	Interpretive mode  Compare and Contrast Spanish and US families  Ask questions and provide responses (ie. Self, dates, simple math)  Vocabulary “La Familia”  Greeting and farewells within family members: Interpretive	Celebrations/ food  Subject Pronouns  “Verbs to be”  Spanish Countries.  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.  Speaking activities  Introduction: Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.  Describing characters in

	Spanish descriptions.			context  TPR (Total Physical Response)
<b>Target Standards (a)</b>	<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NM.A1 7.1.NM.A2 7.1.NH.B.3 7.1.NH.A1</p>	<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NH.A1 7.1.NH.A2 7.1.NH.A.1 7.1.NH.B.3 7.1.NM.C.2</p>	<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NM.A2 7.1.NH.A.1 7.1.NH.B.3 7.1.NM.B.4 7.1.NM.C.2</p>	<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NM.A1 7.1.NM.A2 7.1.NM.B2 7.1.NM.C.2</p>
<b>Content or Skills</b>	<p>Speaking activities</p> <p>Introduction: Work in</p>	<p>State basic school information</p>	<p>Interpersonal Mode</p> <p>Work in pairs to develop</p>	<p>State basic family information</p>

	<p>pairs to develop and/or practice conversations appropriate for a given situation or theme.</p> <p>Ask questions and provide responses (ie Self, dates, simple math)</p> <p>Vocabulary “Quien soy yo”</p> <p>“Verbs to be”</p> <p>Subject pronouns and adjectives</p>	<p>Ask questions and provide responses</p> <p>Describe the classroom in Spanish</p> <p>Descriptions</p> <p>Describing characters in context</p> <p>Recognize basic sound distinctions and intonation patterns and their effects on communicating meaning</p> <p>“Verbs to be”</p> <p>Descriptions</p> <p>Unit vocabulary.” La escuela”</p>	<p>and/or practice conversations appropriate for a given situation or theme.</p> <p>Perform a skit or short play for a class, the school, or the community.</p> <p>La Familia</p> <p>Writing about different Spanish families.</p> <p>Reading different Spanish stories and answering questions.</p>	<p>Ask questions and provide responses</p> <p>Describe the family in Spanish</p> <p>Descriptions</p> <p>“Verbs to be”</p> <p>Descriptions</p> <p>Unit vocabulary.” La Familia”</p> <p>La Comida</p>
<b>Assessment</b>	<p>Day of the Dead</p> <p>Traditions Around the World</p> <p>“Hispanic Heritage Month”</p> <p>“Black History Month” (Afro-Latino)</p>	<p>“Women’s History Month”</p> <p>“Las mujeres en el poder” (Afro-Latina)</p>	<p>“La invitación a la fiesta”</p> <p>El Árbol de la Familia</p>	<p>“El Restaurante”</p>

**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. School Life
- II. School/ Celebrations
- III. Family/ Traditions
- IV. Family / Food

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:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – Spanish III**

<b>Topics</b>	<b>UNIT 1</b> School life	<b>UNIT 2</b> School/Celebrations	<b>UNIT 3</b> Family/ Traditions	<b>UNIT 4</b> Family / Food
<b>Length of Unit</b>	5 weeks	5 weeks	5 weeks	5 weeks
<b>Essential Question(s) and/or Big Idea(s)</b>	<p>What is culture?</p> <p>Students reinforce and broaden their knowledge of other Spanish Cultures</p>	<p>What is Identity?</p> <p>What are some customs and traditions of Spanish-speaking countries?</p>	<p>What is family?</p> <p>What is the definition of family?</p>	<p>What is a traditional food?</p> <p>What are some customs and traditions of Spanish-speaking countries?</p>
<b>Topics / Reading Focus / Writing Focus</b>	<p>Speaking activities</p> <p>Writing activities</p> <p>Interpretive: Reading Activities</p> <p>Spanish Speaking countries</p> <p>Ask questions/provide answers</p> <p>Provide responses (ie. Self, writing dates, counting numbers)</p> <p>Introduction: Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</p> <p>Describing characters in different stories, using Spanish descriptions.</p>	<p>Reading/writing</p> <p>Holidays/Traditions</p> <p>Talk about different Holidays or Traditions</p> <p>Describe some Holidays or Traditions</p> <p>Reading about different traditions</p> <p>School subjects</p> <p>Classroom objects and furniture</p> <p>Ask questions and provide responses (ie. Self, dates, simple math)</p> <p>Interpretives</p>	<p>Interpretive mode</p> <p>Compare and Contrast Spanish and US families</p> <p>Ask questions and provide responses (ie. Self, dates, simple math)</p> <p>Vocabulary “La Familia”</p> <p>Greeting and farewells within family members: Interpretive</p>	<p>Celebrations/ food</p> <p>Subject Pronouns</p> <p>“Verbs to be”</p> <p>Spanish Countries.</p> <p>Discusses cultural and intellectual development by looking at the ways in which families were influenced by the cultural traditions and beliefs of the wider society.</p> <p>Speaking activities</p> <p>Introduction: Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</p> <p>Describing characters in context</p> <p>TPR (Total Physical Response)</p>
<b>Target Standards (a)</b>	All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret	All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret	All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret	All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret

	<p>spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NM.A1 7.1.NM.A2 7.1.NH.B.3 7.1.NH.A1</p>	<p>spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NH.A1 7.1.NH.A2 7.1.NH.A.1 7.1.NH.B.3 7.1.NM.C.2</p>	<p>spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NM.A2 7.1.NH.A.1 7.1.NH.B.3 7.1.NM.B.4 7.1.NM.C.2</p>	<p>spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NM.A1 7.1.NM.A2 7.1.NM.B2 7.1.NM.C.2</p>
<b>Content or Skills</b>	<p>Speaking activities</p> <p>Introduction: Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</p> <p>Ask questions and provide responses (ie Self, dates, simple math)</p> <p>Vocabulary “Quien soy yo”</p> <p>“Verbs to be”</p> <p>Subject pronouns and adjectives</p>	<p>State basic school information</p> <p>Ask questions and provide responses</p> <p>Describe the classroom in Spanish</p> <p>Descriptions</p> <p>Describing characters in context</p> <p>Recognize basic sound distinctions and intonation patterns and their effects on communicating meaning</p> <p>“Verbs to be”</p> <p>Descriptions</p>	<p>Interpersonal Mode</p> <p>Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</p> <p>Perform a skit or short play for a class, the school, or the community.</p> <p>La Familia</p> <p>Writing about different Spanish families.</p> <p>Reading different Spanish stories and answering questions.</p>	<p>State basic family information</p> <p>Ask questions and provide responses</p> <p>Describe the family in Spanish</p> <p>Descriptions</p> <p>“Verbs to be”</p> <p>Descriptions</p> <p>Unit vocabulary.” La familia”</p> <p>La Comida</p>

		Unit vocabulary." La escuela"		
essment	Day of the Dead  Traditions Around the World  "Hispanic Heritage Month"  "Black History Month" (Afro-Latino)	"Women's History Month"  "Las mujeres en el poder" (Afro-Latina)	"La invitación a la fiesta"  El Árbol de la Familia	"El Restaurante"

## Fine & Performing Arts



**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. Elements of Art through Drawing and Painting Forms, Shading, Color theory
- II. Three-Dimensional Art; Special Project (design)

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

**Curriculum Alignment:**

NJ Student Learning Standards - Fine and Performing Arts

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – Art: Drawing and Painting I**

	<b>Unit 1</b>	<b>Unit 2</b>
<b>Length of Unit</b>	approx. 10 weeks	approx. 10 weeks
<b>Primary Topics</b>	Elements of Art through Drawing and Painting Forms, shading, color theory	Three-Dimensional art AND Special Project (design)
<b>Subtopics</b>	<p>Color &amp; Symbolism - oil pastels  Drawing Still Life: line, pencil/ charcoal, white charcoal (cylindrical objects, perspective, composition (realism &amp; Abstract), shading, highlights</p> <p>Painting - Gouache properties: intensity &amp; water variables- washes, full strength  Landscapes: Clouds. Land, terrain, skies, time of day, underwater, silhouette</p>	<p>Sewing and practical arts</p> <p>Sculpture: Paper mâché, mold making, building, etc.</p>
<b>Standards</b>	<p>1.1.12.D.1 - 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>1.2.12.A.1 - Determine how dance, music, theater, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 - 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. 1.3.12.D.1 - Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. 1.3.12.D.2 - Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy,</p>	<p>1.1.12.D.1 - 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>1.2.12.A.1 - Determine how dance, music, theater, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 - 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>1.3.12.D.2 - 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>1.3.12.D.4 - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in</p>

	<p>methods, techniques, and cultural understanding.</p> <p>1.3.12.D.4 - 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>1.3.12.D.5 - 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>	multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
<b>Content</b>	<p>Symbolism</p> <p>Color</p> <p>Line</p> <p>Representing 3 Dimensions on a 2D Plane is an illusion; Objects must be lower on the page if they are to appear closer to the viewer.</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>3D Design</p> <p>Sculpture</p> <p>Example 1 - Paper mâché Abstract sculpture</p> <p>Geometric vs organic forms/pattern</p> <p>Natural vs unnatural color</p> <p>Example 2 - Plaster cast/ Plaster of Paris</p> <p>Hand molds to expressive sculpture (hands are a form of communication/ expressive as a face, show age, interests, are decorated/ are different colors/ are young, old, wrinkled,</p> <p>Special Project (will vary based on the year)</p> <p>Examples:</p> <p>Hand sewing</p> <p>Stuffed characters</p> <p>Sewing machine</p> <p>Silk Screening</p> <p>Cricut design Iron-Ons &amp; stickers</p>
<b>Skills</b>	Represent different emotions and energies using only drawn line	Create a 3D design based on hands that expresses a message Using/wrapping plaster cast

	<p>Create a non-representational drawing based on music;  Create a non-representational painting based on music;  Associate different feelings and energies with colors</p> <p>Holding a pencil and using a drawing board  Form, Use cylinders to create rounded forms  Overlapping forms  Making forms solid  Orientation/ POV Drawing forms from above at and below eye level  Composition  Breaking down more complex forms into manageable shapes  Abstracting forms  Shading  Determining light source and estimating shadow areas  Using various types of drawing materials to shade (charcoal, pencil, water-soluble pencil)  Overlapping square objects  Overlapping organic shapes</p> <p>Painting procedures (supplies, set-up, etc.)  Properties of paint  Paint strokes/ painterly and smooth  Mixing colors and color theory  Using different styles of brushes</p>	<p>Creating molds  Filling/releasing molds</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>
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**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. Elements of Art through Drawing and Painting Forms, Shading, Color theory
- II. Three-Dimensional Art; Special Project (design)

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

**Curriculum Alignment:**

NJ Student Learning Standards - Fine and Performing Arts

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – Art: Drawing and Painting II**

	<b>Unit 1</b>	<b>Unit 2</b>
<b>Length of Unit</b>	approx. 10 weeks	approx. 10 weeks
<b>Primary Topics</b>	Elements of Art through Drawing and Painting Forms, shading, color theory	Three-Dimensional art AND Special Project (design)
<b>Subtopics</b>	<p>Color &amp; Symbolism - oil pastels  Drawing Still Life: line, pencil/ charcoal, white charcoal (cylindrical objects, perspective, composition (realism &amp; Abstract), shading, highlights</p> <p>Painting - Gouache properties: intensity &amp; water variables- washes, full strength  Landscapes: Clouds. Land, terrain, skies, time of day, underwater, silhouette</p>	<p>Sewing and practical arts</p> <p>Sculpture: Paper mâché, mold making, building, etc.</p>
<b>Standards</b>	<p>1.1.12.D.1 - 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>1.2.12.A.1 - Determine how dance, music, theater, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 - 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. 1.3.12.D.1 - Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. 1.3.12.D.2 - Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. 1.3.12.D.4 - Analyze the syntax and compositional and stylistic principles of two- and three-dimensional</p>	<p>1.1.12.D.1 - 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>1.2.12.A.1 - Determine how dance, music, theater, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 - 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>1.3.12.D.2 - 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>1.3.12.D.4 - 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>artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</p> <p>1.3.12.D.5 - 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>	
<b>Content</b>	<p>Symbolism</p> <p>Color</p> <p>Line</p> <p>Representing 3 Dimensions on a 2D Plane is an illusion; Objects must be lower on the page if they are to appear closer to the viewer.</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>3D Design</p> <p>Sculpture Example 1 - Paper mâché Abstract sculpture</p> <p>Geometric vs organic forms/pattern Natural vs unnatural color</p> <p>Example 2 - Plaster cast/ Plaster of Paris Hand molds to expressive sculpture (hands are a form of communication/ expressive as a face, show age, interests, are decorated/ are different colors/ are young, old, wrinkled,</p> <p>Special Project (will vary based on the year) Examples: Hand sewing Stuffed characters Sewing machine Silk Screening Cricut design Iron-Ons &amp; stickers</p>
<b>Skills</b>	<p>Represent different emotions and energies using only drawn line</p> <p>Create a non-representational drawing based on music; Create a non-representational painting based on music; Associate different feelings and energies with colors</p> <p>Holding a pencil and using a drawing board</p>	<p>Create a 3D design based on hands that expresses a message Using/wrapping plaster cast Creating molds Filling/releasing molds</p> <p>A selection of the following may be included:</p> <p>Design a plan for a piece of artwork</p>

	<p>Form, Use cylinders to create rounded forms</p> <p>Overlapping forms</p> <p>Making forms solid</p> <p>Orientation/ POV 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>Overlapping square objects</p> <p>Overlapping organic shapes</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>	Putting together pieces/ construction
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**Union County Educational Services Commission  
High School Course Syllabus**

**Title:** Introduction to Music

**Timeline:** Full Year; 5 Credits

**Course Description:**

In introduction to Music, students will survey different musical styles and periods with the intent of increasing students' understanding of music and its importance in relation to the human experience. In addition, students will be able to identify rhythms, clefs, and notes, as well as scales, chords and modes. Further, students will be exposed to various styles of music and apply musical elements to create an expressive or aesthetic impact. Students also have the ability for informal music performance and creation within the classroom.

**Scope and Sequence:**

- I. Rhythms, Clefs and Notes
- II. Scales, Chords and Modes
- III. Music Appreciation; Instrumentation, Vocal, Theater, Then and Now
- IV. World Music

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

**Curriculum Alignment:**

NJ Student Learning Standards - Fine and Performing Arts

**Grading Procedures:**

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

**Adoption Date:**

June 2024

**Union County Educational Services Commission**  
**Curriculum Mapping – Introduction to Music**

<b>Topics</b>	<b>UNIT 1 - Rhythms, Clefs and Notes</b>	<b>UNIT 2 - Scales, Chords and Modes</b>	<b>UNIT 3 - Music Appreciation; Instrumentation, Vocal, Theater, Then and Now</b>	<b>UNIT 4 - World Music</b>
<b>Length of Unit</b>	8 Weeks	8 Weeks	12 Weeks	10 Weeks
<b>Essential Question(s) and/or Big Idea(s)</b>	Why is a system of writing music important? What is the difference between a rhythm and a beat? How do musical styles demonstrate an understanding of a musical language (rhythms, notes)?	Why is a system of writing music important? Do scales help with sight reading? What's the relationship between scales and key signatures?	What makes music stay relevant through years, decades, or centuries?	What sounds do we hear in the world around us? How does music influence society? How does one culture's music impact another?
<b>Target Standards</b>	1.3B.12acc.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. 1.3B.12adv.Cr2a: Assemble and organize multiple sounds or extended musical ideas to create initial expressive	1.3B.12acc.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. 1.3B.12adv.Cr2a: Assemble and organize multiple sounds or extended musical ideas to create initial expressive	1.3B.12adv.Re7a: Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for	1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines. 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within

	<p>statements of selected extended experiences or abstract ideas.</p> <p>1.3B.12adv.Cr2b: Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (eg. rhythm, pitch, form, harmony) in music selected for performance.</p> <p>2.3A.8.CR1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme &amp; Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain</p>	<p>statements of selected extended experiences or abstract ideas.</p> <p>1.3B.12adv.Cr2b: Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (eg. rhythm, pitch, form, harmony) in music selected for performance.</p> <p>2.3A.8.CR1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme &amp; Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain</p>	<p>composition.</p> <p>1.3B.12adv.Re7b: Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.</p> <p>2.3A.8.C2a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the</p>	<p>simple forms (e.g., one part, cyclical, binary).</p> <p>1.3B.12prof.Pr4a: Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary).</p> <p>1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.</p> <p>1.3B.12acc.Pr4b: Analyze how the elements of music (including form) of selected works relate to the style, function and context, and explain the implications for rehearsal and performance.</p> <p>1.3B.12prof.Pr6a: Share live or recorded</p>
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	connection to specific purpose and context (e.g., social, cultural, historical).	connection to specific purpose and context (e.g., social, cultural, historical).	structure and expanded music concepts (eg. rhythm, pitch, form, harmony) in music selected for performance. 2.3A.8.CR1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).	performances of works (both personal and others') and explain how the elements of music are used to convey intent. 1.3B.12prof.Re8a: Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work. 1.3B.12prof.Re9a: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of fundamentals of music theory. 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal
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				<p>choices and intent when creating, performing, and responding to music.</p> <p>1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>2.3A.8.C2a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (eg. rhythm, pitch, form, harmony) in music selected for performance.</p>
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				2.3A.8.CR1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).
<b>Content</b>	Rhythms Meters Clefs (treble and bass) Note names Staff Grand Staff Leger lines Rhythms Notes Eighth note and rest Quarter note and rest Half note and rest Whole note and rest Note names (A, B, C, D, E, F, G) Middle C	Major scales minor scales Arpeggios Chords Chord progressions (I, IV, V)	Instruments Woodwinds Brass Percussion Strings Electronic instruments Orchestra Ensemble Chorus Musical Theater Jukebox musical Operetta Opera Bands Duo/Trios Composers	(M1) Latin America and the Caribbean (M2) Europe (Greece, Spain, Ireland, Hungary, Italy, Russia) (M3) Africa (Nigeria, Ghana, Uganda) (M4) Asia (China, India, Tibet) (M5) Middle East (Islam and Arabic nations, Iran, Egypt, Israel and Judaism)

	Piano fingerings Performance		Current artists DJs Songwriters Film Score composers Video Game composers Jingle writers Turntable Genres/subgenres Musical periods Animated Live action Stage Soundtrack Score Lyricist	
<b>Skills</b>	Develop rhythmic compositions Perform rhythms by sight reading Identify the grand staff, bass, and treble clefs Performing simple melodies on the piano Composing simple melodies for the piano	Learn the sounds of various scales Identify chord progressions Write basic 8-bar melodies with chord structure Identify and use cadences	Identification of different styles of music by hearing it Understanding various foundational styles and what impacts they had/have on music Differences in musical styles, genres, and performances Understanding differences in animated, live-action, stage, and film versions of musicals and operas	Hearing and identifying various instruments; similar and different and connecting to instruments they are familiar with. Identify cultural rhythms and replication of some tonality and how it relates to the culture (i.e. modality- Phrygian/Spanish sounding music or instruments- guiro is Latin percussion)

<b>Assessment</b>	Rhythmic Assessment (including auditory assessment) Staff assessment Note assessment Performance assessment Unit Assessment	Scale assessment Key Signature Assessment Chord assessment (triad) Performance and written assessments	Packets and class assessments to frequently check for understanding of Research project and presentation Musical recording testing	Recording assessment Written assessment and classroom project
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