

# 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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Verdana Arora **Christopher Barone Eugene Bell** Anne Cioffi Oscarina Duarte Regina Fernandez-Siejack Anne Marine Ferrari Chana Finver **Lillian Flores** James Fritz Armand Grez **Rich Horn** Jeremy Kaplan Dominica Killeen Jessica Lederman Paul Lund Jessica Machado Dawn Matusz Stephanie Miller George Mojovich **Ryan Peters Kristina Picciano Elizabeth Ramirez** Anna Rehwinkel Suzanne Schneider Jeffrey Shanfield Kimberly Wrzesinski Amy Van Cleef Penelope Vlastaras

# Introduction

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

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

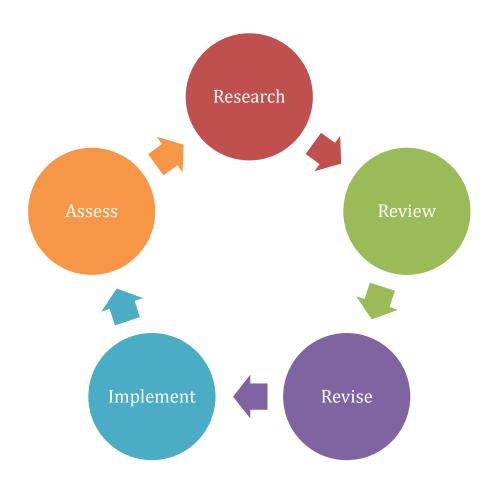
**Consensus Maps:** Consensus maps are designed by the department in consultation with the Director of Curriculum and Instruction and are revised every five years.

**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 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

	Unit 1	Unit 2	Unit 3	Unit 4
Number of Weeks	approx. 12 weeks	approx. 12 weeks	approx. 8 weeks	approx. 8 weeks
Торіс	Introduction to	Elements of Starting a	Advertising	Create Your Own Business
	Entrepreneurship &	Business	0	
	Characteristics of			
	Successful Entrepreneurs			
Standards	9.3.12.BM.2 Describe laws	9.3.12.BM.2 Describe laws	9.3.12.BM.1 Utilize mathe	9.3.12.BM.1 Utilize mathe
	, rules and regulations as t	, rules and regulations as t	matical concepts, skills an	matical concepts, skills an
	hey apply to effective busi	hey apply to effective busi	d problem-	d problem-
	ness operations.	ness operations.	solving to obtain necessar	solving to obtain necessar
			y information for decision	y information for decision
	9.3.12.BM.3 Explore, deve	9.3.12.BM.3 Explore, deve	-making in business.	-making in business.
	lop and apply strategies fo	lop and apply strategies fo	_	_
	r ensuring a successful bu	r ensuring a successful bu	9.3.12.BM.2 Describe laws	9.3.12.BM.2 Describe laws
	siness career.	siness career.	, rules and regulations as t	, rules and regulations as t
			hey apply to effective busi	hey apply to effective busi
	CLKS- Plan education and	9.3.12.BM.5 Implement sy	ness operations.	ness operations.
	career paths aligned to	stems, strategies and tech		
	personal goals	niques used to manage inf	9.3.12.BM.3 Explore, deve	9.3.12.BM.3 Explore, deve
	Students take personal	ormation in a business.	lop and apply strategies fo	lop and apply strategies fo
	ownership of their own		r ensuring a successful bu	r ensuring a successful bu
	education and career	9.3.12.BM.6 Implement,	siness career.	siness career.
	goals, and they regularly	monitor and evaluate busi		
	act on a plan to attain	ness processes to ensure		9.3.12.BM.4 Identify, dem
	these goals. They	efficiency and quality resu		onstrate and implement s
	understand their own	lts.		olutions in managing effec
	career interests,			tive business customer rel
	preferences, goals, and	CLKS- Consider the		ationships.
	requirements. They have	environmental, social and		
	perspective regarding the	economic impacts of		9.3.12.BM.5 Implement sy
	pathways available to	decisions		stems, strategies and tech
	them and the time, effort,	Students understand the		niques used to manage inf
	experience and other	interrelated nature of		ormation in a business.
	requirements to pursue	their actions and regularly		

each, including	g a path of make decisions that	at	9.3.12.BM.6 Implement,
entrepreneurs			monitor and evaluate busi
recognize the			ness processes to ensure
each step in th		inpact	efficiency and quality resu
		ha	
and experienti			lts.
and they recog	-		CLKS- Consider the
nearly all caree		e	
require ongoin			environmental, social and
education and	0,		economic impacts of
experience. Th			decisions
counselors, me		-	Students understand the
other experts t			interrelated nature of
the planning a			their actions and regularly
execution of ca		-	make decisions that
personal goals		nd the	positively impact and/or
	profitability of the		mitigate negative impact
	organization.		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.
			-
			CLKS- Demonstrate
			creativity and innovation
			Students regularly think of
			ideas that solve problems
			in new and different
			ways, and they contribute
			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.
		-
		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.
Content	Definition of	Business Plan	Forms of Advertising	Business Proposals
	Entrepreneurship			
		Start-ups	Elements of Advertising	Logos and Slogans
	Motivation of			
	Entrepreneurs	Funding	Legal Requirements of	Job Descriptions
			Advertising	
	Challenges of	The Pitch		Advertising
	Entrepreneurship			
		Legal Requirements		Website Development
	The 10 Characteristics of			
	Successful Entrepreneurs	Pitfalls of New Businesses		
	Entrepreneur Case			
	Studies			
Skills	List the advantages of	Understand the elements	Analyze the effectiveness	Synthesize learning to
	entrepreneurship	of a successful start-up	of advertising campaigns	create a business
	List the disadventages of	Identify the traits of a	Create advartising	Evoluato overnales in
	List the disadvantages of	Identify the traits of a	Create advertising	Evaluate examples in order to create a new
	entrepreneurship	business plan	campaigns	
				product

Synthesize information to	Compare and Contrast	Evaluate the impact of	
make a decision	successful vs.	advertising	
	unsuccessful start-ups		
Identify common traits of			
entrepreneurs	Identify funding sources		
	for new businesses		
Compare and Contrast			
	Identify reason businesses		
Analyze different sources	fail		
of information in order to			
draw a conclusion			

#### 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

	Unit 1	Unit 2	Unit 3	Unit 4
Number of Weeks	approx. 4 weeks	approx. 2 weeks	approx. 2 weeks	approx. 2 weeks
Торіс	Finding a Job;	Interviewing	On the Job Expectations/	Budgeting
	Resume Building & Job	_	Etiquette	
	Applications			
Standards	9.2.12.CAP.3: Investigate	CLKS- Utilize critical	CLKS- Act as a responsible	9.1.12.PB.3: Design a
	how continuing education	thinking to make sense of	and contributing	personal budget that will
	contributes to one's	problems and persevere	community members and	help you reach your long-
	career and personal	in solving them	employee	term and short-term
	growth	Students readily recognize	Students understand the	financial goals.
		problems in the	obligations and	_
	CLKS- Consider the	workplace, understand	responsibilities of being a	9.1.12.PB.4: Explain how
	environmental, social and	the nature of the	member of a community,	you would revise your
	economic impacts of	problem, and devise	and they demonstrate	budget to accommodate
	decisions	effective plans to solve	this understanding every	changing circumstances.
	Students understand the	the problem. They are	day through their	
	interrelated nature of	aware of problems when	interactions with others.	9.1.12.PB.5: Analyze how
	their actions and regularly	they occur and take	They are conscientious of	changes in taxes,
	make decisions that	action quickly to address	the impacts of their	inflation, and personal
	positively impact and/or	the problem; they	decisions on others and	circumstances can affect a
	mitigate negative impact	thoughtfully investigate	the environment around	personal budget.
	on other people,	the root cause of the	them. They think about	
	organization, and the	problem prior to	the near-term and long-	CLKS- Plan education and
	environment. They are	introducing solutions.	term consequences of	career paths aligned to
	aware of and utilize	They carefully consider	their actions and seek to	personal goals
	new technologies,	the options to solve the	act in ways that	Students take personal
	understandings,	problem. Once a solution	contribute to the	ownership of their own
	procedures, materials,	is agreed upon, they	betterment of their	education and career
	and regulations affecting	follow through to ensure	teams, families,	goals, and they regularly
	the nature of their work	the problem is solved,	community and	act on a plan to attain
	as it relates to the impact	whether through their	workplace. They are	these goals. They
	on the social condition,	own actions or the actions	reliable and consistent in	understand their own
	the environment and the	of others.	going beyond the	career interests,
	profitability of the		minimum expectation and	preferences, goals, and

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

	jobs/ careers	Interview Etiquette	Co-Worker Interactions	
	Job Searches	Interview Strategies		
	Resume Development			
	Requirements of Job Applications			
	Resume and Application Protocols			
Skills	Identifying characteristics required for employment	Preparing for an interview (general and job-specific)	Adhering to standards of behavior required by specific jobs	Developing a realistic budget
	Understand how to conduct a job search	Participating in mock interviews	Understanding and utilizing etiquette in the	Identify elements of a budget
	Identify qualities of a successful resume	Developing skills to answer questions (expected and	workplace Problem-solving	Differentiating between needs and wants
	Create a resume	unexpected)		Developing strategies to stay on budget
	Tailoring resumes for specific jobs			
	Completing job applications			

#### 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 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

	Unit 1	Unit 2	Unit 3	Unit 4
Number of Weeks	approx. 2 weeks	approx. 3 weeks	approx. 3 weeks	approx. 2 weeks
Торіс	Finding the "Just Right"	College/ Vocational	Financial Aid	Study Skills and Time
	College	Program Essay and		Management
		Application		_
Standards	CLKS- Consider the	CLKS- Consider the	CLKS- Attend to financial	CLKS- Plan education and
	environmental, social and	environmental, social and	well-being	career paths aligned to
	economic impacts of	economic impacts of	Students take regular	personal goals
	decisions	decisions	action to contribute to	Students take personal
	Students understand the	Students understand the	their personal financial	ownership of their own
	interrelated nature of	interrelated nature of	well-being, understanding	education and career
	their actions and regularly	their actions and regularly	that personal financial	goals, and they regularly
	make decisions that	make decisions that	security provides the	act on a plan to attain
	positively impact and/or	positively impact and/or	peace of mind required to	these goals. They
	mitigate negative impact	mitigate negative impact	contribute more fully to	understand their own
	on other people,	on other people,	their own career success.	career interests,
	organization, and the	organization, and the		preferences, goals, and
	environment. They are	environment. They are		requirements. They have
	aware of and utilize	aware of and utilize		perspective regarding the
	new technologies,	new technologies,		pathways available to
	understandings,	understandings,		them and the time, effort,
	procedures, materials,	procedures, materials,		experience and other
	and regulations affecting	and regulations affecting		requirements to pursue
	the nature of their work	the nature of their work		each, including a path of
	as it relates to the impact	as it relates to the impact		entrepreneurship. They
	on the social condition,	on the social condition,		recognize the value of
	the environment and the	the environment and the		each step in the education
	profitability of the	profitability of the		and experiential process,
	organization.	organization.		and they recognize that
	CLKS- Plan education and			nearly all career paths
	career paths aligned to			require ongoing
	personal goals			education and
	Students take personal			experience. They seek
	ownership of their own			counselors, mentors, and

	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			other experts to assist in the planning and execution of career and personal goals.
	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			
Content	personal goals. Characteristics of	Common Analization	FAFSA	Schedules: class and
content	different post-high school	Common Application	FAFSA	personal time
	programs	UCC Application	FSA ID	
	programs			Time Budgets
	Post-High School	Other Applications	Other Financial	
	Scenarios (work vs.		Documents	Eight Ways to Take
	school)			Control of Your Time
	,		Scholarships	
Skills	Completing an online	Answering questions	Identifying college	Identifying study skills

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

#### 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

	Unit 1	Unit 2	Unit 3	Unit 4
Number of Weeks	approx. 2 weeks	approx. 3 weeks	approx. 3 weeks	approx. 2 weeks
Торіс	Goal Setting – Personal	Grit	Mindset	Using a Grit and Mindset
•	and Professional			in College and Career
Standards	CLKS- Consider the	CLKS- Demonstrate	CLKS- Demonstrate	CLKS- Act as a responsible
	environmental, social and	creativity and innovation	creativity and innovation	and contributing
	economic impacts of	Students regularly think of	Students regularly think of	community members and
	decisions	ideas that solve problems	ideas that solve problems	employee
	Students understand the	in new and different	in new and different	Students understand the
	interrelated nature of	ways, and they contribute	ways, and they contribute	obligations and
	their actions and regularly	those ideas in a useful	those ideas in a useful	responsibilities of being a
	make decisions that	and productive manner to	and productive manner to	member of a community,
	positively impact and/or	improve their	improve their	and they demonstrate
	mitigate negative impact	organization. They can	organization. They can	this understanding every
	on other people,	consider unconventional	consider unconventional	day through their
	organization, and the	ideas and suggestions as	ideas and suggestions as	interactions with others.
	environment. They are	solutions to issues, tasks	solutions to issues, tasks	They are conscientious of
	aware of and utilize	or problems, and they	or problems, and they	the impacts of their
	new technologies,	discern which ideas and	discern which ideas and	decisions on others and
	understandings,	suggestions will add	suggestions will add	the environment around
	procedures, materials,	greatest value. They seek	greatest value. They seek	them. They think about
	and regulations affecting	new methods, practices,	new methods, practices,	the near-term and long-
	the nature of their work	and ideas from a variety	and ideas from a variety	term consequences of
	as it relates to the impact	of sources and seek to	of sources and seek to	their actions and seek to
	on the social condition,	apply those ideas to their	apply those ideas to their	act in ways that
	the environment and the	own workplace. They take	own workplace. They take	contribute to the
	profitability of the	action on their ideas and	action on their ideas and	betterment of their
	organization.	understand how to bring	understand how to bring	teams, families,
		innovation to an	innovation to an	community and
		organization.	organization.	workplace. They are
				reliable and consistent in
		CLKS- Utilize critical	CLKS- Utilize critical	going beyond the

thinking to make sense of	thinking to make sense of	minimum expectation and
problems and persevere	problems and persevere	in participating in
in solving them	in solving them	activities that serve the
Students readily recognize	Students readily recognize	greater good.
problems in the	problems in the	
workplace, understand	workplace, understand	CLKS- Utilize critical
the nature of the	the nature of the	thinking to make sense of
problem, and devise	problem, and devise	problems and persevere
effective plans to solve	effective plans to solve	in solving them
the problem. They are	the problem. They are	Students readily recognize
aware of problems when	aware of problems when	problems in the
they occur and take	they occur and take	workplace, understand
action quickly to address	action quickly to address	the nature of the
the problem; they	the problem; they	problem, and devise
thoughtfully investigate	thoughtfully investigate	effective plans to solve
the root cause of the	the root cause of the	the problem. They are
problem prior to	problem prior to	aware of problems when
introducing solutions.	introducing solutions.	they occur and take
They carefully consider	They carefully consider	action quickly to address
the options to solve the	the options to solve the	the problem; they
problem. Once a solution	problem. Once a solution	thoughtfully investigate
is agreed upon, they	is agreed upon, they	the root cause of the
follow through to ensure	follow through to ensure	problem prior to
the problem is solved,	the problem is solved,	introducing solutions.
whether through their	whether through their	They carefully consider
own actions or the actions	own actions or the actions	the options to solve the
of others.	of others.	problem. Once a solution
		is agreed upon, they
CLKS- Utilize critical	CLKS- Utilize critical	follow through to ensure
thinking to make sense of	thinking to make sense of	the problem is solved,
problems and persevere	problems and persevere	whether through their
in solving them	in solving them	own actions or the actions
Students readily recognize	Students readily recognize	of others.
problems in the	problems in the	
workplace, understand	workplace, understand	
the nature of the	the nature of the	
problem, and devise	problem, and devise	
problem, and devise	problem, and devise	

		effective plans to solve	effective plans to solve	
		•	the problem. They are	
		the problem. They are		
		aware of problems when	aware of problems when	
		they occur and take	they occur and take	
		action quickly to address	action quickly to address	
		the problem; they	the problem; they	
		thoughtfully investigate	thoughtfully investigate	
		the root cause of the	the root cause of the	
		problem prior to	problem prior to	
		introducing solutions.	introducing solutions.	
		They carefully consider	They carefully consider	
		the options to solve the	the options to solve the	
		problem. Once a solution	problem. Once a solution	
		is agreed upon, they	is agreed upon, they	
		follow through to ensure	follow through to ensure	
		the problem is solved,	the problem is solved,	
		whether through their	whether through their	
		own actions or the actions	own actions or the actions	
		of others.	of others.	
Content	Personal Goals	Topics from Grit by	NJDOE Social and	NJDOE Social and
		Angela Duckworth	Emotional Competencies	Emotional Competencies
	Professional Goals			
		NJDOE Social and	The Secret Art of Listening	Topics from Grit by
	Long-Term Goals	Emotional Competencies		Angela Duckworth
	5			C
	Short-Term Goals			
Skills	Distinguishing between	Identify Triggers:	Meditation	Developing skills in:
	small and large goals	Environmental, Personal,		- communication
		Social	Listening	- listening
	Understanding the steps		_	- perseverance
	required to meet both	Developing self-	Present in the moment	- compassion
	short-term and long-term	management skills		- self-advocacy
	goals		Stress-reduction	· ·
	0		strategies	Develop independence
				skills in mindfulness and
				grit
				5"

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:**

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

	Unit 1	Unit 2	Unit 3	Unit 4	
Number of Weeks	approx. 4 weeks	approx. 2 weeks	approx. 2 weeks	approx. 2 weeks	
Торіс	Selecting a Service Learning Project	Gathering Resources	Implementation	Reflection	
Standards	<ul> <li>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.</li> <li>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.</li> <li>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.</li> <li>6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International</li> </ul>				
	<ul> <li>Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.</li> <li>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).</li> <li>6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</li> </ul>				
Content	Elements of Research Criteria for Project Selection	Action Plans Resource Identification	Inquiry Problem Solving Assessment	Project Assessment Self-Assessment	
Skills	Identify the community to serve (world, national, state, local)	Determine the nature of the service to be provided Identify 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	project	Assess work to ensure the project is meeting the	Assess individual learning
		Develop an action plan	needs of the community	and growth
	Selecta community need			
	based on research			Create next steps
Resources	https://www.ffa.org/livingto			

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:**

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

	Unit 1	Unit 2	Unit 3	Unit 4		
Number of Weeks	approx. 11 weeks	approx. 9 weeks	approx. 10 weeks	approx. 10 weeks		
Торіс	Acceptable Use; Google Drive; Google Apps	Google Docs	Google Sheets	Google Slides		
Standards	<ul> <li>CLKS- Use technology to enhance productivity increase collaboration and communicate effectively</li> <li>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.</li> <li>CLKS- Work productively in teams while using cultural/global competence</li> <li>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to</li> </ul>					
	<ul> <li>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.</li> <li>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).</li> </ul>					
	8.2.12.ETW.2: Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.					
	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.					
	8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the indiv culture, society, and environment and share this information with the appropriate audience.					
Content	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		

	Creating Graphs and Cha	arts Notes Feature
		Animations
ut		
oom		
g use of various demonstrating digital tools ements of the otable Use professional au Il portfolio g use of various	ents for a Create a spreadsheet ar	arious demonstrating use of various digital tools digital tools digital tools
	g use of various demonstrating digital tools ements of the Create docume	DomCreate a digital portfolio demonstrating use of various digital toolsCreate a digital portfolio demonstrating use of various digital toolsements of the ptable UseCreate documents for a professional audienceCreate a spreadsheet ar utilize formulas, functio and sorting

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:**

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

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

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

Predict where a program will	behaviors.	largest repeatable sequence.	
fail, modify an existing			Categorize and generalize
program to solve errors, and	Create an animation using	Differentiate between	code into useful functions.
reflect on the debugging	sprites and behaviors.	commands that need to be	
process in an age-		repeated in loops and	Recognize when a function
appropriate way.	Create an interactive	commands that should be	could help to simplify a
	animation using events.	used on their own.	program.
Order movement commands			
as sequential steps in a	Program solutions to	Break complex tasks into	Use variables to hold words
program.	problems that arise when	smaller repeatable sections.	and phrases.
	designing a virtual pet, like		
Represent an algorithm as a	feeding it or monitoring its	Recognize large repeated	Use variables in conjunction
computer program.	happiness.	patterns as made from	with prompts.
		smaller repeated patterns.	
Develop problem-solving	Develop programs that		Assign values to existing
and critical thinking skills by	respond to timed events and	Describe when a loop, nested	variables.
reviewing debugging	user input.	loop, or no loop is needed.	
practices.			Utilize variables in place of
practices.		Define circumstances when	repetitive values inside of a
		certain parts of a program	program.
Create a program to		should run and when they	
complete an image using		shouldn't.	Use variables to change
sequential steps.			values inside of a loop.
		Build programs with the	
Break complex shapes into		understanding of multiple	Identify areas where they
simple parts.		strategies to implement	can use variables to modify
		conditionals.	quantities during runtime.
			_
		Nest conditionals to analyze	Examine code to find places
		multiple value conditions	where variables can be
		using if, else if, else logic.	substituted for specific
			values.
		Pair a loop and conditional	
		statement together.	
		Solve puzzles using a	
		combination of looped	
•	•	•	•

			sequences and conditionals.	
Assessments and Projects	CreateArt with Code	Create an Animated Character Sprite	Conditional Challenge	Program Design w/Interactive Gallery Walk
Resources	Code.org :	Code.org :	Code.org :	Code.org :
	Lesson 1	Lesson 5	Lesson 10	Lesson 20
	Lesson 2	Lesson 6	Lesson 11	Lesson 21
	Lesson 3	Lesson 7	Lesson 12	Lesson 22
	Lesson 4	Lesson 8	Lesson 13	Lesson 23
		Lesson 9	Lesson 14	Lesson 24
			Lesson 15	Lesson 25
			Lesson 16	
			Lesson 17	
			Lesson 18	
			Lesson 19	

English Language Arts

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:**

# Union County Educational Services Commission Curriculum Mapping – English I

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

	text.		well as interpretations of the
RI.IT.9–10.3. Analyze how		RI.IT.9–10.3. Analyze how	text.
an author unfolds ideas	RL.IT.9–10.3. Analyze how	an author unfolds ideas	
throughout the text,	an author unfolds and	throughout the text,	RL.IT.9-10.3. Analyze how
including the order in	develops ideas throughout	including the order in	an author unfolds and
which the points are	a text, including how	which the points are	develops ideas throughout
made, how they are	complex characters (e.g.,	made, how they are	a text, including how
introduced and developed,	those with multiple or	introduced and developed,	complex characters (e.g.,
and the connections that	conflicting motivations)	and the connections that	those with multiple or
are drawn between	develop, interact with	are drawn between	conflicting motivations)
them	other	them	develop, interact with
	characters, and advance		other characters, and
L.VL.9–10.3. Determine or	the plot or develop the	RI.PP.9–10.5. Determine	advance the plot or
clarify the meaning of	theme.	an author's purpose in a	develop the theme.
unknown and multiple-		text (including cultural	
meaning words and	RL.IT.9–10.3. Analyze how	experience and knowledge	RI.IT.9-10.3. Analyze how
phrases based on grades	an author unfolds and	reflected in text originating	an author unfolds and
9–10 reading and content,	develops ideas throughout	outside the United States)	develops ideas throughout
including technical	a text, including how	and analyze how an author	the text, including how an
meanings, choosing	complex characters (e.g.,	uses rhetorical devices	idea or series of ideas or
flexibly from a range of	those with multiple or	to advance that purpose.	events develop, including
strategies.	conflicting motivations)		the order in which points
	develop, interact with	RI.MF.9–10.6. Analyze,	are made, how they are
	other	integrate, and evaluate	introduced and developed,
	characters, and advance	multiple interpretations	and the connections that
RI.AA.9–10.7. Describe and	the plot or develop the	(e.g., charts, graphs,	are drawn between them.
evaluate the argument and	theme.	diagrams, videos) of a	
specific claims in an		single text or text/s	L.VL.9-10.3. Determine or
informational text, assessing	RL.PP. 9–10.5. Determine an	presented in different	clarify the meaning of
whether the reasoning is	author's lens in a text	formats (visually,	unknown and multiple-
valid and the evidence is	(including cultural	quantitatively) as well as in	meaning words and
relevant and sufficient;	experience reflected in a	words in order to address	phrases based on grades
identify false statements and	work of literature from	a question or solve a	9–10 reading and content,

reasoning.	outside the United States,	problem	including technical
-	drawing on a wide reading of		meanings, choosing
RI.CT.9–10.8. Analyze and	world literature) and analyze	L.VL.9–10.3. Determine or	flexibly from a range of
reflect on (e.g., practical	how an author uses	clarify the meaning of	strategies.
knowledge,	rhetorical devices to advance	unknown and multiple-	Use context (e.g., the
historical/cultural context,	a point of view.	meaning words and	overall meaning of a
and		phrases based on grades	sentence, paragraph, or
background knowledge)		9–10 reading and content,	text; a word's position or
seminal and informational		including technical	function in a sentence) as
text of historical and		meanings, choosing	a clue to the meaning of a
scientific significance,		flexibly from a range of	word or phrase.
including		strategies.	
how they relate in terms of			RL.MF.9-10.6. Analyze,
themes and significant		RI.IT.9–10.3. Analyze how	integrate, and evaluate
concepts		an author unfolds ideas	multiple interpretations
		throughout the text,	(e.g., recorded or live
		including the order in	production of a play or
		which the points are	recorded novel or poetry) of
		made, how they are	a single text or text/s
		introduced and developed,	presented in different
		and the connections that	formats (visually,
		are drawn between them.	quantitatively).
		RL.PP. 9–10.5. Determine an	RI.MF.9-10.6. Analyze,
		author's lens in a text	integrate, and evaluate
		(including cultural	multiple interpretations
		experience reflected in a	(e.g., charts, graphs,
		work of literature from	diagrams, videos) of a single
		outside the United States,	text or text/s presented in
		drawing on a wide reading of	different formats (visually,
		world literature) and analyze	quantitatively) as well as in
		how an author uses	words in order to address a
		rhetorical devices to advance	question or solve a problem.

			a point of view.	
				RL.CT.9-10.8. Analyze and
			RI.AA.9–10.7. Describe and	reflect on (e.g. practical
			evaluate the argument and	knowledge,
			specific claims in an	historical/cultural context,
			informational text, assessing	and background
			whether the reasoning is	knowledge) how an author
			valid and the evidence is	draws on, develops, or
			relevant and sufficient;	transforms source material
			identify false statements and	of historical and literary
			reasoning.	significance (e.g., how a
				modern author treats a
			RI.CT.9–10.8. Analyze and	theme or topic from
			reflect on (e.g., practical	mythology or a religious
			knowledge,	text) and how they relate
			historical/cultural context,	in terms of themes and
			and	significant concepts.
			background knowledge)	
			seminal and informational	
			text of historical and	
			scientific significance,	
			including	
			how they relate in terms of	
			themes and significant	
			concepts	
Target	W.AW.9–10.1. Write	W.NW.9–10.3. Write	W.IW.9–10.2. Write	W.IW.9–10.2. Write
Standards-	arguments to support claims	narratives to develop real	informative/explanatory	informative/explanatory
Writing	in an analysis of substantive	or imagined experiences or	texts (including the	texts (including the
	topics or texts, using valid	events using effective	narration of historical	narration of historical
	reasoning and relevant and	technique, well-chosen	events, scientific	events, scientific
	sufficient textual and non-	details, and well-	procedures/ experiments,	procedures/ experiments,
	textual evidence.	structured event	or technical processes) to	or technical processes) to
	A. Introduce precise claim(s),	sequences.	examine and convey	examine and convey

distinguish the claim(s) from	A. Engage and orient the	complex ideas, concepts,	complex ideas, concepts,
alternate or opposing claims,	reader by setting out a	and information clearly	and information clearly
and create an organization	problem, situation, or	and accurately through the	and accurately through the
that establishes clear	observation,	effective selection,	effective selection,
relationships among	establishing one or	organization, and analysis	organization, and analysis
claim(s), counterclaims,	multiple point(s) of view,	of content.	of content.
reasons, and evidence.	and introducing a narrator	A. Introduce a topic;	A. Introduce a topic;
B. Develop claim(s) and	and/or characters; create a	organize complex ideas,	organize complex ideas,
counterclaims using sound	smooth progression of	concepts, and information	concepts, and information
reasoning, supplying data	experiences or events.	to make important	to make important
and evidence for each while	B. Use narrative	connections and	connections and
pointing out the strengths	techniques, such as	distinctions; include	distinctions; include
and limitations of both	dialogue, pacing,	formatting (e.g., headings),	formatting (e.g., headings),
claim(s) and counterclaims in	description, reflection, and	graphics (e.g., figures,	graphics (e.g., figures,
a discipline-appropriate	multiple	tables), and multimedia	tables), and multimedia
manner that anticipates the	plot lines, to develop	when useful to aid in	when useful to aid in
audience's knowledge level	experiences, events,	comprehension.	comprehension.
and concerns.	and/or characters.	B. Develop the topic with	B. Develop the topic with
C. Use transitions (e.g.,	C. Use a variety of	well-chosen, relevant, and	well-chosen, relevant, and
words, phrases, clauses) to	techniques to sequence	sufficient facts, extended	sufficient facts, extended
link the major sections of the	events so that they build	definitions, concrete	definitions, concrete
text, create cohesion, and	on one another to	details, quotations, or	details, quotations, or
clarify the relationships	create a coherent whole.	other information and	other information and
between claim(s) and	D. Use precise words and	examples appropriate to	examples appropriate to
reasons, between reasons	phrases, telling details, and	the audience's knowledge	the audience's knowledge
and evidence, and between	sensory language to	of the topic.	of the topic.
claim(s) and counterclaims.	convey a vivid	C. Use appropriate and	C. Use appropriate and
D. Establish and maintain a	picture of the experiences,	varied transitions to link	varied transitions to link
style and tone appropriate	events, setting, and/or	the major sections of the	the major sections of the
to the audience and purpose	characters.	text, create cohesion, and	text, create cohesion, and
(e.g., formal and objective	E. Provide a conclusion	clarify the relationships	clarify the relationships
for academic writing) while	that follows from and	among complex ideas and	among complex ideas and
attending to the norms and	reflects on what is	concepts.	concepts.

conventions of the discipline	experienced, observed, or	D. Use precise language	D. Use precise language
in which they are writing.	resolved over the course	and domain-specific	and domain-specific
E. Provide a concluding	of the narrative.	vocabulary to manage the	vocabulary to manage the
paragraph or section that		complexity of the topic.	complexity of the topic.
supports the argument	W.WP.9–10.4. Develop	E. Establish and maintain a	E. Establish and maintain a
presented	and strengthen writing as	style and tone appropriate	style and tone appropriate
	needed by planning,	to the audience and	to the audience and
W.WP.9–10.4. Develop	revising, editing, rewriting,	purpose (e.g., formal and	purpose (e.g., formal and
and strengthen writing as	trying a	objective for academic	objective for academic
needed by planning,	new approach; sustaining	writing) while attending to	writing) while attending to
revising, editing, rewriting,	effort to complete	the norms and	the norms and
trying a new approach;	complex writing tasks;	conventions of the	conventions of the
sustaining effort to	seeking out feedback and	discipline in which they are	discipline in which they are
complete complex writing	reflecting	writing.	writing.
tasks; seeking out	on personal writing		
feedback and reflecting on	progress; consulting a style	W.WP.9–10.4. Develop	W.WP.9-10.4. Develop and
personal writing progress;	manual (such as MLA or	and strengthen writing as	strengthen writing as
consulting a style manual	APA Style), focusing on	needed by planning,	needed by planning, revising,
(such as MLA or APA	addressing what is most	revising, editing, rewriting,	editing, rewriting, trying a
Style), focusing on	significant for a specific	trying a new approach;	new approach; sustaining
addressing what is most	purpose and audience.	sustaining effort to	effort to complete complex
significant for a specific		complete complex writing	writing tasks; seeking out
purpose and audience.	W.RW.9–10.7. Write	tasks; seeking out	feedback and reflecting on
	routinely over extended	feedback and reflecting on	personal writing progress;
W.WR.9–10.5. Conduct	time frames (time for	personal writing progress;	consulting a style manual
short as well as more	research, reflection, and	consulting a style manual	(such as MLA or APA Style),
sustained research	revision) and shorter time	(such as MLA or APA	focusing on addressing what
projects to answer a	frames (a single sitting or a	Style), focusing on	is most significant for a
question (including a self-	day or two) for a range of	addressing what is most	specific purpose and
generated question) or	tasks, purposes, and	significant for a specific	audience.
solve a problem; narrow or	audiences.	purpose and audience.	
broaden the inquiry when			W.SE.9–10.6. Gather
appropriate; synthesize		W.WR.9–10.5. Conduct	relevant information from

multiple sources on the	short as well as more	multiple authoritative
subject, demonstrating	sustained research	print and digital sources,
understanding of the	projects to answer a	using advanced searches
subject under investigation	question (including a self-	effectively; assess the
	generated question) or	usefulness of each source
W.SE.9–10.6. Gather	solve a problem; narrow or	in answering the research
relevant information from	broaden the inquiry when	question; integrate
multiple authoritative print	appropriate; synthesize	information into the text
and digital sources, using	multiple sources on the	selectively to maintain the
advanced searches	subject, demonstrating	flow of ideas, avoiding
effectively; assess the	understanding of the	plagiarism and following a
usefulness of each source	subject under investigation	standard format for
in answering the research		citation (MLA or APA Style
question; integrate	W.SE.9–10.6. Gather	Manuals).
information into the text	relevant information from	
selectively to maintain the	multiple authoritative	W.RW.9–10.7. Write
flow of ideas, avoiding	print and digital sources,	routinely over extended
plagiarism and following a	using advanced searches	time frames (time for
standard format for	effectively; assess the	research, reflection, and
citation (MLA or APA Style	usefulness of each source	revision) and shorter time
Manuals).	in answering the research	frames (a single sitting or a
	question; integrate	day or two) for a range of
W.RW.9–10.7. Write	information into the text	tasks, purposes, and
routinely over extended	selectively to maintain the	audiences.
time frames (time for	flow of ideas, avoiding	
research, reflection, and	plagiarism and following a	L.SS.9–10.1. Demonstrate
revision) and shorter time	standard format for	command of the system
frames (a single sitting or a	citation (MLA or APA Style	and structure of the
day or two) for a range of	Manuals).	English language when
tasks, purposes, and		writing or speaking.
audiences.	W.RW.9–10.7. Write	
	routinely over extended	
L.SS.9–10.1. Demonstrate	time frames (time for	

	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.	
Reading Skills	Close Reading	Close Reading	Close Reading	Close Reading
	Point of view	Annotation to identify textual evidence	Point of view	Annotation to identify textual evidence
	Annotation to identify		Annotation to identify	
	textual evidence	Identify and analyze theme	textual evidence	Compare and contrast two
		Analyzing author's use of		pieces of writing
	Make Inferences	Dialogue	Make Inferences	
	Summarize	<ul><li>Pacing</li><li>Word choice</li><li>Mood</li></ul>	Summarize	Characterization Point of View
	Identify Main Idea and Central Idea	<ul><li>Tone</li><li>Figurative language</li></ul>	Identify Main Idea and Central Idea	Identify and Analyze:
	Identify Point of View	Characterization	Identify Point of View	<ul><li>Tone</li><li>Figurative,</li></ul>
	Understand the importance	Identify Point of View	Understand the importance	Connotative, and Technical Meaning Meaning through
	of sequencing in making meaning	Identify and analyze conflict	of sequencing in making meaning	context Impact of word
	Identify cultural experience	Identify cultural experience	Identify cultural experience	choice on meaning

	from a non-U.S. text	from world literature	from a non-U.S. text	Sequence of Events
				(including non-chronological
	Determine how the author	Apply historical knowledge	Determine how the author	sequencing)
	advances the point of view	to a piece of literature	advances the point of view	
	or purpose		or purpose	Purpose of sequencing
		Compare and contrast two		
	Analyze U.S. documents and	pieces of writing	Analyze U.S. documents and	
	how they address themes		how they address themes	
	and concepts		and concepts	
	Determine the validity of		Determine the validity of	
	claims presented by an		claims presented by an	
	author		author	
	Compare and contrast two		Compare and contrast two	
	pieces of writing		pieces of writing	
Writing Skills	Write arguments to support	Determine how to sequence		Write arguments to support
	claims	the events of a narrative	Write arguments to support	claims
			claims	Analyze details and explain
	Write informative texts to	Purposefully sequence		how they prove the claim
	explain complex ideas	events to add to meaning	Write informative texts to	Compare multiple texts
		and narrative effect	explain complex ideas	and/or media in writing
	Outlining			using textual analysis and
		Utilize narrative techniques	Outlining	details
	Create and develop	in writing (dialogue, pacing,		Analyze the development of
	thesis/claim	description, character)	Create and develop	a complex text
			thesis/claim	Use transitions in writing
	Citing textual evidence	Writing conclusions for		Use content-specific
		narrative	Citing textual evidence	vocabulary correctly
	Sequencing			Use formal or informal
		Revising	Sequencing	writing in the correct
	Analyzing evidence to			situation
	support claims	Utilize elements of fiction in	Analyzing evidence to	Creative Writing

		writing	support claims	Clear and concise writing
	Writing counterclaims and			Revising & Editing
	supporting them with	Clear and concise writing	Writing counterclaims and	
	evidence		supporting them with	
		Revising & Editing	evidence	
	Writing in a formal and			
	objective tone		Writing in a formal and	
			objective tone	
	Writing conclusion			
	statements		Writing conclusion	
			statements	
	Compare multiple texts			
	and/or media in writing		Compare multiple texts	
	using textual analysis and		and/or media in writing	
	details		using textual analysis and	
			details	
	Clear and concise writing			
			Clear and concise writing	
	Revising & Editing			
			Revising & Editing	
Assessment	Read articles, multiple	Short Story, multiple choice	Historical Document,	Compare and contrast a
	choice & open-ended	& open-ended response	multiple choice & open-	poem with a song, multiple
	response		ended response	choice & open-ended
				response

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:**

# Union County Educational Services Commission Curriculum Mapping – English II

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

	text.		well as interpretations of the
RI.IT.9–10.3. Analyz	e how	RI.IT.9–10.3. Analyze how	text.
an author unfolds in	leas RL.IT.9–10.3. Analyze	how an author unfolds ideas	
throughout the text	an author unfolds an	d throughout the text,	RL.IT.9-10.3. Analyze how
including the order	in develops ideas through	ghout including the order in	an author unfolds and
which the points ar	e a text, including how	which the points are	develops ideas throughout
made, how they are	complex characters (	e.g., made, how they are	a text, including how
introduced and dev	eloped, those with multiple o	r introduced and develope	d, complex characters (e.g.,
and the connection	s that conflicting motivation	ns) and the connections that	those with multiple or
are drawn between	develop, interact with	n are drawn between	conflicting motivations)
them	other	them	develop, interact with
	characters, and advar	nce	other characters, and
L.VL.9–10.3. Detern	nine or the plot or develop the	ne RI.PP.9–10.5. Determine	advance the plot or
clarify the meaning	of theme.	an author's purpose in a	develop the theme.
unknown and multi	ple-	text (including cultural	
meaning words and	RL.IT.9–10.3. Analyze	how experience and knowledg	e RI.IT.9-10.3. Analyze how
phrases based on g	an author unfolds an	d reflected in text origination	ng an author unfolds and
9–10 reading and co	ontent, develops ideas throug	ghout outside the United States	) develops ideas throughout
including technical	a text, including how	and analyze how an author	or the text, including how an
meanings, choosing	complex characters (	e.g., uses rhetorical devices	idea or series of ideas or
flexibly from a rang	e of those with multiple o	r to advance that purpose.	events develop, including
strategies.	conflicting motivation	ns)	the order in which points
	develop, interact with	n RI.MF.9–10.6. Analyze,	are made, how they are
	other	integrate, and evaluate	introduced and developed,
	characters, and advar	nce multiple interpretations	and the connections that
RI.AA.9–10.7. Descr	ibe and the plot or develop the	ne (e.g., charts, graphs,	are drawn between them.
evaluate the argum	ent and theme.	diagrams, videos) of a	
specific claims in an		single text or text/s	L.VL.9-10.3. Determine or
informational text,	assessing RL.PP. 9–10.5. Deterr	nine an presented in different	clarify the meaning of
whether the reason	-	formats (visually,	unknown and multiple-
valid and the evider	-	quantitatively) as well as	in meaning words and
relevant and sufficie	ent; experience reflected	in a words in order to address	_
identify false staten	nents and work of literature fro	m a question or solve a	9–10 reading and content,

reasoning.	outside the United States,	problem	including technical
_	drawing on a wide reading of		meanings, choosing
RI.CT.9–10.8. Analyze and	world literature) and analyze	L.VL.9–10.3. Determine or	flexibly from a range of
reflect on (e.g., practical	how an author uses	clarify the meaning of	strategies.
knowledge,	rhetorical devices to advance	unknown and multiple-	Use context (e.g., the
historical/cultural context,	a point of view.	meaning words and	overall meaning of a
and		phrases based on grades	sentence, paragraph, or
background knowledge)		9–10 reading and content,	text; a word's position or
seminal and informational		including technical	function in a sentence) as
text of historical and		meanings, choosing	a clue to the meaning of a
scientific significance,		flexibly from a range of	word or phrase.
including		strategies.	
how they relate in terms of			RL.MF.9-10.6. Analyze,
themes and significant		RI.IT.9–10.3. Analyze how	integrate, and evaluate
concepts		an author unfolds ideas	multiple interpretations
		throughout the text,	(e.g., recorded or live
		including the order in	production of a play or
		which the points are	recorded novel or poetry) of
		made, how they are	a single text or text/s
		introduced and developed,	presented in different
		and the connections that	formats (visually,
		are drawn between them.	quantitatively).
		RL.PP. 9–10.5. Determine an	RI.MF.9-10.6. Analyze,
		author's lens in a text	integrate, and evaluate
		(including cultural	multiple interpretations
		experience reflected in a	(e.g., charts, graphs,
		work of literature from	diagrams, videos) of a single
		outside the United States,	text or text/s presented in
		drawing on a wide reading of	different formats (visually,
		world literature) and analyze	quantitatively) as well as in
		how an author uses	words in order to address a
		rhetorical devices to advance	question or solve a problem.

			a point of view.	
				RL.CT.9-10.8. Analyze and
			RI.AA.9–10.7. Describe and	reflect on (e.g. practical
			evaluate the argument and	knowledge,
			specific claims in an	historical/cultural context,
			informational text, assessing	and background
			whether the reasoning is	knowledge) how an author
			valid and the evidence is	draws on, develops, or
			relevant and sufficient;	transforms source material
			identify false statements and	of historical and literary
			reasoning.	significance (e.g., how a
				modern author treats a
			RI.CT.9–10.8. Analyze and	theme or topic from
			reflect on (e.g., practical	mythology or a religious
			knowledge,	text) and how they relate
			historical/cultural context,	in terms of themes and
			and	significant concepts.
			background knowledge)	
			seminal and informational	
			text of historical and	
			scientific significance,	
			including	
			how they relate in terms of	
			themes and significant	
			concepts	
Target	W.AW.9–10.1. Write	W.NW.9–10.3. Write	W.IW.9–10.2. Write	W.IW.9–10.2. Write
Standards-	arguments to support claims	narratives to develop real	informative/explanatory	informative/explanatory
Writing	in an analysis of substantive	or imagined experiences or	texts (including the	texts (including the
	topics or texts, using valid	events using effective	narration of historical	narration of historical
	reasoning and relevant and	technique, well-chosen	events, scientific	events, scientific
	sufficient textual and non-	details, and well-	procedures/ experiments,	procedures/ experiments,
	textual evidence.	structured event	or technical processes) to	or technical processes) to
	A. Introduce precise claim(s),	sequences.	examine and convey	examine and convey

distinguish the claim(s) from	A. Engage and orient the	complex ideas, concepts,	complex ideas, concepts,
alternate or opposing claims,	reader by setting out a	and information clearly	and information clearly
and create an organization	problem, situation, or	and accurately through the	and accurately through the
that establishes clear	observation,	effective selection,	effective selection,
relationships among	establishing one or	organization, and analysis	organization, and analysis
claim(s), counterclaims,	multiple point(s) of view,	of content.	of content.
reasons, and evidence.	and introducing a narrator	A. Introduce a topic;	A. Introduce a topic;
B. Develop claim(s) and	and/or characters; create a	organize complex ideas,	organize complex ideas,
counterclaims using sound	smooth progression of	concepts, and information	concepts, and information
reasoning, supplying data	experiences or events.	to make important	to make important
and evidence for each while	B. Use narrative	connections and	connections and
pointing out the strengths	techniques, such as	distinctions; include	distinctions; include
and limitations of both	dialogue, pacing,	formatting (e.g., headings),	formatting (e.g., headings),
claim(s) and counterclaims in	description, reflection, and	graphics (e.g., figures,	graphics (e.g., figures,
a discipline-appropriate	multiple	tables), and multimedia	tables), and multimedia
manner that anticipates the	plot lines, to develop	when useful to aid in	when useful to aid in
audience's knowledge level	experiences, events,	comprehension.	comprehension.
and concerns.	and/or characters.	B. Develop the topic with	B. Develop the topic with
C. Use transitions (e.g.,	C. Use a variety of	well-chosen, relevant, and	well-chosen, relevant, and
words, phrases, clauses) to	techniques to sequence	sufficient facts, extended	sufficient facts, extended
link the major sections of the	events so that they build	definitions, concrete	definitions, concrete
text, create cohesion, and	on one another to	details, quotations, or	details, quotations, or
clarify the relationships	create a coherent whole.	other information and	other information and
between claim(s) and	D. Use precise words and	examples appropriate to	examples appropriate to
reasons, between reasons	phrases, telling details, and	the audience's knowledge	the audience's knowledge
and evidence, and between	sensory language to	of the topic.	of the topic.
claim(s) and counterclaims.	convey a vivid	C. Use appropriate and	C. Use appropriate and
D. Establish and maintain a	picture of the experiences,	varied transitions to link	varied transitions to link
style and tone appropriate	events, setting, and/or	the major sections of the	the major sections of the
to the audience and purpose	characters.	text, create cohesion, and	text, create cohesion, and
(e.g., formal and objective	E. Provide a conclusion	clarify the relationships	clarify the relationships
for academic writing) while	that follows from and	among complex ideas and	among complex ideas and
attending to the norms and	reflects on what is	concepts.	concepts.

conventio	ons of the discipline	experienced, observed, or	D. Use precise language	D. Use precise language
in which	they are writing.	resolved over the course	and domain-specific	and domain-specific
E. Provide	e a concluding	of the narrative.	vocabulary to manage the	vocabulary to manage the
paragrap	h or section that		complexity of the topic.	complexity of the topic.
supports	the argument	W.WP.9–10.4. Develop	E. Establish and maintain a	E. Establish and maintain a
presente	d	and strengthen writing as	style and tone appropriate	style and tone appropriate
		needed by planning,	to the audience and	to the audience and
W.WP.9-	10.4. Develop	revising, editing, rewriting,	purpose (e.g., formal and	purpose (e.g., formal and
and strer	gthen writing as	trying a	objective for academic	objective for academic
needed b	y planning,	new approach; sustaining	writing) while attending to	writing) while attending to
revising,	editing, rewriting,	effort to complete	the norms and	the norms and
trying a r	ew approach;	complex writing tasks;	conventions of the	conventions of the
sustainin	g effort to	seeking out feedback and	discipline in which they are	discipline in which they are
complete	complex writing	reflecting	writing.	writing.
tasks; see	eking out	on personal writing		
feedback	and reflecting on	progress; consulting a style	W.WP.9–10.4. Develop	W.WP.9-10.4. Develop and
personal	writing progress;	manual (such as MLA or	and strengthen writing as	strengthen writing as
consultin	g a style manual	APA Style), focusing on	needed by planning,	needed by planning, revising,
(such as f	MLA or APA	addressing what is most	revising, editing, rewriting,	editing, rewriting, trying a
Style), foo	cusing on	significant for a specific	trying a new approach;	new approach; sustaining
addressir	ng what is most	purpose and audience.	sustaining effort to	effort to complete complex
significan	t for a specific		complete complex writing	writing tasks; seeking out
purpose	and audience.	W.RW.9–10.7. Write	tasks; seeking out	feedback and reflecting on
		routinely over extended	feedback and reflecting on	personal writing progress;
W.WR.9-	10.5. Conduct	time frames (time for	personal writing progress;	consulting a style manual
short as v	vell as more	research, reflection, and	consulting a style manual	(such as MLA or APA Style),
sustained	l research	revision) and shorter time	(such as MLA or APA	focusing on addressing what
projects t	o answer a	frames (a single sitting or a	Style), focusing on	is most significant for a
question	(including a self-	day or two) for a range of	addressing what is most	specific purpose and
generate	d question) or	tasks, purposes, and	significant for a specific	audience.
solve a p	roblem; narrow or	audiences.	purpose and audience.	
broaden	the inquiry when			W.SE.9–10.6. Gather
appropria	ate; synthesize		W.WR.9–10.5. Conduct	relevant information from

multiple sources on the	short as well as more	multiple authoritative
subject, demonstrating	sustained research	print and digital sources,
understanding of the	projects to answer a	using advanced searches
subject under investigation	question (including a self-	effectively; assess the
	generated question) or	usefulness of each source
W.SE.9–10.6. Gather	solve a problem; narrow or	in answering the research
relevant information from	broaden the inquiry when	question; integrate
multiple authoritative print	appropriate; synthesize	information into the text
and digital sources, using	multiple sources on the	selectively to maintain the
advanced searches	subject, demonstrating	flow of ideas, avoiding
effectively; assess the	understanding of the	plagiarism and following a
usefulness of each source	subject under investigation	standard format for
in answering the research		citation (MLA or APA Style
question; integrate	W.SE.9–10.6. Gather	Manuals).
information into the text	relevant information from	
selectively to maintain the	multiple authoritative	W.RW.9–10.7. Write
flow of ideas, avoiding	print and digital sources,	routinely over extended
plagiarism and following a	using advanced searches	time frames (time for
standard format for	effectively; assess the	research, reflection, and
citation (MLA or APA Style	usefulness of each source	revision) and shorter time
Manuals).	in answering the research	frames (a single sitting or a
	question; integrate	day or two) for a range of
W.RW.9–10.7. Write	information into the text	tasks, purposes, and
routinely over extended	selectively to maintain the	audiences.
time frames (time for	flow of ideas, avoiding	
research, reflection, and	plagiarism and following a	L.SS.9–10.1. Demonstrate
revision) and shorter time	standard format for	command of the system
frames (a single sitting or a	citation (MLA or APA Style	and structure of the
day or two) for a range of	Manuals).	English language when
tasks, purposes, and		writing or speaking.
audiences.	W.RW.9–10.7. Write	
	routinely over extended	
L.SS.9–10.1. Demonstrate	time frames (time for	

	command of the system		research, reflection, and	
	and structure of the		revision) and shorter time	
	English language when		frames (a single sitting or a	
	writing or speaking.		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.	
Reading Skills	Close Reading	Close Reading	Close Reading	Close Reading
	Point of view	Annotation to identify	Point of view	Annotation to identify
		textual evidence		textual evidence
	Annotation to identify		Annotation to identify	
	textual evidence	Identify and analyze theme	textual evidence	Compare and contrast two
		Analyzing author's use of		pieces of writing
	Make Inferences	Dialogue	Make Inferences	
		Pacing		Characterization
	Summarize	Word choice	Summarize	
		Mood		Point of View
	Identify Main Idea and	Tone	Identify Main Idea and	
	Central Idea	<ul> <li>Figurative language</li> </ul>	Central Idea	Identify and Analyze:
				Tone
	Identify Point of View	Characterization	Identify Point of View	• Figurative,
				Connotative, and
	Understand the importance	Identify Point of View	Understand the importance	Technical Meaning
	of sequencing in making	I de utifica e el enclare de la Citat	of sequencing in making	<ul> <li>Meaning through</li> </ul>
	meaning	Identify and analyze conflict	meaning	context
				Impact of word
	Identify cultural experience	Identify cultural experience	Identify cultural experience	choice on meaning

	from a non-U.S. text	from world literature	from a non-U.S. text	
				Sequence of Events
	Determine how the author	Apply historical knowledge	Determine how the author	(including non-chronological
	advances the point of view	to a piece of literature	advances the point of view	sequencing)
	or purpose		or purpose	
		Compare and contrast two		Purpose of sequencing
	Analyze U.S. documents and	pieces of writing	Analyze U.S. documents and	
	how they address themes		how they address themes	
	and concepts		and concepts	
	Determine the validity of		Determine the validity of	
	claims presented by an		claims presented by an	
	author		author	
	Compare and contrast two		Compare and contrast two	
	pieces of writing		pieces of writing	
Writing Skills	Write arguments to support	Determine how to sequence		Write arguments to support
	claims	the events of a narrative	Write arguments to support	claims
			claims	Analyze details and explain
	Write informative texts to	Purposefully sequence		how they prove the claim
	explain complex ideas	events to add to meaning	Write informative texts to	Compare multiple texts
		and narrative effect	explain complex ideas	and/or media in writing
	Outlining			using textual analysis and
		Utilize narrative techniques	Outlining	details
	Create and develop	in writing (dialogue, pacing,		Analyze the development of
	thesis/claim	description, character)	Create and develop	a complex text
			thesis/claim	Use transitions in writing
	Citing textual evidence	Writing conclusions for		Use content-specific
		narrative	Citing textual evidence	vocabulary correctly
	Sequencing			Use formal or informal
		Revising	Sequencing	writing in the correct
	Analyzing evidence to			situation
	support claims	Utilize elements of fiction in	Analyzing evidence to	Creative Writing

		writing	support claims	Clear and concise writing
	Writing counterclaims and			Revising & Editing
	supporting them with	Clear and concise writing	Writing counterclaims and	
	evidence		supporting them with	
		Revising & Editing	evidence	
	Writing in a formal and			
	objective tone		Writing in a formal and	
			objective tone	
	Writing conclusion			
	statements		Writing conclusion	
			statements	
	Compare multiple texts			
	and/or media in writing		Compare multiple texts	
	using textual analysis and		and/or media in writing	
	details		using textual analysis and	
			details	
	Clear and concise writing			
			Clear and concise writing	
	Revising & Editing			
			Revising & Editing	
Assessment	Read articles, multiple	Short Story, multiple choice	Historical Document,	Compare and contrast a
	choice & open-ended	& open-ended response	multiple choice & open-	poem with a song, multiple
	response		ended response	choice & open-ended
				response

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:**

# Union County Educational Services Commission Curriculum Mapping – English III

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

objecti	ve summary of the	analysis; provide an		text.
text.	·	objective summary of the	RI.IT.11–12.3. Analyze the	
		text.	impact of an author's	RL.IT.11–12.3. Analyze the
RI.IT.11	1–12.3. Analyze the		choices as they develop	impact of the author's
impact	of an author's	RL.IT.11–12.3. Analyze the	ideas throughout the text	choices as they develop
choices	s as they develop	impact of the author's	regarding a complex set of	ideas throughout the text
ideas tl	hroughout the text	choices as they develop	ideas or sequence of events,	regarding how to develop
regardi	ing a complex set of	ideas throughout the text	and explain how specific	and relate elements of a
ideas o	or sequence of events,	regarding how to develop	individuals, ideas, or events	story or drama (e.g., where a
and exp	plain how specific	and relate elements of a	interact and develop.	story is set, how the action is
individ	uals, ideas, or events	story or drama (e.g., where		ordered, how the characters
interac	t and develop.	a story is set, how the	RL.PP.11–12.5. Evaluate	are introduced and
		action is ordered, how the	perspectives/lenses from	developed).
L.VL.11	–12.3. Determine or	characters are introduced	two or more texts on related	
clarify	the meaning of	and developed).	topics and justify the more	RI.IT.11–12.3. Analyze the
unknov	wn and multiple-		cogent viewpoint (e.g.,	impact of an author's
meanir	ng words and phrases	RL.PP.11–12.5. Evaluate	different accounts of the	choices as they develop
based o	on grades 11–12	perspectives/lenses from	same event or issue, use of	ideas throughout the text
-	g and content,	two or more texts on	different media or formats).	regarding a complex set of
	ng technical	related topics and justify		ideas or sequence of events,
	ngs, choosing flexibly	the more cogent viewpoint	RL.MF.11–12.6. Synthesize	and explain how specific
from a	range of strategies.	(e.g., different accounts of	complex information across	individuals, ideas, or events
		the same event or issue,	multiple sources and formats	interact and develop.
	1–12.7. Describe and	use of different media or	to develop ideas, resolve	
	te the reasoning in	formats).	conflicting information, or	L.VL.11–12.3. Determine
	I U.S. and global texts,		develop an interpretation	or clarify the meaning of
	e premises, purposes,		that goes beyond explicit	unknown and multiple-
-	guments in these		text information (e.g.,	meaning words and
works.			express a personal point of	phrases based on grades
			view, new interpretation of	11–12 reading and
	L1–12.8. Demonstrate		the author's message).	content, including
	edge of, analyze, and			technical meanings,
	on (e.g., practical		L.VL.11–12.3. Determine	choosing flexibly from a
knowle	•		or clarify the meaning of	range of strategies.
	cal/cultural context,		unknown and multiple-	
	ckground knowledge)		meaning words and	RL.MF.11–12.6. Synthesize
docum	ents of historical and		phrases based on grades	complex information

literary significance for their	11–12 reading and	across multiple sources
themes, purposes, and	content, including	and formats to develop
rhetorical features, including	technical meanings,	ideas, resolve conflicting
how two or more texts from	choosing flexibly from a	information, or develop an
the same period treat similar	range of strategies.	interpretation that goes
themes or topics.		beyond explicit text
	RL.IT.11–12.3. Analyze the	information (e.g., express
	impact of the author's	a personal point of view,
	choices as they develop	new interpretation of the
	ideas throughout the text	author's message).
	regarding how to develop	
	and relate elements of a	RI.MF.11–12.6. Synthesize
	story or drama (e.g., where	complex information
	a story is set, how the	across multiple sources
	action is ordered, how the	and formats to develop
	characters are introduced	ideas, resolve conflicting
	and developed).	information, or develop an
		interpretation that goes
	RL.PP.11–12.5. Evaluate	beyond explicit text
	perspectives/lenses from	information (e.g., express
	two or more texts on	a personal point of view,
	related topics and justify	new interpretation of the
	the more cogent viewpoint	concept).
	(e.g., different accounts of	
	the same event or issue,	RL.CT.11–12.8. Demonstrate
	use of different media or	knowledge of, analyze, and
	formats).	reflect on (e.g., practical
		knowledge,
	RI.AA.11–12.7. Describe	historical/cultural context,
	and evaluate the reasoning	and background knowledge)
	in seminal U.S. and global	documents of historical and
	texts, and the premises,	literary significance for their
	purposes, and arguments	themes, purposes, and
	in these works.	rhetorical features, including
		how two or more texts from
	RL.CT.11–12.8. Demonstrate	the same period treat similar
	knowledge of, analyze, and	themes or topics.

			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.	
Target	W.AW.11–12.1. Write	W.NW.11–12.3. Write	W.IW.11–12.2. Write	W.IW.11–12.2. Write
Standards-	arguments to support claims	narratives to develop real	informative/explanatory	informative/explanatory
Writing	in an analysis of substantive	or imagined experiences or	texts (including the	texts (including the
_	topics or texts, using valid	events using effective	narration of historical	narration of historical
	reasoning and relevant and	technique, well-chosen	events, scientific	events, scientific
	sufficient evidence.	details, and well-	procedures/ experiments,	procedures/ experiments,
	A. Introduce precise,	structured event	or technical processes) to	or technical processes) to
	knowledgeable claim(s),	sequences.	examine and convey	examine and convey
	establish the significance of	A. Engage and orient	complex ideas, concepts,	complex ideas, concepts,
	the claim(s), distinguish the	the reader by setting out a	and information clearly	and information clearly
	claim(s) from alternate or	problem, situation, or	and accurately through the	and accurately through the
	opposing claims, and create	observation and its	effective selection,	effective selection,
	an organization that logically	significance, establishing	organization, and analysis	organization, and analysis
	sequences claim(s),	one or multiple point(s) of	of content.	of content.
	counterclaims, reasons, and	view, and introducing a	A. Introduce a topic;	A. Introduce a topic;
	evidence.	narrator and/or	organize complex ideas,	organize complex ideas,
	B. Develop claim(s) and	characters; create a	concepts, and information	concepts, and information
	counterclaims avoiding	smooth progression of	so that each new element	so that each new element
	common logical fallacies and	experiences or events.	builds on that which	builds on that which
	using sound reasoning and	B. Use narrative	precedes it to create a	precedes it to create a
	thoroughly, supplying the	techniques, such as	unified whole; include	unified whole; include
	most relevant evidence for	dialogue, pacing,	formatting (e.g., headings),	formatting (e.g., headings),
	each while pointing out the	description, reflection, and	graphics (e.g., figures,	graphics (e.g., figures,
	strengths and limitations of	multiple plot lines, to	tables), and multimedia	tables), and multimedia
	both in a manner that	develop experiences,	when useful to aiding	when useful to aiding
	anticipat	events, and/or characters.	comprehension.	comprehension.
L	anticipat			comprenension.

es the a	udience's knowledge	C. Use a variety of	B. Develop the topic	B. Develop the topic
level, co	ncerns, values, and	techniques to sequence	thoroughly by selecting the	thoroughly by selecting the
possible	biases.	events so that they build	most significant and	most significant and
C.	Use transitions (e.g.,	on one another to create a	relevant facts, extended	relevant facts, extended
words,	phrases, clauses) to	coherent whole and build	definitions, concrete	definitions, concrete
link the	major sections of the	toward a particular tone	details, quotations, or	details, quotations, or
text, cre	ate cohesion, and	and outcome (e.g., a sense	other information and	other information and
clarify t	ne relationships	of mystery, suspense,	examples appropriate to	examples appropriate to
betwee	n claim(s) and	growth, or resolution).	the audience's knowledge	the audience's knowledge
reasons	, between reasons	D. Use precise words	of the topic.	of the topic.
and evid	lence, and between	and phrases, telling details,	C. Use appropriate	C. Use appropriate
claim(s)	and counterclaims.	and sensory language to	and varied transitions and	and varied transitions and
D.	Establish and	convey a vivid picture of	syntax to link the major	syntax to link the major
maintai	n a style and tone	the experiences, events,	sections of the text, create	sections of the text, create
appropr	iate to the audience	setting, and/or characters.	cohesion, and clarify the	cohesion, and clarify the
and pur	pose (e.g., formal	E. Provide a	relationships among	relationships among
and obj	ective for academic	conclusion that follows	complex ideas and	complex ideas and
writing)	while attending to	from and reflects on what	concepts.	concepts.
the nor	ms and conventions	is experienced, observed,	D. Use precise	D. Use precise
of the d	iscipline in which	or resolved over the	language, domain-specific	language, domain-specific
they are	e writing.	course of the narrative.	vocabulary, and	vocabulary, and
Ε.	Provide a concluding		techniques such as	techniques such as
paragra	ph or section that	W.WP.11–12.4. Develop	metaphor, simile, and	metaphor, simile, and
support	s the argument	and strengthen writing as	analogy to manage the	analogy to manage the
present	ed (e.g., articulating	needed by planning,	complexity of the topic.	complexity of the topic.
	ions or the	revising, editing, rewriting,	E. Establish and	E. Establish and
significa	nce of the topic).	trying a new approach;	maintain a style and tone	maintain a style and tone
		sustaining effort to	appropriate to the	appropriate to the
	1–12.4. Develop and	complete complex writing	audience and purpose	audience and purpose
-	nen writing as	tasks; tracking and	(e.g., formal and objective	(e.g., formal and objective
	by planning, revising,	reflecting on personal	for academic writing) while	for academic writing) while
	rewriting, trying a	writing progress (e.g.,	attending to the norms	attending to the norms
	proach; sustaining	using portfolios, journals,	and conventions of the	and conventions of the
	complete complex	conferencing); or	discipline in which they are	discipline in which they are
-	tasks; tracking and	consulting a style manual	writing.	writing.
	ig on personal	(such as MLA or APA	F. Provide a	F. Provide a
writing	orogress (e.g., using	Style), focusing on	concluding paragraph or	concluding paragraph or

portfolios, journals,	addressing what is most	section that supports the	section that supports the
conferencing); or consulting	significant for a specific	argument presented (e.g.,	argument presented (e.g.,
a style manual (such as MLA	purpose and audience.	articulating implications or	articulating implications or
or APA Style), focusing on		the significance of the	the significance of the
addressing what is most		topic).	topic).
significant for a specific	W.RW.9–10.7. Write		
purpose and audience.	routinely over extended	W.WP.11–12.4. Develop	W.WP.11–12.4. Develop
	time frames (time for	and strengthen writing as	and strengthen writing as
W.WR.11–12.5. Conduct	research, reflection, and	needed by planning,	needed by planning,
short as well as more	revision) and shorter time	revising, editing, rewriting,	revising, editing, rewriting,
sustained research projects	frames (a single sitting or a	trying a new approach;	trying a new approach;
to answer a question	day or two) for a range of	sustaining effort to	sustaining effort to
(including a self-generated	tasks, purposes, and	complete complex writing	complete complex writing
question) or solve a	audiences.	tasks; tracking and	tasks; tracking and
problem; narrow or broaden		reflecting on personal	reflecting on personal
the inquiry when		writing progress (e.g.,	writing progress (e.g.,
appropriate; synthesize		using portfolios, journals,	using portfolios, journals,
multiple sources on the		conferencing); or	conferencing); or
subject, demonstrating		consulting a style manual	consulting a style manual
understanding of the subject		(such as MLA or APA	(such as MLA or APA
under investigation.		Style), focusing on	Style), focusing on
		addressing what is most	addressing what is most
W.SE.11–12.6. Gather		significant for a specific	significant for a specific
relevant information from		purpose and audience.	purpose and audience.
multiple authoritative print			
and digital sources, using		W.WR.11–12.5. Conduct	W.SE.11–12.6. Gather
advanced searches		short as well as more	relevant information from
effectively; assess the		sustained research	multiple authoritative print
strengths and limitations of		projects to answer a	and digital sources, using
each source in terms of the		question (including a self-	advanced searches
task, purpose, and audience;		generated question) or	effectively; assess the
integrate information into		solve a problem; narrow or	strengths and limitations
the text selectively to		broaden the inquiry when	of each source in terms of
maintain the flow of ideas,		appropriate; synthesize	the task, purpose, and
avoiding plagiarism and		multiple sources on the	audience; integrate
overreliance on any one		subject, demonstrating	information into the text
source and following a		understanding of the	selectively to maintain the

	standard format for citation	subject under flow of ideas, avoiding
	(MLA or APA Style Manuals).	investigation. plagiarism and
		overreliance on any one
		W.SE.11–12.6. Gather source and following a
	W.RW.11–12.7. Write	relevant information from standard format for
	routinely over extended time	multiple authoritative print citation (MLA or APA Style
	frames (time for research,	and digital sources, using Manuals).
	reflection, and revision) and	advanced searches
	shorter time frames (a single	effectively; assess the
	sitting or a day or two) for a	strengths and limitations W.RW.11–12.7. Write
	range of tasks, purposes.	of each source in terms of routinely over extended time
		the task, purpose, and frames (time for research,
		audience; integrate reflection, and revision) and
	L.SS.11–12.1. Demonstrate	information into the text shorter time frames (a single
	command of the system and	selectively to maintain the sitting or a day or two) for a
	structure of the English	flow of ideas, avoiding range of tasks, purposes.
	language when writing or	plagiarism and
	speaking.	overreliance on any one L.SS.11–12.1. Demonstrate
	speaking.	source and following a command of the system and
	A. Apply the	standard format for structure of the English
	understanding that usage is	citation (MLA or APA Style language when writing or
	a matter of convention, can	Manuals). speaking.
	change over time, and place,	A. Apply the understanding that usage is
	and is sometimes contested.	
	B. Observe	
	hyphenation conventions.	numes (time for rescarcity)
	C. Recognize spelling	
	conventions.	
		range of tasks, purposes. conventions.
		L.SS.11–12.1. Demonstrate
		command of the system and
		structure of the English
		language when writing or
L		

			speaking.	
			speaking.	
			A. Apply the	
			understanding that usage is	
			a matter of convention, can	
			change over time, and place,	
			and is sometimes contested.	
			B. Observe	
			hyphenation conventions.	
			hyphenation conventions.	
			C. Recognize spelling	
			conventions.	
Reading Skills	Close Reading	Close Reading	Close Reading	Close Reading
	Deint of view	Annetation to identify	Point of view	Apprototion to identify
	Point of view	Annotation to identify	Point of view	Annotation to identify
		textual evidence		textual evidence
	Annotation to identify		Annotation to identify	
	textual evidence	Identify and analyze theme	textual evidence	Compare and contrast two
		Analyzing author's use of		pieces of writing
	Make Inferences	<ul> <li>Dialogue</li> </ul>	Make Inferences	
		<ul> <li>Pacing</li> </ul>		Characterization
	Summarize	Word choice	Summarize	
		Mood		Point of View
	Identify Main Idea and	Tone	Identify Main Idea and	
	Central Idea	<ul> <li>Figurative language</li> </ul>	Central Idea	Identify and Analyze:
				Tone
	Identify Point of View	Characterization	Identify Point of View	• Figurative,
				Connotative, and
	Understand the importance	Identify Point of View	Understand the importance	Technical Meaning
	of sequencing in making		of sequencing in making	<ul> <li>Meaning through</li> </ul>
	meaning	Identify and analyze conflict	meaning	context
	Incaring		Incaring	<ul> <li>Impact of word</li> </ul>
	Identify cultural experience	Identify cultural experience	Identify sultural experience	-
	Identify cultural experience	Identify cultural experience	Identify cultural experience	choice on meaning
	from a non-U.S. text	from world literature	from a non-U.S. text	
				Sequence of Events
	Determine how the author	Apply historical knowledge	Determine how the author	(including non-chronological
	advances the point of view	to a piece of literature	advances the point of view	sequencing)

	or purpose		or purpose	
		Compare and contrast two		Purpose of sequencing
	Analyze U.S. documents and	pieces of writing	Analyze U.S. documents and	
	how they address themes		how they address themes	
	and concepts		and concepts	
	Determine the validity of		Determine the validity of	
	claims presented by an		claims presented by an	
	author		author	
	Compare and contrast two		Compare and contrast two	
	pieces of writing		pieces of writing	
Writing Skills	Write arguments to support	Determine how to sequence		Write arguments to support
	claims	the events of a narrative	Write arguments to support	claims
			claims	Analyze details and explain
	Write informative texts to	Purposefully sequence		how they prove the claim
	explain complex ideas	events to add to meaning	Write informative texts to	Compare multiple texts
		and narrative effect	explain complex ideas	and/or media in writing
	Outlining			using textual analysis and
		Utilize narrative techniques	Outlining	details
	Create and develop	in writing (dialogue, pacing,		Analyze the development of
	thesis/claim	description, character)	Create and develop	a complex text
			thesis/claim	Use transitions in writing
	Citing textual evidence	Writing conclusions for		Use content-specific
		narrative	Citing textual evidence	vocabulary correctly
	Sequencing			Use formal or informal
		Revising	Sequencing	writing in the correct
	Analyzing evidence to			situation
	support claims	Utilize elements of fiction in	Analyzing evidence to	Creative Writing
		writing	support claims	Clear and concise writing
	Writing counterclaims and			Revising & Editing
	supporting them with	Clear and concise writing	Writing counterclaims and	
	evidence	Dovicing & Editing	supporting them with	
		Revising & Editing	evidence	
	Writing in a formal and		Writing in a formal and	
	objective tone		Writing in a formal and	
			objective tone	1

	Writing conclusion statements		Writing conclusion	
	statements		statements	
	Compare multiple texts			
	and/or media in writing		Compare multiple texts	
	using textual analysis and		and/or media in writing	
	details		using textual analysis and	
			details	
	Clear and concise writing			
			Clear and concise writing	
	Revising & Editing			
			Revising & Editing	
Assessment	Read articles, multiple	Short Story, multiple choice	Historical Document,	Compare and contrast a
	choice & open-ended	& open-ended response	multiple choice & open-	poem with a song, multiple
	response		ended response	choice & open-ended
				response

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:**

# Union County Educational Services Commission Curriculum Mapping – English IV

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

objecti	ve summary of the	analysis; provide an		text.
text.	·	objective summary of the	RI.IT.11–12.3. Analyze the	
		text.	impact of an author's	RL.IT.11–12.3. Analyze the
RI.IT.11	1–12.3. Analyze the		choices as they develop	impact of the author's
impact	of an author's	RL.IT.11–12.3. Analyze the	ideas throughout the text	choices as they develop
choices	s as they develop	impact of the author's	regarding a complex set of	ideas throughout the text
ideas tl	hroughout the text	choices as they develop	ideas or sequence of events,	regarding how to develop
regardi	ing a complex set of	ideas throughout the text	and explain how specific	and relate elements of a
ideas o	or sequence of events,	regarding how to develop	individuals, ideas, or events	story or drama (e.g., where a
and exp	plain how specific	and relate elements of a	interact and develop.	story is set, how the action is
individ	uals, ideas, or events	story or drama (e.g., where		ordered, how the characters
interac	t and develop.	a story is set, how the	RL.PP.11–12.5. Evaluate	are introduced and
		action is ordered, how the	perspectives/lenses from	developed).
L.VL.11	–12.3. Determine or	characters are introduced	two or more texts on related	
clarify	the meaning of	and developed).	topics and justify the more	RI.IT.11–12.3. Analyze the
unknov	wn and multiple-		cogent viewpoint (e.g.,	impact of an author's
meanir	ng words and phrases	RL.PP.11–12.5. Evaluate	different accounts of the	choices as they develop
based o	on grades 11–12	perspectives/lenses from	same event or issue, use of	ideas throughout the text
-	g and content,	two or more texts on	different media or formats).	regarding a complex set of
	ng technical	related topics and justify		ideas or sequence of events,
	ngs, choosing flexibly	the more cogent viewpoint	RL.MF.11–12.6. Synthesize	and explain how specific
from a	range of strategies.	(e.g., different accounts of	complex information across	individuals, ideas, or events
		the same event or issue,	multiple sources and formats	interact and develop.
	1–12.7. Describe and	use of different media or	to develop ideas, resolve	
	te the reasoning in	formats).	conflicting information, or	L.VL.11–12.3. Determine
	I U.S. and global texts,		develop an interpretation	or clarify the meaning of
	e premises, purposes,		that goes beyond explicit	unknown and multiple-
-	guments in these		text information (e.g.,	meaning words and
works.			express a personal point of	phrases based on grades
			view, new interpretation of	11–12 reading and
	L1–12.8. Demonstrate		the author's message).	content, including
	edge of, analyze, and			technical meanings,
	on (e.g., practical		L.VL.11–12.3. Determine	choosing flexibly from a
knowle	•		or clarify the meaning of	range of strategies.
	cal/cultural context,		unknown and multiple-	
	ckground knowledge)		meaning words and	RL.MF.11–12.6. Synthesize
docum	ents of historical and		phrases based on grades	complex information

literary significance for their	11–12 reading and	across multiple sources
themes, purposes, and	content, including	and formats to develop
rhetorical features, including	technical meanings,	ideas, resolve conflicting
how two or more texts from	choosing flexibly from a	information, or develop an
the same period treat similar	range of strategies.	interpretation that goes
themes or topics.		beyond explicit text
	RL.IT.11–12.3. Analyze the	information (e.g., express
	impact of the author's	a personal point of view,
	choices as they develop	new interpretation of the
	ideas throughout the text	author's message).
	regarding how to develop	
	and relate elements of a	RI.MF.11–12.6. Synthesize
	story or drama (e.g., where	complex information
	a story is set, how the	across multiple sources
	action is ordered, how the	and formats to develop
	characters are introduced	ideas, resolve conflicting
	and developed).	information, or develop an
		interpretation that goes
	RL.PP.11–12.5. Evaluate	beyond explicit text
	perspectives/lenses from	information (e.g., express
	two or more texts on	a personal point of view,
	related topics and justify	new interpretation of the
	the more cogent viewpoint	concept).
	(e.g., different accounts of	
	the same event or issue,	RL.CT.11–12.8. Demonstrate
	use of different media or	knowledge of, analyze, and
	formats).	reflect on (e.g., practical
		knowledge,
	RI.AA.11–12.7. Describe	historical/cultural context,
	and evaluate the reasoning	and background knowledge)
	in seminal U.S. and global	documents of historical and
	texts, and the premises,	literary significance for their
	purposes, and arguments	themes, purposes, and
	in these works.	rhetorical features, including
		how two or more texts from
	RL.CT.11–12.8. Demonstrate	the same period treat similar
	knowledge of, analyze, and	themes or topics.

			reflect on le a prestical	
			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.	
Target	W.AW.11–12.1. Write	W.NW.11–12.3. Write	W.IW.11–12.2. Write	W.IW.11–12.2. Write
Standards-	arguments to support claims	narratives to develop real	informative/explanatory	informative/explanatory
Writing	in an analysis of substantive	or imagined experiences or	texts (including the	texts (including the
	topics or texts, using valid	events using effective	narration of historical	narration of historical
	reasoning and relevant and	technique, well-chosen	events, scientific	events, scientific
	sufficient evidence.	details, and well-	procedures/ experiments,	procedures/ experiments,
	A. Introduce precise,	structured event	or technical processes) to	or technical processes) to
	knowledgeable claim(s),	sequences.	examine and convey	examine and convey
	establish the significance of	A. Engage and orient	complex ideas, concepts,	complex ideas, concepts,
	the claim(s), distinguish the	the reader by setting out a	and information clearly	and information clearly
	claim(s) from alternate or	problem, situation, or	and accurately through the	and accurately through the
	opposing claims, and create	observation and its	effective selection,	effective selection,
	an organization that logically	significance, establishing	organization, and analysis	organization, and analysis
	sequences claim(s),	one or multiple point(s) of	of content.	of content.
	counterclaims, reasons, and	view, and introducing a	A. Introduce a topic;	A. Introduce a topic;
	evidence.	narrator and/or	organize complex ideas,	organize complex ideas,
	B. Develop claim(s) and	characters; create a	concepts, and information	concepts, and information
	counterclaims avoiding	smooth progression of	so that each new element	so that each new element
	common logical fallacies and	experiences or events.	builds on that which	builds on that which
	using sound reasoning and	B. Use narrative	precedes it to create a	precedes it to create a
	thoroughly, supplying the	techniques, such as	unified whole; include	unified whole; include
	most relevant evidence for	dialogue, pacing,	formatting (e.g., headings),	formatting (e.g., headings),
	each while pointing out the	description, reflection, and	graphics (e.g., figures,	graphics (e.g., figures,
	strengths and limitations of	multiple plot lines, to	tables), and multimedia	tables), and multimedia
	both in a manner that	develop experiences,	when useful to aiding	when useful to aiding
	anticipat	events, and/or characters.	comprehension.	comprehension.
	a			

es the a	udience's knowledge	C. Use a variety of	B. Develop the topic	B. Develop the topic
level, co	ncerns, values, and	techniques to sequence	thoroughly by selecting the	thoroughly by selecting the
possible	biases.	events so that they build	most significant and	most significant and
C.	Use transitions (e.g.,	on one another to create a	relevant facts, extended	relevant facts, extended
words,	phrases, clauses) to	coherent whole and build	definitions, concrete	definitions, concrete
link the	major sections of the	toward a particular tone	details, quotations, or	details, quotations, or
text, cre	ate cohesion, and	and outcome (e.g., a sense	other information and	other information and
clarify t	ne relationships	of mystery, suspense,	examples appropriate to	examples appropriate to
betwee	n claim(s) and	growth, or resolution).	the audience's knowledge	the audience's knowledge
reasons	, between reasons	D. Use precise words	of the topic.	of the topic.
and evid	lence, and between	and phrases, telling details,	C. Use appropriate	C. Use appropriate
claim(s)	and counterclaims.	and sensory language to	and varied transitions and	and varied transitions and
D.	Establish and	convey a vivid picture of	syntax to link the major	syntax to link the major
maintai	n a style and tone	the experiences, events,	sections of the text, create	sections of the text, create
appropr	iate to the audience	setting, and/or characters.	cohesion, and clarify the	cohesion, and clarify the
and pur	pose (e.g., formal	E. Provide a	relationships among	relationships among
and obj	ective for academic	conclusion that follows	complex ideas and	complex ideas and
writing)	while attending to	from and reflects on what	concepts.	concepts.
the nor	ms and conventions	is experienced, observed,	D. Use precise	D. Use precise
of the d	iscipline in which	or resolved over the	language, domain-specific	language, domain-specific
they are	e writing.	course of the narrative.	vocabulary, and	vocabulary, and
Ε.	Provide a concluding		techniques such as	techniques such as
paragra	ph or section that	W.WP.11–12.4. Develop	metaphor, simile, and	metaphor, simile, and
support	s the argument	and strengthen writing as	analogy to manage the	analogy to manage the
present	ed (e.g., articulating	needed by planning,	complexity of the topic.	complexity of the topic.
	ions or the	revising, editing, rewriting,	E. Establish and	E. Establish and
significa	nce of the topic).	trying a new approach;	maintain a style and tone	maintain a style and tone
		sustaining effort to	appropriate to the	appropriate to the
	1–12.4. Develop and	complete complex writing	audience and purpose	audience and purpose
-	nen writing as	tasks; tracking and	(e.g., formal and objective	(e.g., formal and objective
	by planning, revising,	reflecting on personal	for academic writing) while	for academic writing) while
	rewriting, trying a	writing progress (e.g.,	attending to the norms	attending to the norms
	proach; sustaining	using portfolios, journals,	and conventions of the	and conventions of the
	complete complex	conferencing); or	discipline in which they are	discipline in which they are
-	tasks; tracking and	consulting a style manual	writing.	writing.
	ig on personal	(such as MLA or APA	F. Provide a	F. Provide a
writing	orogress (e.g., using	Style), focusing on	concluding paragraph or	concluding paragraph or

portfolios, journals,	addressing what is most	section that supports the	section that supports the
conferencing); or consulting	significant for a specific	argument presented (e.g.,	argument presented (e.g.,
a style manual (such as MLA	purpose and audience.	articulating implications or	articulating implications or
or APA Style), focusing on		the significance of the	the significance of the
addressing what is most		topic).	topic).
significant for a specific	W.RW.9–10.7. Write		
purpose and audience.	routinely over extended	W.WP.11–12.4. Develop	W.WP.11–12.4. Develop
	time frames (time for	and strengthen writing as	and strengthen writing as
W.WR.11–12.5. Conduct	research, reflection, and	needed by planning,	needed by planning,
short as well as more	revision) and shorter time	revising, editing, rewriting,	revising, editing, rewriting,
sustained research projects	frames (a single sitting or a	trying a new approach;	trying a new approach;
to answer a question	day or two) for a range of	sustaining effort to	sustaining effort to
(including a self-generated	tasks, purposes, and	complete complex writing	complete complex writing
question) or solve a	audiences.	tasks; tracking and	tasks; tracking and
problem; narrow or broaden		reflecting on personal	reflecting on personal
the inquiry when		writing progress (e.g.,	writing progress (e.g.,
appropriate; synthesize		using portfolios, journals,	using portfolios, journals,
multiple sources on the		conferencing); or	conferencing); or
subject, demonstrating		consulting a style manual	consulting a style manual
understanding of the subject		(such as MLA or APA	(such as MLA or APA
under investigation.		Style), focusing on	Style), focusing on
		addressing what is most	addressing what is most
W.SE.11–12.6. Gather		significant for a specific	significant for a specific
relevant information from		purpose and audience.	purpose and audience.
multiple authoritative print			
and digital sources, using		W.WR.11–12.5. Conduct	W.SE.11–12.6. Gather
advanced searches		short as well as more	relevant information from
effectively; assess the		sustained research	multiple authoritative print
strengths and limitations of		projects to answer a	and digital sources, using
each source in terms of the		question (including a self-	advanced searches
task, purpose, and audience;		generated question) or	effectively; assess the
integrate information into		solve a problem; narrow or	strengths and limitations
the text selectively to		broaden the inquiry when	of each source in terms of
maintain the flow of ideas,		appropriate; synthesize	the task, purpose, and
avoiding plagiarism and		multiple sources on the	audience; integrate
overreliance on any one		subject, demonstrating	information into the text
source and following a		understanding of the	selectively to maintain the

	standard format for citation	subject under flow of ideas, avoiding
	(MLA or APA Style Manuals).	investigation. plagiarism and
		overreliance on any one
		W.SE.11–12.6. Gather source and following a
	W.RW.11–12.7. Write	relevant information from standard format for
	routinely over extended time	multiple authoritative print citation (MLA or APA Style
	frames (time for research,	and digital sources, using Manuals).
	reflection, and revision) and	advanced searches
	shorter time frames (a single	effectively; assess the
	sitting or a day or two) for a	strengths and limitations W.RW.11–12.7. Write
	range of tasks, purposes.	of each source in terms of routinely over extended time
		the task, purpose, and frames (time for research,
		audience; integrate reflection, and revision) and
	L.SS.11–12.1. Demonstrate	information into the text shorter time frames (a single
	command of the system and	selectively to maintain the sitting or a day or two) for a
	structure of the English	flow of ideas, avoiding range of tasks, purposes.
	language when writing or	plagiarism and
	speaking.	overreliance on any one L.SS.11–12.1. Demonstrate
	speaking.	source and following a command of the system and
	A. Apply the	standard format for structure of the English
	understanding that usage is	citation (MLA or APA Style language when writing or
	a matter of convention, can	Manuals). speaking.
	change over time, and place,	A. Apply the understanding that usage is
	and is sometimes contested.	
	B. Observe	
	hyphenation conventions.	numes (time for rescarcity)
	C. Recognize spelling	
	conventions.	
		range of tasks, purposes. conventions.
		L.SS.11–12.1. Demonstrate
		command of the system and
		structure of the English
		language when writing or
L		

			speaking.	
			speaking.	
			A. Apply the	
			understanding that usage is	
			a matter of convention, can	
			change over time, and place,	
			and is sometimes contested.	
			B. Observe	
			hyphenation conventions.	
			hyphenation conventions.	
			C. Recognize spelling	
			conventions.	
Reading Skills	Close Reading	Close Reading	Close Reading	Close Reading
	Deint of view	Annetation to identify	Point of view	Apprototion to identify
	Point of view	Annotation to identify	Point of view	Annotation to identify
		textual evidence		textual evidence
	Annotation to identify		Annotation to identify	
	textual evidence	Identify and analyze theme	textual evidence	Compare and contrast two
		Analyzing author's use of		pieces of writing
	Make Inferences	<ul> <li>Dialogue</li> </ul>	Make Inferences	
		<ul> <li>Pacing</li> </ul>		Characterization
	Summarize	Word choice	Summarize	
		Mood		Point of View
	Identify Main Idea and	Tone	Identify Main Idea and	
	Central Idea	<ul> <li>Figurative language</li> </ul>	Central Idea	Identify and Analyze:
				Tone
	Identify Point of View	Characterization	Identify Point of View	• Figurative,
				Connotative, and
	Understand the importance	Identify Point of View	Understand the importance	Technical Meaning
	of sequencing in making		of sequencing in making	<ul> <li>Meaning through</li> </ul>
	meaning	Identify and analyze conflict	meaning	context
	meaning		Incaring	<ul> <li>Impact of word</li> </ul>
	Identify cultural experience	Identify cultural experience	Identify sultural experience	-
	Identify cultural experience	Identify cultural experience	Identify cultural experience	choice on meaning
	from a non-U.S. text	from world literature	from a non-U.S. text	
				Sequence of Events
	Determine how the author	Apply historical knowledge	Determine how the author	(including non-chronological
	advances the point of view	to a piece of literature	advances the point of view	sequencing)

	or purpose		or purpose	
		Compare and contrast two		Purpose of sequencing
	Analyze U.S. documents and	pieces of writing	Analyze U.S. documents and	
	how they address themes		how they address themes	
	and concepts		and concepts	
	Determine the validity of		Determine the validity of	
	claims presented by an		claims presented by an	
	author		author	
	Compare and contrast two		Compare and contrast two	
	pieces of writing		pieces of writing	
Writing Skills	Write arguments to support	Determine how to sequence		Write arguments to support
	claims	the events of a narrative	Write arguments to support	claims
			claims	Analyze details and explain
	Write informative texts to	Purposefully sequence		how they prove the claim
	explain complex ideas	events to add to meaning	Write informative texts to	Compare multiple texts
		and narrative effect	explain complex ideas	and/or media in writing
	Outlining			using textual analysis and
		Utilize narrative techniques	Outlining	details
	Create and develop	in writing (dialogue, pacing,		Analyze the development of
	thesis/claim	description, character)	Create and develop	a complex text
			thesis/claim	Use transitions in writing
	Citing textual evidence	Writing conclusions for		Use content-specific
		narrative	Citing textual evidence	vocabulary correctly
	Sequencing			Use formal or informal
		Revising	Sequencing	writing in the correct
	Analyzing evidence to			situation
	support claims	Utilize elements of fiction in	Analyzing evidence to	Creative Writing
		writing	support claims	Clear and concise writing
	Writing counterclaims and			Revising & Editing
	supporting them with	Clear and concise writing	Writing counterclaims and	
	evidence		supporting them with	
		Revising & Editing	evidence	
	Writing in a formal and			
	objective tone		Writing in a formal and	
			objective tone	

	Writing conclusion statements		Writing conclusion	
	statements		statements	
	Compare multiple texts			
	and/or media in writing		Compare multiple texts	
	using textual analysis and		and/or media in writing	
	details		using textual analysis and	
			details	
	Clear and concise writing			
			Clear and concise writing	
	Revising & Editing			
			Revising & Editing	
Assessment	Read articles, multiple	Short Story, multiple choice	Historical Document,	Compare and contrast a
	choice & open-ended	& open-ended response	multiple choice & open-	poem with a song, multiple
	response		ended response	choice & open-ended
				response

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:

# Union County Educational Services Commission Curriculum Mapping – Creative Writing

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

			-
including determining where	specific details; provide an	conflicting motivations)	objective summary of the
the text leaves matters	objective summary of the	develop, interact with	text.
uncertain.	text.	other characters, and	
		advance the plot or	RI.IT.9–10.3. Analyze how
RL.CI.9–10.2. Determine	RL.IT.9–10.3. Analyze how	develop the theme.	an author unfolds ideas
one or more themes of a	an author unfolds and		throughout the text,
literary text and analyze	develops ideas throughout	L.VL.9-10.3. Determine or	including the order in
how it is developed and	a text, including how	clarify the meaning of	which the points are
refined over the course of	complex characters (e.g.,	unknown and multiple-	made, how they are
the text, including how it	those with multiple or	meaning words and	introduced and developed,
emerges and is shaped by	conflicting motivations)	phrases based on grades	and the connections that
specific details; provide an	develop, interact with	9–10 reading and content,	are drawn between them
objective summary of the	other characters, and	including technical	
text.	advance the plot or	meanings, choosing	L.VL.9–10.3. Determine or
	develop the theme.	flexibly from a range of	clarify the meaning of
RL.IT.9–10.3. Analyze how		strategies.	unknown and multiple-
an author unfolds and	RL.PP. 9–10.5. Determine an	Use context (e.g., the	meaning words and
develops ideas throughout	author's lens in a text	overall meaning of a	phrases based on grades
a text, including how	(including cultural	sentence, paragraph, or	9–10 reading and content,
complex characters (e.g.,	experience reflected in a	text; a word's position or	including technical
those with multiple or	work of literature from	function in a sentence) as	meanings, choosing
conflicting motivations)	outside the United States,	a clue to the meaning of a	flexibly from a range of
develop, interact with	drawing on a wide reading of	word or phrase.	strategies.
other characters, and	world literature) and analyze		
advance the plot or	how an author uses	RL.MF.9-10.6. Analyze,	
develop the theme.	rhetorical devices to advance	integrate, and evaluate	
	a point of view.	multiple interpretations	RI.AA.9–10.7. Describe and
RL.PP. 9–10.5. Determine an		(e.g., recorded or live	evaluate the argument and
author's lens in a text		production of a play or	specific claims in an
(including cultural		recorded novel or poetry) of	informational text, assessing
experience reflected in a		a single text or text/s	whether the reasoning is
work of literature from		presented in different	valid and the evidence is
outside the United States,		formats (visually,	relevant and sufficient;

	drawing on a wide reading of		quantitatively).	identify false statements and
	world literature) and analyze			reasoning.
	how an author uses		RL.CT.9-10.8. Analyze and	
	rhetorical devices to advance		reflect on (e.g. practical	RI.CT.9–10.8. Analyze and
	a point of view.		knowledge,	reflect on (e.g., practical
			historical/cultural context,	knowledge,
			and background	historical/cultural context,
			knowledge) how an author	and
			draws on, develops, or	background knowledge)
			transforms source material	seminal and informational
			of historical and literary	text of historical and
			significance (e.g., how a	scientific significance,
			modern author treats a	including how they relate in
			theme or topic from	terms of themes and
			mythology or a religious	significant concepts
			text) and how they relate	
			in terms of themes and	
			significant concepts.	
Target	W.NW.9–10.3. Write	W.NW.9–10.3. Write	W.IW.9–10.2. Write	W.IW.9–10.2. Write
Standards-	narratives to develop real	narratives to develop real	informative/explanatory	informative/explanatory
Writing	or imagined experiences or	or imagined experiences or	texts (including the	texts (including the
	events using effective	events using effective	narration of historical	narration of historical
	techniques, well-chosen	techniques, well-chosen	events, scientific	events, scientific
	details, and well-	details, and well-	procedures/ experiments,	procedures/ experiments,
	structured event	structured event	or technical processes) to	or technical processes) to
	sequences.	sequences.	examine and convey	examine and convey
	A. Engage and orient the	A. Engage and orient the	complex ideas, concepts,	complex ideas, concepts,
	reader by setting out a	reader by setting out a	and information clearly	and information clearly
	problem, situation, or	problem, situation, or	and accurately through the	and accurately through the
	observation,	observation,	effective selection,	effective selection,
	establishing one or	establishing one or	organization, and analysis	organization, and analysis
	multiple point(s) of view,	multiple point(s) of view,	of content.	of content.
	and introducing a narrator	and introducing a narrator	A. Introduce a topic;	A. Introduce a topic;

and/or characters; create a	and/or characters; create a	organize complex ideas,	organize complex ideas,
smooth progression of	smooth progression of	concepts, and information	concepts, and information
experiences or events.	experiences or events.	to make important	to make important
B. Use narrative	B. Use narrative	connections and	connections and
techniques, such as	techniques, such as	distinctions; include	distinctions; include
dialogue, pacing,	dialogue, pacing,	formatting (e.g., headings),	formatting (e.g., headings),
description, reflection, and	description, reflection, and	graphics (e.g., figures,	graphics (e.g., figures,
multiple plot lines, to	multiple	tables), and multimedia	tables), and multimedia
develop experiences,	plot lines, to develop	when useful to aid in	when useful to aid in
events, and/or characters.	experiences, events,	comprehension.	comprehension.
C. Use a variety of	and/or characters.	B. Develop the topic with	B. Develop the topic with
techniques to sequence	C. Use a variety of	well-chosen, relevant, and	well-chosen, relevant, and
events so that they build	techniques to sequence	sufficient facts, extended	sufficient facts, extended
on one another to	events so that they build	definitions, concrete	definitions, concrete
create a coherent whole.	on one another to	details, quotations, or	details, quotations, or
D. Use precise words and	create a coherent whole.	other information and	other information and
phrases, telling details, and	D. Use precise words and	examples appropriate to	examples appropriate to
sensory language to	phrases, telling details, and	the audience's knowledge	the audience's knowledge
convey a vivid picture of	sensory language to	of the topic.	of the topic.
the experiences, events,	convey a vivid	C. Use appropriate and	C. Use appropriate and
setting, and/or characters.	picture of the experiences,	varied transitions to link	varied transitions to link
E. Provide a conclusion	events, setting, and/or	the major sections of the	the major sections of the
that follows from and	characters.	text, create cohesion, and	text, create cohesion, and
reflects on what is	E. Provide a conclusion	clarify the relationships	clarify the relationships
experienced, observed, or	that follows from and	among complex ideas and	among complex ideas and
resolved over the course	reflects on what is	concepts.	concepts.
of the narrative.	experienced, observed, or	D. Use precise language	D. Use precise language
	resolved over the course	and domain-specific	and domain-specific
W.WP.9–10.4. Develop	of the narrative.	vocabulary to manage the	vocabulary to manage the
and strengthen writing as		complexity of the topic.	complexity of the topic.
needed by planning,	W.WP.9–10.4. Develop	E. Establish and maintain a	E. Establish and maintain a
revising, editing, rewriting,	and strengthen writing as	style and tone appropriate	style and tone appropriate
trying a	needed by planning,	to the audience and	to the audience and

	new approach; sustaining	revising, editing, rewriting,	purpose (e.g., formal and	purpose (e.g., formal and
	effort to complete	trying a	objective for academic	objective for academic
		, .	-	writing) while attending to
	complex writing tasks;	new approach; sustaining	writing) while attending to the norms and	•
	seeking out feedback, and	effort to complete		the norms and
	reflecting on personal	complex writing tasks;	conventions of the	conventions of the
	writing progress;	seeking out feedback and	discipline in which they are	discipline in which they are
	consulting a style manual	reflecting	writing.	writing.
	(such as MLA or APA	on personal writing		
	Style), focusing on	progress; consulting a style		
	addressing what is most	manual (such as MLA or		
	significant for a specific	APA Style), focusing on		
	purpose and audience.	addressing what is most		
		significant for a specific		
	W.RW.9–10.7. Write	purpose and audience.		
	routinely over extended			
	time frames (time for	W.RW.9–10.7. Write		
	research, reflection, and	routinely over extended		
	revision) and shorter time	time frames (time for		
	frames (a single sitting or a	research, reflection, and		
	day or two) for a range of	revision) and shorter time		
	tasks, purposes, and	frames (a single sitting or a		
	audiences.	day or two) for a range of		
		tasks, purposes, and		
		audiences.		
Skills	Close Reading	Close Reading	Close Reading	Close Reading
	Point of view	Annotation to identify	Annotation to identify	Point of view
		textual evidence	textual evidence	
	Annotation to identify			Annotation to identify
	textual evidence	Identify and analyze theme	Compare and contrast two	textual evidence
			pieces of writing	
	Make Inferences	Analyzing author's use of:		Make Inferences

		Dialogue	Characterization	
	Summarize	Pacing	characterization	Summarize
	Summarize	Word choice	Point of View	Summanze
	Identify Main Idea and	Mood	Formed View	Identify Main Idea and
	•	• Tone		Identify Main Idea and
	Central Idea	• Figurative language	Identify and Analyze: • Tone	Central Idea
	Identify Point of View	Characterization	<ul> <li>Figurative, Connotative, and</li> </ul>	Identify Point of View
	Understand the importance	Identify Point of View	<ul><li>Technical Meaning</li><li>Meaning through</li></ul>	Understand the importance
	of sequencing in making		context	of sequencing in making
	meaning	Identify and analyze conflict	<ul> <li>Impact of word choice on meaning</li> </ul>	meaning
	Identify cultural experience	Identify cultural experience		Identify cultural experience
	from a non-U.S. text	from world literature	Sequence of Events	from a non-U.S. text
			(including non-chronological	
	Determine how the author	Apply historical knowledge	sequencing)	Determine how the author
	advances the point of view	to a piece of literature		advances the point of view
	or purpose		Purpose of sequencing	or purpose
		Compare and contrast two		
	Analyze U.S. documents and	pieces of writing		Analyze U.S. documents and
	how they address themes			how they address themes
	and concepts			and concepts
	Determine the validity of			Determine the validity of
	claims presented by an			claims presented by an
	author			author
	Compare and contrast two			Compare and contrast two
	pieces of writing			pieces of writing
Writing Skills	Determine how to sequence	Determine how to sequence	Write informative texts to	Write informative texts to
	the events of a narrative	the events of a narrative	explain complex ideas	explain complex ideas
	Purposefully sequence	Purposefully sequence	Outlining	Outlining

	events to add to the	events to add to the		
	meaning and narrative effect	meaning and narrative effect	Create and develop	Create and develop
			thesis/claim	thesis/claim
	Utilize narrative techniques	Utilize narrative techniques		
	in writing (dialogue, pacing,	in writing (dialogue, pacing,	Citing textual evidence	Citing textual evidence
	description, character)	description, character)		
	description, charactery	description, charactery	Sequencing	Sequencing
	Writing conclusions for	Writing conclusions for	Sequencing	Sequencing
	narrative	narrative	Analyzing evidence to	Analyzing ovidence to
	lanative	lianative		Analyzing evidence to
	Devising	Devising	support claims	support claims
	Revising	Revising	Writing counterplaims and	Writing counterplains and
	Utilize elements of fiction in	Utilize elements of fiction in	Writing counterclaims and	Writing counterclaims and
			supporting them with	supporting them with
	writing	writing	evidence	evidence
			Writing in a formal and	Muiting in a farmal and
	Clear and concise writing	Clear and concise writing	Writing in a formal and	Writing in a formal and
	Devicing & Editing	Devising & Editing	objective tone	objective tone
	Revising & Editing	Revising & Editing		
			Writing conclusion	Writing conclusion
			statements	statements
			Compare multiple texts	Compare multiple texts
			and/or media in writing	and/or media in writing
			using textual analysis and	using textual analysis and
			details	details
			Clear and concise writing	Clear and concise writing
			Revising & Editing	Revising & Editing
Assessment	Read articles, multiple	Short Story, multiple choice	Compare and contrast a	Read articles, multiple
	choice & open-ended	& open-ended response	poem with a song, multiple	choice & open-ended
	response		choice & open-ended	response
			response	

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:**

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

	Unit 1	Unit 2	Unit 3	Unit 4
Length of Unit	5	5	5	5
Topic(s)	Media in Our Society	Bias & Fallacies	Evaluating Information	Creating Media
Essential Question	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?"
Big Idea(s)	All forms of media shape society, for good and bad. Quality journalism has rigorous standards designed to produce fair, accurate, and timely information about newsworthy issues and events for the public. Better information makes for better decisions.	Bias in the media is a complex issue. Better information makes for better decisions.	Credible information and knowing how to find credible sources empower individuals. Disinformation can do lasting harm to individuals and society. Better information makes for better decisions.	Better information makes for better decisions.
Standards	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

| of what an informational     |
|------------------------------|------------------------------|------------------------------|------------------------------|
| text says explicitly and     |
| inferentially, as well as    |
| interpretations of the text. |
| RI.CI.9–10.2. Determine      | RI.CI.9–10.2. Determine      | RI.CI.9–10.2. Determine      | 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          | details; provide an          | details; provide an          | details; provide an          |
| objective summary of the     |
text.	text.	text.	text.
RI.AA.9–10.7. Describe and	RI.IT.9–10.3. Analyze how	RI.IT.9–10.3. Analyze how	RI.IT.9–10.3. Analyze how
evaluate the argument and	an author unfolds ideas	an author unfolds ideas	an author unfolds ideas
specific claims in an	throughout the text,	throughout the text,	throughout the text,
informational text,	including the order in	including the order in	including the order in
assessing whether the	which the points are made,	which the points are made,	which the points are made,
reasoning is valid and the	how they are introduced	how they are introduced	how they are introduced
evidence is relevant and	and developed, and the	and developed, and the	and developed, and the
sufficient; identify false	connections that are drawn	connections that are drawn	connections that are drawn
statements and reasoning.	between them.	between them.	between them.
RI.CT.9–10.8. Analyze and	RI.TS.9–10.4. Analyze in	RI.TS.9–10.4. Analyze in	RI.TS.9–10.4. Analyze in
reflect on (e.g., practical	detail the author's choices	detail the author's choices	detail the author's choices
knowledge,	concerning the structure of	concerning the structure of	concerning the structure of
historical/cultural context,	ideas or claims of a text,	ideas or claims of a text,	ideas or claims of a text,
and background	and how they are	and how they are	and how they are
knowledge) seminal and	developed and refined by	developed and refined by	developed and refined by
informational text of	particular sentences,	particular sentences,	particular sentences,
historical and scientific	paragraphs, or larger	paragraphs, or larger	paragraphs, or larger

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	significance, including	portions of a text (e.g., a	portions of a text (e.g., a	portions of a text (e.g., a
	how they relate in terms of	section or chapter).	section or chapter).	section or chapter).
	themes and significant			
	concepts.	RI.PP.9–10.5. Determine an	RI.PP.9–10.5. Determine an	RI.MF.9–10.6. Analyze,
		author's purpose in a text	author's purpose in a text	integrate, and evaluate
	W.AW.9–10.1. Write	(including cultural	(including cultural	multiple interpretations
	arguments to support	experience and knowledge	experience and knowledge	(e.g., charts, graphs,
	claims in an analysis of	reflected in text originating	reflected in text originating	diagrams,
	substantive topics or texts,	outside the United States)	outside the United States)	videos) of a single text or
	using valid reasoning and	and analyze how an author	and analyze how an author	text/s presented in
	relevant and sufficient	uses rhetorical devices to	uses rhetorical devices to	different formats (visually,
	textual and non-textual	advance that purpose.	advance that purpose.	quantitatively) as well as in
	evidence.			words in order to address a
		RI.MF.9–10.6. Analyze,	RI.MF.9–10.6. Analyze,	question or solve a
	W.IW.9–10.2. Write	integrate, and evaluate	integrate, and evaluate	problem.
	informative/explanatory	multiple interpretations	multiple interpretations	
	texts (including the	(e.g., charts, graphs,	(e.g., charts, graphs,	RI.AA.9–10.7. Describe and
	narration of historical	diagrams, videos) of a	diagrams,	evaluate the argument and
	events, scientific	single text or text/s	videos) of a single text or	specific claims in an
	procedures/ experiments,	presented in different	text/s presented in	informational text,
	or technical processes) to	formats (visually,	different formats (visually,	assessing whether the
	examine and convey	quantitatively) as well as in	quantitatively) as well as in	reasoning is valid and the
	complex ideas, concepts,	words in order to address a	words in order to address a	evidence is relevant and
	and information clearly and	question or solve a	question or solve a	sufficient; identify false
	accurately through the	problem.	problem.	statements and
	effective selection,			reasoning.
	organization, and analysis	RI.AA.9–10.7. Describe and	RI.AA.9–10.7. Describe and	
	of content.	evaluate the argument and	evaluate the argument and	W.AW.9–10.1. Write
		specific claims in an	specific claims in an	arguments to support
	SL.PE.9–10.1. Initiate and	informational text,	informational text,	claims in an analysis of
	participate effectively in a	assessing whether the	assessing whether the	substantive topics or texts,
	range of collaborative	reasoning is valid and the	reasoning is valid and the	using valid reasoning and
	discussions (one-on-one, in	evidence is relevant and	evidence is relevant and	relevant and sufficient
	groups, and teacher-led)	sufficient; identify false	sufficient; identify false	textual and non-textual
L		l		

with peers on grades 9–10	statements and reasoning.	statements and reasoning.	evidence.
topics, texts, and issues,			
building on others' ideas	RI.CT.9–10.8. Analyze and	RI.CT.9–10.8. Analyze and	W.IW.9–10.2. Write
and expressing their own	reflect on (e.g., practical	reflect on (e.g., practical	informative/explanatory
clearly and persuasively.	knowledge,	knowledge,	texts (including the
SL.II.9–10.2. Integrate	historical/cultural context,	historical/cultural context,	narration of historical
multiple sources of	and background	and background	events, scientific
information presented in	knowledge) seminal and	knowledge) seminal and	procedures/ experiments,
diverse media or formats	informational text of	informational text of	or technical processes) to
(e.g., visually,	historical and scientific	historical and scientific	examine and convey
quantitatively, qualitatively,	significance, including how	significance, including how	complex ideas, concepts,
orally) evaluating the	they relate in terms of	they relate in terms of	and information clearly and
credibility and accuracy of	themes and significant	themes and significant	accurately through the
each source.	concepts.	concepts.	effective selection,
			organization, and analysis
SL.ES.9–10.3. Evaluate a	W.AW.9–10.1. Write	W.AW.9–10.1. Write	of content.
speaker's point of view,	arguments to support	arguments to support	
reasoning, and use of	claims in an analysis of	claims in an analysis of	W.WP.9–10.4. Develop and
evidence and rhetoric,	substantive topics or texts,	substantive topics or texts,	strengthen writing as
identifying any false	using valid reasoning and	using valid reasoning and	needed by planning,
reasoning or distorted	relevant and sufficient	relevant and sufficient	revising, editing, rewriting,
evidence.	textual and non-textual	textual and non-textual	trying a new approach;
	evidence.	evidence.	sustaining effort to
SL.PI.9–10.4. Present			complete complex writing
information, findings, and	W.IW.9–10.2. Write	W.IW.9–10.2. Write	tasks; seeking out feedback
supporting evidence	informative/explanatory	informative/explanatory	and reflecting on personal
clearly, concisely, and	texts (including the	texts (including the	writing progress; consulting
logically. The content,	narration of historical	narration of historical	a style manual (such as
organization, development,	events, scientific	events, scientific	MLA or APA Style), focusing
and style are appropriate to	procedures/ experiments,	procedures/ experiments,	on addressing what is most
task, purpose, and	or technical processes) to	or technical processes) to	significant for a specific
audience.	examine and convey	examine and convey	purpose and audience.
	complex ideas, concepts,	complex ideas, concepts,	
SL.UM.9–10.5. Make	and information clearly and	and information clearly and	W.SE.9–10.6. Gather
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strategic use of digital	accurately through the	accurately through the	relevant information from
media (e.g., textual,	effective selection,	effective selection,	multiple authoritative print
graphical, audio, visual, and	organization, and analysis	organization, and analysis	and digital sources, using
interactive elements) in	of content.	of content.	advanced searches
presentations to enhance			effectively; assess the
findings, reasoning, and	SL.PE.9–10.1. Initiate and	SL.PE.9–10.1. Initiate and	usefulness of each source
evidence and to add	participate effectively in a	participate effectively in a	in answering the research
interest.	range of collaborative	range of collaborative	question; integrate
	discussions (one-on-one, in	discussions (one-on-one, in	information into the text
SL.AS.9–10.6. Adapt speech	groups, and teacher-led)	groups, and teacher-led)	selectively to maintain the
to a variety of contexts and	with peers on grades 9–10	with peers on grades 9–10	flow of ideas, avoiding
tasks, demonstrating	topics, texts, and issues,	topics, texts, and issues,	plagiarism and
command of formal	building on others' ideas	building on others' ideas	following a standard format
English.	and expressing their own	and expressing their own	for citation (MLA or APA
	clearly and persuasively.	clearly and persuasively.	Style Manuals).
L.SS.9–10.1. Demonstrate			
command of the system	SL.II.9–10.2. Integrate	SL.II.9–10.2. Integrate	W.RW.9–10.7. Write
and structure of the English	multiple sources of	multiple sources of	routinely over extended
language when writing or	information presented in	information presented in	time frames (time for
speaking.	diverse media or formats	diverse media or formats	research, reflection, and
	(e.g., visually,	(e.g., visually,	revision) and shorter time
L.KL.9–10.2. Apply	quantitatively, qualitatively,	quantitatively, qualitatively,	frames (a single sitting or a
knowledge of language to	orally) evaluating the	orally) evaluating the	day or two) for a range of
make effective choices for	credibility and accuracy of	credibility and accuracy of	tasks, purposes, and
meaning, or style, and to	each source.	each source.	audiences.
comprehend more fully			
when reading, writing,	SL.ES.9–10.3. Evaluate a	SL.ES.9–10.3. Evaluate a	SL.PE.9–10.1. Initiate and
speaking or listening.	speaker's point of view,	speaker's point of view,	participate effectively in a
	reasoning, and use of	reasoning, and use of	range of collaborative
LVL.9–10.3. Determine or	evidence and rhetoric,	evidence and rhetoric,	discussions (one-on-one, in
clarify the meaning of	identifying any false	identifying any false	groups, and teacher-led)
unknown and multiple-	reasoning or distorted	reasoning or distorted	with peers on grades 9–10
meaning words and	evidence.	evidence.	topics, texts, and issues,
phrases based on grades 9–			building on others' ideas
			Ŭ

10 reading and content,	SL.PI.9–10.4. Present	SL.PI.9–10.4. Present	and expressing their own
including technical	information, findings, and	information, findings, and	clearly and persuasively.
meanings, choosing flexibly	supporting evidence	supporting evidence	SL.II.9–10.2. Integrate
from a range of strategies.	clearly, concisely, and	clearly, concisely, and	multiple sources of
	logically. The content,	logically. The	information presented in
L.VI.9–10.4. Demonstrate	organization, development,	content, organization,	diverse media or formats
understanding of figurative	and style are appropriate to	development, and style are	(e.g., visually,
language, word	task, purpose, and	appropriate to task,	quantitatively, qualitatively,
relationships, and nuances	audience.	purpose, and audience.	orally) evaluating the
in word meanings,			credibility and accuracy of
including connotative	SL.UM.9–10.5. Make	SL.UM.9–10.5. Make	each source.
meanings.	strategic use of digital	strategic use of digital	
	media (e.g., textual,	media (e.g., textual,	SL.PI.9–10.4. Present
	graphical, audio, visual, and	graphical, audio, visual, and	information, findings, and
	interactive elements) in	interactive elements) in	supporting evidence
	presentations to enhance	presentations to enhance	clearly, concisely, and
	findings, reasoning, and	findings, reasoning, and	logically. The
	evidence and to add	evidence and to add	content, organization,
	interest.	interest.	development, and style are
			appropriate to task,
	SL.AS.9–10.6. Adapt speech	SL.AS.9–10.6. Adapt speech	purpose, and audience.
	to a variety of contexts and	to a variety of contexts and	
	tasks, demonstrating	tasks, demonstrating	SL.UM.9–10.5. Make
	command of formal	command of formal	strategic use of digital
	English.	English.	media (e.g., textual,
			graphical, audio, visual, and
	L.SS.9–10.1. Demonstrate	L.SS.9–10.1. Demonstrate	interactive
	command of the system	command of the system	elements) in presentations
	and structure of the English	and structure of the English	to enhance findings,
	language when writing or	language when writing or	reasoning, and evidence
	speaking.	speaking.	and to add interest.
			SL.AS.9–10.6. Adapt speech
	L.KL.9–10.2. Apply	L.KL.9–10.2. Apply	to a variety of contexts and
	knowledge of language to	knowledge of language to	tasks, demonstrating

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make effective choices for meaning, or style, and to	make effective choices for meaning, or style, and to	command of formal English.
comprehend more fully	comprehend more fully	
when reading, writing,	when reading, writing,	L.SS.9–10.1. Demonstrate
speaking or listening.	speaking or listening.	command of the system
		and structure of the English
LVL.9–10.3. Determine or	LVL.9–10.3. Determine or	language when writing or
clarify the meaning of	clarify the meaning of	speaking.
unknown and multiple-	unknown and multiple-	
meaning words and	meaning words and	L.KL.9–10.2. Apply
phrases based on grades 9–	phrases based on grades 9–	knowledge of language to
10 reading and content,	10 reading and content,	make effective choices for
including technical	including technical	meaning, or style, and to
meanings, choosing flexibly	meanings, choosing flexibly	comprehend more fully
from a range of strategies.	from a range of strategies.	when reading, writing,
		speaking or listening.
L.VI.9–10.4. Demonstrate	L.VI.9–10.4. Demonstrate	
understanding of figurative	understanding of figurative	LVL.9–10.3. Determine or
language, word	language, word	clarify the meaning of
relationships, and nuances	relationships, and nuances	unknown and multiple-
in word meanings,	in word meanings,	meaning words and
including connotative	including connotative	phrases based on grades 9–
meanings.	meanings.	10 reading and content,
		including technical
		meanings, choosing flexibly
		from a range of strategies.
		L.VI.9–10.4. Demonstrate
		understanding of figurative
		language, word
		relationships, and nuances
		in word meanings,
		including connotative
		meanings.
		incomis.

Content	History of Media	Advertising	Propaganda	Tools for creating media
	First Amendment	Fallacies	Fake News	
	Fact or Opinion	Bias	Misinformation	
	Coding and Decoding	Point of View	Disinformation	
	5 Key Questions			
Skills	Understand the role of media in our society	Identify bias in media Evaluate advertisements	Evaluate different pieces of media (evidence, photos, videos)	Create a form of media that demonstrates understanding of skills
	Differentiate between fact	for bias and fallacies	,	
	and opinion	Understand the role that	Use digital verification methods like lateral	
	Evaluate the impact of the	point of view plays when	reading and reverse image	
	First Amendment on media in the United States	consuming media	search to evaluate information	
	in the onited states	Evaluate the purpose of	mormation	
	Identify the different types of information	different ads	Identify fake news	
		Identify author's purpose	Differentiate between	
	Identify author's purpose		information,	
	Identify what makes a story newsworthy		misinformation and disinformation	
	,		Analyze the effects of	
			propaganda and	
			misinformation on groups of people	
Assessments And Projects	Checkology.com	Checkology.com	Checkology.com	Media Creation Project
· · · · <b>· · · ·</b>	Summative Assessment	Summative Assessment	Summative Assessment	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

	Unit 1	Unit 2	Unit 3	Unit 4
Number of Weeks	approx. 10	approx. 10	approx. 10	approx. 10
Торіс	Health and Wellness	Relationships/Family Life/Sexuality	Alcohol, Tobacco, and Other Drugs	Community Health Skills
Standards	• 2.1.12.PGD.1: Develop a	• 2.1.12.PGD.1: Develop a	• 2.1.12.PGD.1: Develop a	• 2.1.12.EH.3: Describe
	health care plan that	health care plan that	health care plan that	strategies to appropriately
	includes practices and	includes practices and	includes practices and	respond to stressors in a
	strategies designed to	strategies designed to	strategies designed to	variety of situations (e.g.,
	support an active lifestyle,	support an active lifestyle,	support an active lifestyle,	academics, relationships,
	attend to mental health,	attend to mental health,	attend to mental health, and	shootings, death, car
	and foster a healthy, social and emotional life.	and foster a healthy, social and emotional life.	foster a healthy, social and emotional life.	accidents, illness).
				• 2.1.12.SSH.4:
	• 2.1.12.PGD.2: Predict	• 2.1.12.PGD.2: Predict	• 2.1.12.PGD.2: Predict how	Demonstrate strategies to
	how healthy and unhealthy	how healthy and unhealthy	healthy and unhealthy	prevent, manage, or
	behaviors can affect brain	behaviors can affect brain	behaviors can affect brain	resolve interpersonal
	development and impact	development and impact	development and impact	conflicts without harming
	physical, social and	physical, social and	physical, social and	self or others (defining and
	emotional stages of early	emotional stages of early	emotional stages of early	understanding the laws of
	adulthood.	adulthood.	adulthood.	consent and dating
				violence).
	• 2.1.12.EH.1: Recognize	• 2.1.12.PP.1: Compare and	• 2.1.12.EH.1: Recognize	
	one's personal traits,	contrast the advantages	one's personal traits,	• 2.1.12.CHSS.5: Analyze a
	strengths, and limitations	and disadvantages of	strengths, and limitations	variety of health products
	and identify how to	contraceptive and disease	and identify how to develop	and services based on cost,
	develop skills to support a	prevention methods (e.g.,	skills to support a healthy	availability, accessibility,
	healthy lifestyle.	abstinence, condoms,	lifestyle.	benefits and accreditation
		emergency contraception,		in the home, school, and in
	• 2.1.12.EH.2: Analyze	dental dams).	• 2.1.12.EH.2: Analyze	the community (e.g.,
	factors that influence the		factors that influence the	suicide prevention,
	emotional and social	• 2.1.12.PP.2: Develop a	emotional and social impact	breast/testicular self-
	impact of mental health	plan to eliminate or reduce	of mental health illness on	examination, CPR/AED, life
	illness on the family.	risk for unintended	the family.	skills training, menstrual
		pregnancy and/or STIs		products).

• 2.1.12.EH.3: Describe	(including HIV) and identify	• 2.1.12.EH.3: Describe	
strategies to appropriately	ways to overcome	strategies to appropriately	• 2.1.12.CHSS.6: Evaluate
respond to stressors in a	potential barriers to	respond to stressors in a	the validity of health
variety of situations (e.g.,	prevention.	variety of situations (e.g.,	information, resources,
academics, relationships,		academics, relationships,	services, in school, home
shootings, death, car	• 2.1.12.PP.3: Identify	shootings, death, car	and in the community.
accidents, illness).	trusted adults, including	accidents, illness).	
	family members,		• 2.1.12.CHSS.7: Describe
<ul><li>2.1.12.EH.4: Analyze and</li></ul>	caregivers, school staff, and	<ul> <li>2.1.12.EH.4: Analyze and</li> </ul>	how individuals and local,
adapt mental and	health care professionals to	adapt mental and emotional	state, and global advocacy
emotional health messages	ask questions and discuss	health messages and	organizations can
and communication	pregnancy and other health	communication techniques	collaborate to address
techniques to peers and	topics.	to peers and other specific	common local and global
other specific target		target audience (e.g.,	health and social issues
audience (e.g., dimensions	• 2.1.12.PP.4: List the	dimensions of health).	(e.g., hunger, clean water,
of health).	major milestones of each		organ/tissue donation).
	trimester of fetal	• 2.1.12.CHSS.1: Analyze the	
	development utilizing	opportunities available at	• 2.1.12.CHSS.8: Investigate
	medically accurate	home, in school, and in the	how local, state, and global
• 2.1.12.SSH.1: Analyze the	information.	community to support the	agencies are addressing
influences of peers, family,		mental health of oneself or	health issues caused by
media, social norms and	• 2.1.12.PP.5: Analyze	an individual.	climate change and share
culture on the expression	factors that can impact the		this information in an
of gender, sexual	health of a baby (e.g., fetal	<ul><li>2.1.12.CHSS.9: Develop an</li></ul>	appropriate setting.
orientation, and identity.	alcohol syndrome, sudden	action plan to assist	
	infant death syndrome, low	individuals who have	• 2.3.12.PS.1: Apply a
• 2.1.12.SSH.2: Advocate	birth weight, premature	feelings of sadness, anxiety,	thoughtful decision-making
for school and community	birth, genetics).	stress, trauma, or	process to evaluate
policies and programs that		depression and share this	situations and influences
promote dignity and	• 2.1.12.PP.6: Analyze	information with individuals	that could lead to healthy
respect for people of all	personal and societal	who will benefit.	or unhealthy consequences
genders, gender	factors that can influence		(e.g., peers, media).
expressions, gender	decisions about pregnancy	• 2.1.12.SSH.1: Analyze the	
identities, and sexual	options, including	influences of peers, family,	• 2.3.12.PS.8: Develop
orientations.	parenting, abortion, safe	media, social norms and	strategies to communicate
	haven, and adoption.	culture on the expression of	effectively, safely, and with
• 2.1.12.SSH.3: Analyze		gender, sexual orientation,	empathy when using digital

current social issues	• 2.1.12.PP.7: Analyze the	and identity.	devices in a variety of
affecting perceptions of	emotional, social, physical,		situations (e.g.,
sexuality, culture, ethnicity,	and financial effects of	• 2.1.12.SSH.2: Advocate for	cyberbullying, sexting).
disability status and make	being a teen or young adult	school and community	
recommendations to	parent.	policies and programs that	
address those issues.		promote dignity and respect	
	• 2.1.12.PP.8: Assess the	for people of all genders,	
• 2.1.12.SSH.4:	skills needed to be an	gender expressions, gender	
Demonstrate strategies to	effective parent.	identities, and sexual	
prevent, manage, or		orientations.	
resolve interpersonal	• 2.1.12.PP.9: Evaluate		
conflicts without harming	parenting strategies used	• 2.1.12.SSH.3: Analyze	
self or others (defining and	at various stages of child	current social issues	
understanding the laws of	development based on	affecting perceptions of	
consent and dating	reliable sources of	sexuality, culture, ethnicity,	
violence).	information.	disability status and make	
		recommendations to	
• 2.1.12.CHSS.1: Analyze	• 2.1.12.EH.1: Recognize	address those issues.	
the opportunities available	one's personal traits,		
at home, in school, and in	strengths, and limitations	• 2.1.12.SSH.4: Demonstrate	
the community to support	and identify how to	strategies to prevent,	
the mental health of	develop skills to support a	manage, or resolve	
oneself or an individual.	healthy lifestyle.	interpersonal conflicts	
		without harming self or	
• 2.1.12.CHSS.2: Develop	• 2.1.12.EH.2: Analyze	others (defining and	
an advocacy plan for a	factors that influence the	understanding the laws of	
health issue and share this	emotional and social	consent and dating	
information with others	impact of mental health	violence).	
who can benefit.	illness on the family.		
		• 2.1.12.SSH.5: Demonstrate	
• 2.1.12.CHSS.5: Analyze a	• 2.1.12.EH.3: Describe	ways to show respect for	
variety of health products	strategies to appropriately	the boundaries of others as	
and services based on cost,	respond to stressors in a	they relate to intimacy and	
availability, accessibility,	variety of situations (e.g.,	sexual behavior.	
benefits and accreditation	academics, relationships,		
in the home, school, and in	shootings, death, car	• 2.1.12.SSH.9: Analyze the	
the community (e.g.,	accidents, illness).	personal and societal factors	

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suicide prevention,		that could keep someone	
breast/testicular self-	• 2.1.12.EH.4: Analyze and	from leaving an unhealthy	
examination, CPR/AED, life	adapt mental and	relationship.	
skills training, menstrual	emotional health messages		
products).	and communication	• 2.1.12.SSH.10: Analyze the	
	techniques to peers and	state and federal laws	
• 2.1.12.CHSS.6: Evaluate	other specific target	related to minors' ability to	
the validity of health	audience (e.g., dimensions	give and receive sexual	
information, resources,	of health).	consent and their	
services, in school, home		association with sexually	
and in the community.	• 2.1.12.SSH.1: Analyze the	explicit media.	
	influences of peers, family,		
• 2.1.12.CHSS.7: Describe	media, social norms and		
how individuals and local,	culture on the expression		
state, and global advocacy	of gender, sexual		
organizations can	orientation, and identity.		
collaborate to address			
common local and global	• 2.1.12.SSH.2: Advocate		
health and social issues	for school and community		
(e.g., hunger, clean water,	policies and programs that		
organ/tissue donation).	promote dignity and		
	respect for people of all		
• 2.1.12.CHSS.8: Investigate	genders, gender		
how local, state, and global	expressions, gender		
agencies are addressing	identities, and sexual		
health issues caused by	orientations.		
climate change and share			
this information in an	• 2.1.12.SSH.3: Analyze		
appropriate setting.	current social issues		
	affecting perceptions of		
• 2.3.12.PS.1: Apply a	sexuality, culture, ethnicity,		
thoughtful decision-making	disability status and make		
process to evaluate	recommendations to		
situations and influences	address those issues.		
that could lead to healthy			
or unhealthy consequences	• 2.1.12.SSH.5:		
(e.g., peers, media).	Demonstrate ways to show		

	waanaat fay the become level of	
	respect for the boundaries	
• 2.3.12.PS.8: Develop	of others as they relate to	
strategies to communicate	intimacy and sexual	
effectively, safely, and with	behavior.	
empathy when using digital		
devices in a variety of	<ul> <li>2.1.12.SSH.6: Analyze the</li> </ul>	
situations (e.g.,	benefits of abstinence from	
cyberbullying, sexting).	sexual activity using	
	reliable resources.	
• 2.3.12.PS.9: Evaluate		
strategies to use social	• 2.1.12.SSH.7: Analyze	
media safely, legally, and	factors that influence the	
respectfully.	choices, and effectiveness	
	of safer sex methods and	
	contraception, including	
	risk-reduction and risk-	
	elimination strategies.	
	2.1.12.SSH.8: Describe the	
	human sexual response	
	cycle, including the role of	
	hormones and pleasure.	
	• 2.1.12.SSH.9: Analyze the	
	personal and societal	
	factors that could keep	
	someone from leaving an	
	unhealthy relationship.	
	•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.	
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• 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.
• 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).
• 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).
• 2.1.12.CHSS.6: Evaluate
the validity of health
information, resources,
services, in school, home

and in the community. • 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address commo local and global health and social issues (e.g., hunger, clean water, organ/tissue donation). • 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. • 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). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals vents	ГГ	
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(e.g., hunger, clean water, organ/tissue donation).         • 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.         • 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).         • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexually explicit images		common local and global
organ/tissue donation).         •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.         •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).         •2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		health and social issues
<ul> <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</li> </ul>		(e.g., hunger, clean water,
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stress, trauma, or depression and share this information with individuals who will benefit. • 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). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		individuals who have
depression and share this information with individuals who will benefit.         • 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).         • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		feelings of sadness, anxiety,
information with individuals who will benefit. • 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). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		stress, trauma, or
individuals who will benefit. • 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). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		depression and share this
benefit. • 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). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		information with
<ul> <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</li> </ul>		individuals who will
thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		benefit.
thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		
process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		• 2.3.12.PS.1: Apply a
process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		thoughtful decision-making
that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		
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(e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		
<ul> <li>2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with</li> </ul>		
short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		
short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		• 2.3.12.PS.2: Analyze the
consequences of sharing sexually explicit images (sexting) or messages with		
sexually explicit images (sexting) or messages with		consequences of sharing
(sexting) or messages with		
		individuals or posting
online.		

• 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).
• 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.
• 2.3.12.PS.7: Analyze
recruitment tactics that sex
traffickers/exploiters use to
exploit vulnerabilities and
recruit youth.
• 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).
• 2.3.12.PS.9: Evaluate
strategies to use social
media safely, legally, and
respectfully.

		• 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.		
Content	Overall Health and Wellness: Health Risks Health Behaviors Health Behaviors Health Triangle Different Types of Health: Social Health Mental Health Physical Health Physical Health Social and Emotional Health: Self Esteem Stress Mental Illness Diagnosis and	<ul> <li>Relationships:</li> <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>	Immediate and long-term consequences associated with substance abuse. Drugs Affect: Person Family Friends Community Medications: Prescription Over-the-Counter Medicinal Supplements Holistic	Before and After Care: Consent Abandonment Negligence Duty to Act Act of Omission Act of Commission Confidentiality Good Samaritan Laws Disease Precautions Stages of Grieving Levels of Consent Organ Donation Types of Emergencies:
	<ul> <li>Diagnosis and Treatment of Mental Illness</li> <li>Fitness and Nutrition:         <ul> <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> </li> </ul>	Types of relationships: Dating Relationships Family Relationships Peer Relationships Relationship with Self Conflict Resolution Body Systems:	Illegals Drugs: Cocaine GHB Hallucinogens Heroin/Opiates Inhalants Methamphetamine Speed PCP LSD Psilocybin	<ul> <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>

Pyramid/MyPlate	Female	Nicotine/Tobacco/Marijuana	Bleeding
Food Labels	Reproductive	Vape:	Emergencies
Eating Disorders	System	Legality	Nosebleed
	Male Reproductive	<ul> <li>Long/Short Term</li> </ul>	Eye Injuries
Hygiene/Care Of:	System	Issues	Tooth Injuries
• Skin		Addiction	<ul> <li>Amputations</li> </ul>
Nails	Gender Identity	Physical Effects	<ul> <li>Internal Bleeding</li> </ul>
Hair	Gender Expression	Behavioral Effects	<ul> <li>Head/Neck/Spinal</li> </ul>
Teeth	Biological Sex		Injuries
<ul> <li>Mouth</li> </ul>	Sexual Orientation	Alcohol:	<ul> <li>Fractures</li> </ul>
Eyes		<ul> <li>Legality</li> </ul>	Dislocations
Ears	Pregnancy:	<ul> <li>Long/Short Term</li> </ul>	<ul> <li>Sprains</li> </ul>
	<ul> <li>Fertilization</li> </ul>	Issues	Strains
Heredity	<ul> <li>Fetal Development</li> </ul>	Addiction	<ul> <li>Ligaments</li> </ul>
Environment	<ul> <li>Prenatal Care</li> </ul>	<ul> <li>Physical Effects</li> </ul>	Cramps
Behavior	<ul> <li>Birth Process</li> </ul>	<ul> <li>Behavioral Effects</li> </ul>	Burns
Media	<ul> <li>Stages of Labor</li> </ul>		Poisons
Decision Making	<ul> <li>Birth Defects</li> </ul>	Anabolic Steroids:	Bites
Goals	<ul> <li>Adoption/Foster</li> </ul>	<ul> <li>Legality</li> </ul>	<ul> <li>Stings</li> </ul>
Goal Setting	<ul> <li>Teen Parenting</li> </ul>	<ul> <li>Long/Short Term</li> </ul>	Lyme Disease
Action Plans		Issues	Alcohol
		Addiction	Intoxication
Cancer Awareness Months		<ul> <li>Physical Effects</li> </ul>	<ul> <li>Drug Emergencies</li> </ul>
<ul> <li>January- Cervical</li> </ul>		<ul> <li>Behavioral Effects</li> </ul>	Carbon Monoxide
<ul> <li>February- Cancer</li> </ul>			Poisoning
Prevention		Peer Pressure	
<ul> <li>March- Kidney</li> </ul>		Drug Treatment/Rehab	
April- Testicular		Responsible Decision	Proper Procedures to
<ul> <li>May- Bladder,</li> </ul>		Making	Perform:
Brain, and Skin			<ul> <li>Rescue Breathing</li> </ul>
June- Cancer			• CPR
Survivor			AED
<ul> <li>July- Sarcoma,</li> </ul>			First Aid
Bone			Tourniquet
August			<ul> <li>EpiPen</li> </ul>
<ul> <li>September-</li> </ul>			Heimlich Maneuver
Childhood,			RICE

	Leukemia, Lymphoma, Ovarian, Prostate, Thyroid, Uterine October-Breast, Liver November- Lung, Pancreatic December Body Systems: Skeletal System Muscular System Cardiovascular System Respiratory System Integumentary System Nervous System Digestive System School Violence Awareness Week 3rd Monday of October			<ul> <li>Stop the Bleed</li> <li>Packing Wounds</li> <li>Recovery Position</li> </ul> Fire Safety: <ul> <li>Evacuation Plan</li> <li>In the Home</li> <li>Outside the Home</li> </ul>
Skills	*The students will be able to understand that eating habits and diet will have lifelong effects on numerous health issues	*The students will be able to compare and contrast healthy versus unhealthy interpersonal relationships.	*The students will be able to investigate the use and abuse of over-the-counter and prescription medications and their	*The students will be able to discuss the importance and responsibilities of first responders.
	which will have a major impact on their futures.	*The students will be able to brainstorm exit strategies to employ if	correlation to abuse. *The students will be able to	*The students will be able to recall opportunities for organ and tissue donation.
	*The students will be able to determine if physical	involved in an unhealthy relationship.	relate injected drug use to the incidence of diseases	*The students will be able

fitness and good nutrition		such as HIV/AIDS and	to identify ways in which a
have a positive relationship	*The students will be able	hepatitis.	conscious or unconscious
and if a healthy diet alone	to determine personal		person might be treated in
is not enough to maintain	responsibilities in the	*The students will be able to	an emergency breathing
proper weight and fitness	, maintenance of positive	analyze the societal impact	situation.
levels.	relationships with family	of substance abuse on the	
	and friends.	individual, family, and	*The students will be able
*The students will be able		community.	to differentiate among
to learn and apply health	*The students will be able		methods for treating
promotion concepts and	to discuss the legal	*The students will be able to	infants, children, and
skills to support a healthy,	ramifications of abusive	compare and contrast the	adults.
active lifestyle.	behaviors.	incidence and impact of	
, , , , , , , , , , , , , , , , , , , ,		commonly abused	*The students will be able
*The students will be able	*The students will be able	substances on individuals	to define the 3 Cs (check,
to explain the impact of	to assess the physical,	and communities in the	call, care) in the emergency
personal health behaviors	mental, and emotional	United States and other	steps sequence.
on the functioning of the	effects of abusive	countries.	*The students will be able
human body.	behaviors.		to practice and perform
	*The students will be able	*The students will be able to	rescue breathing
*The students will be able	to compare and contrast	correlate increased alcohol	techniques appropriate for
to describe the	theories regarding the	use with challenges that	infants, children, and
interrelationships of	incidence of abusive	may occur at various life	adults.
mental, emotional, social	behaviors.	stages.	
and physical health	1. Genetic		*The students will be able
throughout adulthood.	Predisposition	*The students will be able to	to compare and contrast
	2. Peer Pressure	correlate the use of alcohol	CPR and AED techniques.
*The students will be able	3. Lack of Strong Role	and other drugs with	
to analyze how family,	Models	incidences of date rape,	*The students will be able
peers, and community can		sexual assault, STIs, and	to perform rescue
influence the health of	*The students will be able	unintended pregnancy.	breathing techniques in
individuals.	to summarize the		simulated emergency
	intervention strategies to	*The students will be able to	situations.
*Students will analyze the	eliminate high-risk	make decisions for	
role of individual	behaviors.	themselves when put in	*The students will be able
responsibility for enhancing		role-play scenarios.	to demonstrate how to
health.	*The students will be able		properly use an AED on an
 	to assess the diverse	*The students will be able to	individual.

*The students will be	able methods of interpersonal	demonstrate strategies for	
to recognize heredi		taking care of themselves	*The students will be able
factors that can affect	-	and others	to perform manual CPR in
communicable dise			simulated emergency
related to our health		*The students will be able to	situations.
our reactions to stre		identify and discuss risk	
situations.	*The students will be able	behaviors associated with	*The students will be able
	to dramatize appropriate	alcohol and drug use.	to demonstrate techniques
*The students will be		C C	mandated by the Red
to clearly identify pro	-	*The students will be able to	Cross.
related to personal h	-	discuss the potential health	
and sanitation and	-	risks of adolescent use of	*The students will be able
causes.	to examine factors that	alcohol and drug use on the	to assimilate life saving
	impact effective	development of the youth	techniques in the
*The students will be	able interpersonal	brain.	performance of Red Cross
to assess personal we	llness communication.		assessments.
habits.	1. Peer Pressure	*The students will be able to	*The students will be able
	2. Conflict	identify resistance skills to	to present careers in a
*The students will be	e able 3. Group Mentality	resist pressure and to	health industry project
to analyze the	4. Self-Esteem Issues	engage in peer pressure to	using technology.
contributions of ea	ach	use and abuse alcohol and	
nutrient class to go	ood *The students will be able	drug use.	*The students will be able
health. (ex: fats, ca	rbs, to identify the		to identify the basic
protein, water, mine	erals, consequences technology	*The students will be able to	components of an
vitamins)	can have on interpersonal	explain how the brain and	emergency situation (e.g.,
	relationships	body respond to the use of	bleeding, burns, choking,
*The students will be		alcohol and drugs.	possible poisoning).
to research the die	-		
trends of young ad		*The students will be able to	*The students will be able
while also analyzing	-	explain how the body	to compare and contrast
impact of social med		responds to alcohol and	emergency situations to
on dietary habits a		drugs.	non-life-threatening
choices young adults	-		situations.
	3. Assertiveness	*The students will be able to	
*The students will be		discuss positive social	*The students will be able
to compare and con		practices to avoid being	to illustrate the basic First
cultural habits that ir	npact to compare and contrast	around alcohol and drug	Aid and care involved in an

personal n	utrition. p	ositive and negative	use.	emergency situation,
		racteristics of human		including basic life support.
*The students	will be able	relationships.	*The students will be able to	0 11
to demonst	trate the		explain the alternatives to	*The students will be able
relationship be	etween diet *Th	e students will be able	alcohol and drug use.	to demonstrate methods
and illn	iess. to d	determine values and		for bleeding control.
	eth	ics that contribute to	*The students will be able to	*The students will be able
*The students	will be able he	ealthy interpersonal	discuss resistance skills to	to dramatize care for
to identify how		relationships.	use anabolic steroids and	emergency situations (e.g.,
impact depres			the long-lasting use of these	bites, broken bone or joint
and thoughts		e students will be able	types of drugs.	injury, burns, poisoning,
		ssimilate the personal		stings)
*The students		tributes of a desired	*The students will be able to	
to understan	,	nd and confidante in a	explain how alcohol affects	*The students will be able
stress mana	•	sual representation.	the mental and physical	to assess the importance of
strategies ar			abilities needed for driving	the use of protective
utilize tl		e students will be able	safely.	barriers in the treatment of
		summarize significant		victims.
*The students		nts that affect familial	*The students will be able to	
to identify ways		relationships.	define blood-alcohol	*The students will be able
or maintain go		. Divorce	concentration (BAC).	to utilize technology to
hygiene pr		. Remarriage		research legislation
	-	Pregnancy	*The students will be able to	regarding public safety and
*The students		Loss of a Family	list and explain the factors	responder liability (e.g.,
to anticipa		Member	that affect blood-alcohol	The Good Samaritan Law).
consequenc		. Abuse	concentration.	
problem for s				*The students will be able
and classmat		e students will be able	*The students will be able to	to summarize and identify
practicing goo		develop acceptable	compare myths and truths	proper procedures to
hygiene and s		iteria for safe dating	about the use of alcohol.	prevent and treat Lyme's
		tions, such as dating in		Disease.
*The students	0	oups, setting limits,	*The students will be able to	weeden als als als all the state
to assess the a	-	ning or giving consent,	explain the difference	*The students will be able
and disadva	•	nly dating someone of	between over-the-counter	to understand the stages of
personal hyg	-	the same age.	medicine and prescription	grieving.
sanitation p		بالمحمد الأبير مقمره أمريكم	medicine.	*The students will be able
	" I N	e students will be able		*The students will be able

	*The students will be able	to identify and explain the	*The students will be able to	to analyze the
	to identify the best possible	function of the parts of the	explain how depressants,	opportunities available at
	solution for him/her based	male and female	stimulants, and	home, in school, and in the
	on personal ability and	reproductive systems.	hallucinogenic drugs affect a	community to support the
	living situation.	reproductive systems.	person.	mental health of oneself or
		*The students will be able	person.	an individual.
	*The students will be able	to differentiate between	*The students will be able to	
	to clearly and directly state	gender identity, gender	describe the effects of	*The students will be able
	opinions and give good	expression, biological sex,	combining alcohol with	to analyze a variety of
	reasons.	and sexual orientation.	other drugs.	health products and
			other drugs.	services based on cost,
	*The students will be able	*The students will be able	*The students will be able to	availability, accessibility,
	to ask for help and advice	to identify and compare	describe zero tolerance	benefits, and accreditation.
	and seek information when	different types of STIs	levels of impairment and	senents, and deer culturion.
	needed.	(Sexually Transmitted	how impairment can be	*The students will be able
	needed.	Infections), identify signs	detected and measured.	to properly administer an
	*The students will be able	and symptoms, and		epi-pen.
	to identify personal	describe treatment	*The students will be able to	cpi pem
	hygiene and sanitation	methods.	describe how peer	*The students will be able
	practices and the need to	*The students will be able	influences and peer	to explain how to perform
	improve or maintain them.	to understand ways to get	pressure might affect a	the Heimlich Maneuver and
		STIs and prevent them.	person's decision about	demonstrate properly on a
	*The students are able to	·	drinking and driving.	mannequin.
	identify how their personal	*The students will be able		
	hygiene and sanitation	to identify different types	*The students will be able to	*The students will be able
	practices may impact	of contraception and	list five steps involved in	to give first aid steps for
	others.	understand how each	making a responsible	eye and tooth injuries.
		method works.	decision.	
	*The students will be able			*The students will be able
	to recognize the needs of	*The students will be able	*The students will be able to	to recognize and care for
	others in terms of their	to explain how to prevent	explain the meaning of peer	head, neck, and spinal
	own personal hygiene and	pregnancy and the	education.	injuries.
	sanitation practices.	decisions to be made		-
		related to pregnancy and	*The students will be able to	*The students will be able
	*The students will be able	childbirth that will have	explain why everyone	to recognize and care for
	to recognize how	short and long-term	should share the	extremity injuries.
1	maintaining good personal	impacts.	responsibility of preventing	

	A!		fui en de fuene duiatione en d	*The students will be able
hygiene and sanita		*=	friends from drinking and	*The students will be able
support good self-	esteem.	*The students will be able	driving.	to recognize and care for
		to describe fertilization,	<b></b>	burns and electrical
*The students will		fetal development, and the	*The students will be able to	injuries.
to determine ways		birth process and resources	identify five different ways	
an individual ca		available to confirm	to say no to peer pressure.	*The students will be able
responsibility for e	-	pregnancy.		to recognize and care for
success and we	lness.	*The students will be able		poisons.
		to compare and contrast		
*The students will		the alternatives available to		*The students will be able
to properly give on	e's self a	a pregnant teen.		to recognize and care for
breast examina	ition.			alcohol and drug
		*The students will be able		emergencies.
*The students will	be able	to identify the effects and		
to identify and e	xplain	consequences of the use of		*The students will be able
different types of	cancer.	alcohol, tobacco, and other		to recognize carbon
		drugs on the developing		monoxide poisoning.
*The students will	be able	fetus.		
to know how to scr	een/test			*The students will be able
for multiple typ	es of	*The students will be able		to learn about fire
cancers.		to explain how parental		prevention and
*		responsibilities change		develop/establish a plan
*The students w		throughout the family life		for their household.
able to identify the	-	cycle.		
organs and syste				*The students will be able
the human body		*The students will be able		to evaluate the ways their
explain how they k	eep us	to evaluate the methods		families use fire and the
alive.		and resources available to		safety of their homes from
*The students w	ill be	confirm a pregnancy.		fire hazards.
able to examine he		,		
human body syst		*The students will be able		*The students will be able
work togethe		to analyze factors that		to discuss fire safety
		affect the decision to		outside the house.
*The students w	ill be	become a parent.		
able to explain l	now			*The students will be able
humans grow, de	velop,	*The students will be able		to investigate product
and stay healt	ny.	to evaluate different		warning labels and fire
				<u> </u>

*The students will be	reproductive disorders.	safety.
able to discuss how our		Survey.
bodies let us do what we	*The students will be able	
want and keep us alive.	to investigate the signs and	
*The students will be able to assess how the health of one organ	symptoms that may occur in the body indicating a reproductive disorder.	
system impacts the health of the other organ systems.	*The students will be able to compare and contrast male and female sterility.	
*The students will be able to explain how the systems and organs of the human body work	*The students will be able to create an action plan of how often individuals should give themselves a	
together and individually to support life.	self-exam or go for screenings by a medical	
*The students will be able to compare and	professional.	
contrast why each of the systems of the body is important.	*The students will be able to identify and discuss risk behaviors associated with	
*The students will be able to hypothesize how	sexting and a negative social media presence.	
our lifestyles impact our body systems and organs.	*Relate the use of alcohol and other drugs to	
*The students will be	decision-making, consent,	
able to understand how	and risk for sexual assault	
cells are the basic unit of	and abuse.	
structure and function in		
the human body.	*Define interpersonal and	
*The students will be able to outline how we can make choices to	sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault,	

	<ul> <li>promote a healthy body.</li> <li>*The students will be able to examine how what we put in our bodies affect the way it works.</li> <li>*The students will be able to identify ways to eliminate cyberbullying and a negative social media imprint.</li> <li>*The students will be able to understand that anxiety and depression are treatable mental health problems.</li> <li>*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.</li> <li>*The students will be able to explain why professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional interve</li></ul>	sexual abuse, incest, rape, domestic violence, coercion, dating violence) *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 *Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence) *Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual abuse, domestic violence, dating		
	to explain why professional	financial, sexual) and the cycle of violence as it		
Inclusion for Diversity	* <u>Teach LGBTQ</u> * <u>The Jigsaw Classroom</u>	* <u>Teach LGBTQ</u> * <u>The Jigsaw Classroom</u>	* <u>Teach LGBTQ</u> * <u>The Jigsaw Classroom</u>	* <u>Teach LGBTQ</u> * <u>The Jigsaw Classroom</u>

	*Personal Hygiene and	*LGBTQ Relationships		*Pride with Heart
	Grooming	*LGBTQ+ Relationships		American Heart Association
	*Teaching Hygiene to	*Healthy LGBT		CPR & First Aid
	Students with Special	Relationships		<u>or in a motivia</u>
	Needs	*Fostering Healthy		
	*Black hair: Tips for	Relationships - Parenting		
	everyday care	Special Needs Magazine		
	*The Trevor Project	*NYC Anti-Violence Project		
	*Providing Mental Health	NTC Anti Violence Project		
	First Aid to LGBTQ+			
	<u>Communities</u>			
	communities			
Modifications and	Modifications and	Modifications and	Modifications and	Modifications and
Accommodations	Accommodations for	Accommodations for	Accommodations for	Accommodations for
Accommoducions	students with IEPs, English			
	Language Learners, and	Language Learners, and	Language Learners, and	Language Learners, and
	Gifted and Talented	Gifted and Talented	Gifted and Talented	Gifted and Talented
	students may include but			
	are not limited to the			
	following:	following:	following:	
	TOHOWINg.	Tonowing.	Tonowing.	following:
	Special Education	Special Education	Special Education	Special Education
	*Exemplars of Varied	*Exemplars of Varied	*Exemplars of Varied	*Exemplars of Varied
	Performance Levels	Performance Levels	Performance Levels	Performance Levels
	*Multimedia Presentations	*Multimedia Presentations	*Multimedia Presentations	*Multimedia Presentations
	*Sheltered instruction	*Sheltered instruction	*Sheltered instruction	*Sheltered instruction
	*Consultation with ESL	*Consultation with ESL	*Consultation with ESL	*Consultation with ESL
	Teachers	Teachers	Teachers	Teachers
	*Manipulatives	*Manipulatives	*Manipulatives	*Manipulatives
	*Tiered/Scaffolded Lessons	*Tiered/Scaffolded Lessons	*Tiered/Scaffolded Lessons	*Tiered/Scaffolded Lessons
	*Mnemonic Devices	*Mnemonic Devices	*Mnemonic Devices	*Mnemonic Devices
	*Visual Aids *Modeling	*Visual Aids *Modeling	*Visual Aids *Modeling	*Visual Aids *Modeling
	*Guided Note-Taking	*Guided Note-Taking	*Guided Note-Taking	*Guided Note-Taking
	*Study Guides	*Study Guides	*Study Guides	*Study Guides
	*Modified Homework	*Modified Homework	*Modified Homework	*Modified Homework
	*Differentiated Pre-Typed	*Differentiated Pre-Typed	*Differentiated Pre-Typed	*Differentiated Pre-Typed
	Class Notes	Class Notes	Class Notes	Class Notes

*M	anipulatives	*Manipulatives	*Manipulatives	*Manipulatives
	ipped Instruction *Word	*Flipped Instruction *Word	*Flipped Instruction *Word	*Flipped Instruction *Word
Ban		Banks	Banks	Banks
*Re	educed Choice on	*Reduced Choice on	*Reduced Choice on	*Reduced Choice on
Ass	essments	Assessments	Assessments	Assessments
*Pr	eferential Seating	*Preferential Seating	*Preferential Seating	*Preferential Seating
*Ch	noice Activities	*Choice Activities	*Choice Activities	*Choice Activities
*M	odified Time	*Modified Time	*Modified Time	*Modified Time
Rea	quirements *Modified	Requirements *Modified	Requirements *Modified	Requirements *Modified
Not	tes	Notes	Notes	Notes
*M	odified Lesson,	*Modified Lesson,	*Modified Lesson,	*Modified Lesson,
Ass	essment and Study	Assessment and Study	Assessment and Study Guide	Assessment and Study
Gui	ide Format	Guide Format	Format	Guide Format
*Pr/	ovide an Enriched	*Provide an Enriched	*Provide an Enriched	*Provide an Enriched
Cur	riculum and Activities	Curriculum and Activities	Curriculum and Activities	Curriculum and Activities
*Inc	dependent Projects	*Independent Projects	*Independent Projects	*Independent Projects
*Co	ontracts/Behavior	*Contracts/Behavior	*Contracts/Behavior	*Contracts/Behavior
Sup	oport Plans	Support Plans	Support Plans	Support Plans
*Or	pen-Ended Responses	*Open-Ended Responses	*Open-Ended Responses	*Open-Ended Responses
*Pr	oject-Based Learning	*Project-Based Learning	*Project-Based Learning	*Project-Based Learning
*Gr	roup Activities *Guided	*Group Activities *Guided	*Group Activities *Guided	*Group Activities *Guided
Not	tes	Notes	Notes	Notes
*Fu	Inctional Learning	*Functional Learning	*Functional Learning	*Functional Learning
*Ex	ploration Activities	*Exploration Activities	*Exploration Activities	*Exploration Activities
*As	ssessment Read Aloud	*Assessment Read Aloud	*Assessment Read Aloud	*Assessment Read Aloud
*Sn	nall Group Assessments	*Small Group Assessments	*Small Group Assessments	*Small Group Assessments
*Or	rganizational Support	*Organizational Support	*Organizational Support	*Organizational Support
*Or	ral Questioning	*Oral Questioning	*Oral Questioning	*Oral Questioning
Ass	essment *Pre-Writing	Assessment *Pre-Writing	Assessment *Pre-Writing	Assessment *Pre-Writing
Strı	uctural Supports	Structural Supports	Structural Supports	Structural Supports
*Or	ngoing Teacher	*Ongoing Teacher	*Ongoing Teacher Feedback	*Ongoing Teacher
Fee	edback *Interactive	Feedback *Interactive	*Interactive Study Guides	Feedback *Interactive
Stur	dy Guides	Study Guides	*Multi-Sensory Approach	Study Guides
*M	ulti-Sensory Approach	*Multi-Sensory Approach	*Written and Spoken *Step-	*Multi-Sensory Approach
*W	ritten and Spoken	*Written and Spoken	by-Step Directions	*Written and Spoken
*Ste	ep-by-Step Directions	*Step-by-Step Directions	*Content-Focused	*Step-by-Step Directions
*Cc	ontent-Focused	*Content-Focused	Assessment *Non-Verbal	*Content-Focused

Assessment *Non-Verbal	Assessment *Non-Verbal	Cues to Begin Task/Remain	Assessment *Non-Verbal
Cues to Begin Task/Remain	Cues to Begin Task/Remain	on Task/Refocus *Individual	Cues to Begin Task/Remain
on Task/Refocus	on Task/Refocus	Monitoring	on Task/Refocus
*Individual Monitoring	*Individual Monitoring	*Active Reading Strategies	*Individual Monitoring
*Active Reading Strategies	*Active Reading Strategies		*Active Reading Strategies
		Gifted & Talented	
Gifted & Talented	Gifted & Talented	*Provide One-to-One	Gifted & Talented
*Provide One-to-One	*Provide One-to-One	Support *Curriculum	*Provide One-to-One
Support *Curriculum	Support *Curriculum	Compacting *Advanced	Support *Curriculum
Compacting *Advanced	Compacting *Advanced	Problems	Compacting *Advanced
Problems	Problems	*Supplemental Reading	Problems
*Supplemental Reading	*Supplemental Reading	*Elevated Questioning	*Supplemental Reading
*Elevated Questioning	*Elevated Questioning	*Flexible Grouping	*Elevated Questioning
*Flexible Grouping	*Flexible Grouping	*Tiered Assignments	*Flexible Grouping
*Tiered Assignments	*Tiered Assignments	*Topic Selection by Interest	*Tiered Assignments
*Topic Selection by Interest	*Topic Selection by Interest	*Manipulatives *Tiered	*Topic Selection by Interest
*Manipulatives *Tiered	*Manipulatives *Tiered	Lessons	*Manipulatives *Tiered
Lessons	Lessons	*Flipped Instruction	Lessons
*Flipped Instruction	*Flipped Instruction	*Multimedia Presentations	*Flipped Instruction
*Multimedia Presentations	*Multimedia Presentations	*Open-Ended Responses	*Multimedia Presentations
*Open-Ended Responses	*Open-Ended Responses	*Project-Based Learning	*Open-Ended Responses
*Project-Based Learning	*Project-Based Learning	*Group Activities *Guided	*Project-Based Learning
*Group Activities *Guided	*Group Activities *Guided	Notes	*Group Activities *Guided
Notes	Notes	*Conclusions and Analysis	Notes
*Conclusions and Analysis	*Conclusions and Analysis	*Career Based Learning	*Conclusions and Analysis
*Career Based Learning	*Career Based Learning	*Exploration Activities	*Career Based Learning
*Exploration Activities	*Exploration Activities	*Student Choice	*Exploration Activities
*Student Choice	*Student Choice		*Student Choice
		ELL's	
ELL's	ELL's	*Multimedia Presentations	ELL's
*Multimedia Presentations	*Multimedia Presentations	*Sheltered Instruction	*Multimedia Presentations
*Sheltered Instruction	*Sheltered Instruction	*Manipulatives	*Sheltered Instruction
*Manipulatives	*Manipulatives	*Mnemonic Devices	*Manipulatives
*Mnemonic Devices	*Mnemonic Devices	*Visual Aids *Modeling	*Mnemonic Devices
*Visual Aids *Modeling	*Visual Aids *Modeling	*Guided note-taking	*Visual Aids *Modeling
*Guided note-taking	*Guided note-taking	*Individualized Instruction	*Guided note-taking
*Individualized Instruction	*Individualized Instruction	*Manipulatives *Words	*Individualized Instruction

*Manipulatives *Words	*Manipulatives *Words	Banks	*Manipulatives *Words
Banks	Banks	*Flipped Instruction	Banks
*Flipped Instruction	*Flipped Instruction	*Preferential Seating	*Flipped Instruction
*Preferential Seating	*Preferential Seating	*Choice activities	*Preferential Seating
*Choice activities	*Choice activities	*Modified Time	*Choice activities
*Modified Time	*Modified Time	Requirements *Modified	*Modified Time
Requirements *Modified	Requirements *Modified	Notes	Requirements *Modified
Notes	Notes	*Modify Lesson, Assessment	Notes
*Modify Lesson,	*Modify Lesson,	and Study Guide Format	*Modify Lesson,
Assessment and Study	Assessment and Study	*Open-Ended Responses	Assessment and Study
Guide Format	Guide Format	*Project-Based Learning	Guide Format
*Open-Ended Responses	*Open-Ended Responses	*Group Activities *Guided	*Open-Ended Responses
*Project-Based Learning	*Project-Based Learning	Notes	*Project-Based Learning
*Group Activities *Guided	*Group Activities *Guided	*Functional Learning	*Group Activities *Guided
Notes	Notes	*Exploration Activities	Notes
*Functional Learning	*Functional Learning	*Assessment Read Aloud	*Functional Learning
*Exploration Activities	*Exploration Activities	*Small Group Assessments	*Exploration Activities
*Assessment Read Aloud	*Assessment Read Aloud	*Organizational Support	*Assessment Read Aloud
*Small Group Assessments	*Small Group Assessments	*Oral Questioning	*Small Group Assessments
*Organizational Support	*Organizational Support	Assessment *Pre-Writing	*Organizational Support
*Oral Questioning	*Oral Questioning	Structural Supports	*Oral Questioning
Assessment *Pre-Writing	Assessment *Pre-Writing	*Ongoing Teacher Feedback	Assessment *Pre-Writing
Structural Supports	Structural Supports	*Interactive Study Guides	Structural Supports
*Ongoing Teacher	*Ongoing Teacher	*Multi-Sensory Approach	*Ongoing Teacher
Feedback *Interactive	Feedback *Interactive	*Written and Spoken *Step-	Feedback *Interactive
Study Guides	Study Guides	by-Step Directions	Study Guides
*Multi-Sensory Approach	*Multi-Sensory Approach	*Content-Focused	*Multi-Sensory Approach
*Written and Spoken	*Written and Spoken	Assessment *Non-Verbal	*Written and Spoken
*Step-by-Step Directions	*Step-by-Step Directions	Cues to Begin	*Step-by-Step Directions
*Content-Focused	*Content-Focused	Task/Remain on	*Content-Focused
Assessment *Non-Verbal	Assessment *Non-Verbal	Task/Refocus *Individual	Assessment *Non-Verbal
Cues to Begin	Cues to Begin	Monitoring	Cues to Begin
Task/Remain on	Task/Remain on	*Active Reading Strategies	Task/Remain on
Task/Refocus *Individual	Task/Refocus *Individual		Task/Refocus *Individual
Monitoring	Monitoring		Monitoring
*Active Reading Strategies	*Active Reading Strategies		*Active Reading Strategies

Reliable/ Suggested	* <u>Health Education / SEL</u> <u>Crosswalk</u>	* <u>Health Education / SEL</u> <u>Crosswalk</u>	* <u>Health Education / SEL</u> Crosswalk	* <u>Health Education / SEL</u> Crosswalk
Materials	* <u>The health. moves. minds.</u> <u>® Fundraiser</u>	* <u>The health. moves. minds.</u> <u> <sup>®</sup> Fundraiser</u>	* <u>The health. moves. minds.</u> <u> <sup>®</sup> Fundraiser</u>	* <u>The health. moves. minds.</u> <sup>®</sup> Fundraiser
	* <u>CATCH</u>	* <u>CATCH</u>	* <u>CATCH</u>	* <u>CATCH</u>
	* <u>Discovery Education</u>	* <u>Discovery Education</u>	* <u>Discovery Education</u>	* <u>Discovery Education</u>
	* <u>High School   HealthSmart</u>	* <u>High School   HealthSmart</u>	* <u>High School   HealthSmart</u>	* <u>High School   HealthSmart</u>
	* <u>Kids Health</u>	* <u>Kids Health</u>	* <u>Kids Health</u>	* <u>Kids Health</u>
	* <u>Newsela</u>	* <u>Newsela</u>	* <u>Newsela</u>	* <u>Newsela</u>
	* <u>Quizlet</u>	* <u>Teens (for Teens) -</u> Nemours KidsHealth	* <u>Teens (for Teens) -</u> Nemours KidsHealth	* <u>Teens (for Teens) -</u> Nemours KidsHealth
	* <u>Kahoot!</u>	*Centers for Disease	*Centers for Disease Control	*Centers for Disease
	* <u>Quizizz</u>	Control and Prevention	and Prevention	Control and Prevention
	*Poll Everywhere	* <u>Be Real. Be Ready.</u>	* <u>Catch My Breath – A</u> Nicotine Vaping Prevention	* <u>Red Cross</u>
	* <u>Socrative</u>	* <u>Sex Education is a</u> Critical Component of	Program	* <u>Basic First Aid Choice</u> Board
	* <u>Mentimeter</u>	School Health Education *Resources   NJCASA	* <u>The Real Cost of Vaping  </u> Scholastic	*Performing Hands-Only
	* <u>Padlet</u>	*Search & Selection Tool	*Toolkit for Schools - Make	<u>CPR   Using an AED  </u> First Aid for Choking
	* <u>CASEL</u>	<u>– Advocates for Youth</u>	Smoking History	
	* <u>FDA</u>	* <u>Amaze.org</u> *Amaze.org JR	* <u>Commercial Tobacco</u> Prevention and Control	* <u>CPR on Television. Who</u> <u>did it right?</u>
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* <u>Teens (for Teens) -</u>	* <u>StopBullying.gov</u>		* <u>CPR In Television</u>
Nemours KidsHealth	*PACER's National	*Educator Resources	
		Youth Now	* <u>CPR/AED Slide Show</u>
*Centers for Disease	Bullying Prevention		
Control and Prevention	<u>Center</u>	*Presentation for Youth	*Types of Disasters
	* CLCEN	Electronic Cigarettes	American Red Cross
*School Workshops On	* <u>GLSEN</u>	Smoking & Tobacco Use	
	*Love is Respect		*EDA Deisen Checklist
Body Image: Confident Me		CDC	*EPA Poison Checklist
<u>– Dove</u>	*Preventing Teen Dating		
	Violence	* <u>Prescription Drugs Prezi</u>	* <u>Department of Health  </u>
* <u>The Health Triangle</u>			Communicable Disease
	*Sophia's Secret - CBS	* <u>The Abuse Of Prescription</u>	Service   Fight the Bite, NJ!
* <u>UNICEF</u>	News	Drugs.	
		_	*Lifesavers Inc
* <u>National Institute of</u>	* <u>Life's Greatest Miracle</u>	*Top 10 Prescription Facts	
Mental Health	NOVA   PBS	about Drug Abuse Video	*American Heart
		about Drug Abuse Video	Association
* <u>Physical Activity Basics</u>	*Birth Control Methods &	*Substance Abuse	Association
*CalorieKing	<u>Options</u>	* <u>Substance Abuse</u>	***
Calonening	*Tupos of Soyually	Treatment Programs TN	* <u>The Stages of Grief: How</u>
*FitnessGram	* <u>Types of Sexually</u>	Addiction Rehab TN	to Understand Your
	Transmitted Infections		Feelings
* <u>MyPlate</u>	*HECAT: Module SH -	* <u>Teen Substance Use</u>	
	SEXUAL HEALTH	Disorder Treatment   Los	*Stop The Bleed
* <u>USDA</u>		Angeles CA	
*How to Get SMART	CURRICULUM		
	*Answer, Rutgers	*Rx foRUndeRstanding: -	
About Goal Setting	Answer, Rutgers		
*Creating Your Personal	* <u>Gender &amp; Sexual</u>	Preventing Prescription Drug	
Stress-Management Plan	Identity   Learning for	Abuse	
<u>stress-ivianagement Plan</u>	Justice		
*Bullying Survey	<u>105000</u>	* <u>Welcome to Herointown,</u>	
<u>Builting Survey</u>	*National Institute of	New Jersey's 4th-largest city	
* <u>National Suicide</u>	Mental Health		
Prevention Lifeline		*Alumni In Recovery	
	*Resources for GSAs		
* <u>Psychiatry.org - Suicide</u>			

Prevention	*What are the different	*Commonly Used Drugs	
Frevention	types of contraception?	<u>Charts   National Institute</u>	
*NIMH » Help for Mental			
Illnesses	NICHD - Eunice Kennedy	on Drug Abuse (NIDA)	
	Shriver National Institute		
	of Child Health and	*National Institute on Drug	
	Human Development	Abuse	
	*Ally's Story: Second		
	Thoughts on Sexting	* <u>Parents &amp; Educators</u>	
	Thoughts on Sexting	National Institute on Drug	
	*Staying healthy and safe	Abuse (NIDA)	
	Office on Women's		
	Health	*Alcohol Facts and Statistics	
	* <u>Everybody Loves</u>		
	<u>Raymond - The Angry</u>		
	<u>Family</u>		
	* <u>"Modern Family" Trailer</u>		
	*Rights, Respect,		
	Responsibility		
	<u>Responsibility</u>		
	* <u>NJ LGBTQ Inclusive</u>		
	<u>Curriculum - Make It</u>		
	Better for Youth		
	*The Herber T) /		
	* <u>The Harbor TV</u>		
	*What Consent Looks		
	Like   RAINN		
	*Information on Risk		
	<b>Behaviors for Parents</b>		
	with Teens (Ages 12-19)		
	<u>CDC</u>		
	* <u>SEXUAL BEHAVIOR:</u>		

r	
	TYPICAL or PROBLEMATIC?
	* <u>Recognize Human</u> <u>Trafficking - SAFE Center</u>
	* <u>Child Safety Laws In</u> Your State   Safe Kids Worldwide
	* <u>State-by-State</u> Differences in Sexting Laws   Bark
	* <u>Protections from Sexual</u> <u>Harassment in</u> <u>Employment Under New</u> <u>Jersey Law</u>
	* <u>Protections from Sexual</u> <u>Harassment Under New</u> <u>Jersey Law</u>
	* <u>Civil Statute of</u> <u>Limitations for Sexual</u> <u>Assault   NJCASA</u>
	* <u>6 Different Types of</u> <u>Abuse - REACH</u>
	* <u>Recognize Human</u> <u>Trafficking - SAFE Center</u>
	* <u>A Teens Guide to Social</u> <u>Media Safety   Safe</u> <u>Search</u>
	*Sexting and the Impacts

	on Young People   Kids	
	<u>Helpline</u>	

# 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

	Unit 1	Unit 2	Unit 3	Unit 4
Number of Weeks	approx. 10	approx. 10	approx. 10	approx. 10
Торіс	Health and Wellness	Relationships/Family Life/Sexuality	Alcohol, Tobacco, and Other Drugs	Community Health Skills
Standards	<ul> <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</li> </ul>	<ul> <li>Life/Sexuality</li> <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</li> </ul>	<ul> <li>Drugs</li> <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</li> </ul>	<ul> <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</li> </ul>
	adulthood. • 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. • 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.	adulthood. • 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). • 2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs	adulthood. • 2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. • 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.	<ul> <li>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>

• 2.1.12.EH.3: Describe	(including HIV) and identify	• 2.1.12.EH.3: Describe	
strategies to appropriately	ways to overcome	strategies to appropriately	• 2.1.12.CHSS.6: Evaluate
respond to stressors in a	potential barriers to	respond to stressors in a	the validity of health
variety of situations (e.g.,	prevention.	variety of situations (e.g.,	information, resources,
academics, relationships,	prevention	academics, relationships,	services, in school, home
shootings, death, car	• 2.1.12.PP.3: Identify	shootings, death, car	and in the community.
accidents, illness).	trusted adults, including	accidents, illness).	and in the community.
	family members,	acciacitis, infess,	• 2.1.12.CHSS.7: Describe
• 2.1.12.EH.4: Analyze and	caregivers, school staff, and	• 2.1.12.EH.4: Analyze and	how individuals and local,
adapt mental and	health care professionals to	adapt mental and emotional	state, and global advocacy
emotional health messages	ask questions and discuss	health messages and	organizations can
and communication	pregnancy and other health	communication techniques	collaborate to address
techniques to peers and	topics.	to peers and other specific	common local and global
other specific target		target audience (e.g.,	health and social issues
audience (e.g., dimensions	• 2.1.12.PP.4: List the	dimensions of health).	(e.g., hunger, clean water,
of health).	major milestones of each		organ/tissue donation).
	trimester of fetal	• 2.1.12.CHSS.1: Analyze the	
	development utilizing	opportunities available at	• 2.1.12.CHSS.8: Investigate
	medically accurate	home, in school, and in the	how local, state, and global
<ul> <li>2.1.12.SSH.1: Analyze the</li> </ul>	information.	community to support the	agencies are addressing
influences of peers, family,		mental health of oneself or	health issues caused by
media, social norms and	• 2.1.12.PP.5: Analyze	an individual.	climate change and share
culture on the expression	factors that can impact the		this information in an
of gender, sexual	health of a baby (e.g., fetal	<ul><li>2.1.12.CHSS.9: Develop an</li></ul>	appropriate setting.
orientation, and identity.	alcohol syndrome, sudden	action plan to assist	
	infant death syndrome, low	individuals who have	• 2.3.12.PS.1: Apply a
<ul> <li>2.1.12.SSH.2: Advocate</li> </ul>	birth weight, premature	feelings of sadness, anxiety,	thoughtful decision-making
for school and community	birth, genetics).	stress, trauma, or	process to evaluate
policies and programs that		depression and share this	situations and influences
promote dignity and	• 2.1.12.PP.6: Analyze	information with individuals	that could lead to healthy
respect for people of all	personal and societal	who will benefit.	or unhealthy consequences
genders, gender	factors that can influence		(e.g., peers, media).
expressions, gender	decisions about pregnancy	• 2.1.12.SSH.1: Analyze the	
identities, and sexual	options, including	influences of peers, family,	• 2.3.12.PS.8: Develop
orientations.	parenting, abortion, safe	media, social norms and	strategies to communicate
	haven, and adoption.	culture on the expression of	effectively, safely, and with
• 2.1.12.SSH.3: Analyze		gender, sexual orientation,	empathy when using digital

current social issues	• 2.1.12.PP.7: Analyze the	and identity.	devices in a variety of
affecting perceptions of	emotional, social, physical,		situations (e.g.,
sexuality, culture, ethnicity,	and financial effects of	• 2.1.12.SSH.2: Advocate for	cyberbullying, sexting).
disability status and make	being a teen or young adult	school and community	
recommendations to	parent.	policies and programs that	
address those issues.		promote dignity and respect	
	• 2.1.12.PP.8: Assess the	for people of all genders,	
• 2.1.12.SSH.4:	skills needed to be an	gender expressions, gender	
Demonstrate strategies to	effective parent.	identities, and sexual	
prevent, manage, or		orientations.	
resolve interpersonal	• 2.1.12.PP.9: Evaluate		
conflicts without harming	parenting strategies used	• 2.1.12.SSH.3: Analyze	
self or others (defining and	at various stages of child	current social issues	
understanding the laws of	development based on	affecting perceptions of	
consent and dating	reliable sources of	sexuality, culture, ethnicity,	
violence).	information.	disability status and make	
		recommendations to	
• 2.1.12.CHSS.1: Analyze	• 2.1.12.EH.1: Recognize	address those issues.	
the opportunities available	one's personal traits,		
at home, in school, and in	strengths, and limitations	• 2.1.12.SSH.4: Demonstrate	
the community to support	and identify how to	strategies to prevent,	
the mental health of	develop skills to support a	manage, or resolve	
oneself or an individual.	healthy lifestyle.	interpersonal conflicts	
		without harming self or	
• 2.1.12.CHSS.2: Develop	• 2.1.12.EH.2: Analyze	others (defining and	
an advocacy plan for a	factors that influence the	understanding the laws of	
health issue and share this	emotional and social	consent and dating	
information with others	impact of mental health	violence).	
who can benefit.	illness on the family.		
		• 2.1.12.SSH.5: Demonstrate	
• 2.1.12.CHSS.5: Analyze a	• 2.1.12.EH.3: Describe	ways to show respect for	
variety of health products	strategies to appropriately	the boundaries of others as	
and services based on cost,	respond to stressors in a	they relate to intimacy and	
availability, accessibility,	variety of situations (e.g.,	sexual behavior.	
benefits and accreditation	academics, relationships,		
in the home, school, and in	shootings, death, car	• 2.1.12.SSH.9: Analyze the	
the community (e.g.,	accidents, illness).	personal and societal factors	

<ul> <li>suicide prevention, breatyttestucht self.</li> <li>2.1.12.EH.4: Analyze and adapt mental and 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 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 commo local and global health issues caused by climate change and share this information in an appropriate setting.</li> <li>2.1.12.CHSS.8: Investigate this information in an appropriate setting.</li> <li>2.1.12.CHSS.8: Investigate this information in an appropriate setting.</li> <li>2.1.12.SSH.1: Analyze this information in an appropriate setting.</li> <li>2.1.12.SSH.3: Analyze that could lead to healthy or unhealthy consequences that could lead to healthy</li> <li>2.1.12.SSH.5: Describe identities, and sexual protect setting.</li> <li>2.1.12.SSH.3: Analyze torrent social issues affecting preceptions of sexuality, culture, ethnicity, diameter state and influences that could lead to healthy</li> <li>2.1.12.SSH.5: Describe identities, and sexual protects to evaluate situations and influences that could lead to healthy</li> <li>2.1.12.SSH.3: Analyze trecommendations to address those issues.</li> <li>2.1.12.SSH.5: Describe address thase to show</li> </ul>	 			1
examination, CPR/AED, life skills training, menstrual products).adapt mental and emotional health messages and communication techniques to peers and of health).relationship.• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global agencies are addressing health and social issues (e.g., hunger, clean water, organ/tissue donation).• 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate charge and share this information in an appropriate setting.• 2.1.12.CSH.2: Advocate for school and community vorunealthy consequences origentations.• 2.1.12.CSH.2: Advocate for school and community policies and programs that greaders, gender identities, and sexual orientations.• 2.1.12.CHSS.8: Investigate for school and community policies and programs that greaders are addressing health issues caused by climate charge and share this information in an appropriate setting.• 2.1.12.CSH.3: Analyze current social issues affecting perceptions of sexuality culture, ethnicity, disability status and make recommendations to address those issues.• 2.1.12.SSH.5:				
<ul> <li>skills training, menstrual products).</li> <li>emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> <li>2.1.12.CHSS.6: Evaluate the validity of health nessures, services, in school, home and in the community.</li> <li>2.1.12.CHSS.7: Describe and focal and global advocary organizations can collaborate to address common local and global howal ocal, state, and global advocary organizations can collaborate to address common local and global health nessing health insues caused by climate change and share this information in an appropriate setting.</li> <li>2.3.12.PSJ: Apply a thoughful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>2.3.12.PSJ: Apply a thoughful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>2.3.12.PSJ: Apply a thoughful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>2.1.12.SSH.5:</li> </ul>		-		
<ul> <li>products).</li> <li>2.1.12.CHSS.6: Evaluate the validity of health information, resources, school, home and in the community.</li> <li>2.1.12.CHSS.7: Describe how individuals and local, state, and global advocary organizations can collaborate to address common local and global hadsocary organizations can collaborate to address to explain a 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 insues caused by climate change and share this information in an appropriate setting.</li> <li>2.3.12.P.S1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>4.2.1.2.SSH.2: Advocate from the expression of sexuality, culture, ethnicity, disability status and make recommendations to address that could lead to healthy or unhealthy consequences</li> <li>4.2.1.2.SSH.2: Advocate from the expression of sexuality, culture, ethnicity, disability status and make recommendations to address thas could lead to healthy or unhealthy consequences</li> <li>4.2.1.2.SSH.3: Analyze the influences of peers, family, more site situations and influences of peers infinity.</li> <li>4.2.1.2.CHSS.8: Investigate how local, state, and global agencies are addressing health situations in an appropriate setting.</li> <li>4.2.1.2.SSH.3: Analyze the influences of peers into address those issues.</li> <li>4.2.1.2.SSH.3: Analyze the influences of peers into address thase issues.</li> <li>4.2.1.2.SSH.3: Analyze the influences of peers into address thase issues.</li> </ul>			relationship.	
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	that could lead to healthy			
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	(e.g., peers, media).	Demonstrate ways to show		

	waanaat fay the become level of	
	respect for the boundaries	
• 2.3.12.PS.8: Develop	of others as they relate to	
strategies to communicate	intimacy and sexual	
effectively, safely, and with	behavior.	
empathy when using digital		
devices in a variety of	<ul> <li>2.1.12.SSH.6: Analyze the</li> </ul>	
situations (e.g.,	benefits of abstinence from	
cyberbullying, sexting).	sexual activity using	
	reliable resources.	
• 2.3.12.PS.9: Evaluate		
strategies to use social	• 2.1.12.SSH.7: Analyze	
media safely, legally, and	factors that influence the	
respectfully.	choices, and effectiveness	
	of safer sex methods and	
	contraception, including	
	risk-reduction and risk-	
	elimination strategies.	
	2.1.12.SSH.8: Describe the	
	human sexual response	
	cycle, including the role of	
	hormones and pleasure.	
	• 2.1.12.SSH.9: Analyze the	
	personal and societal	
	factors that could keep	
	someone from leaving an	
	unhealthy relationship.	
	•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.	
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• 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.
• 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).
• 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).
• 2.1.12.CHSS.6: Evaluate
the validity of health
information, resources,
services, in school, home

and in the community. • 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address commo local and global health and social issues (e.g., hunger, clean water, organ/tissue donation). • 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. • 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). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals vents	ГГ	
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(e.g., hunger, clean water, organ/tissue donation).         • 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.         • 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).         • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexually explicit images		common local and global
organ/tissue donation).         •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.         •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).         •2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		health and social issues
<ul> <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</li> </ul>		(e.g., hunger, clean water,
action plan to assist         individuals who have         feelings of sadness, anxiety,         stress, trauma, or         depression and share this         information with         individuals who will         benefit.         • 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).         • 2.3.12.PS.2: Analyze the         short- and long-term         consequences of sharing         sextually explicit images         (sexting) or messages with		organ/tissue donation).
action plan to assist         individuals who have         feelings of sadness, anxiety,         stress, trauma, or         depression and share this         information with         individuals who will         benefit.         • 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).         • 2.3.12.PS.2: Analyze the         short- and long-term         consequences of sharing         sextually explicit images         (sexting) or messages with		
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depression and share this information with individuals who will benefit.         • 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).         • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		feelings of sadness, anxiety,
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that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		
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(e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		
<ul> <li>2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with</li> </ul>		
short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		
short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		• 2.3.12.PS.2: Analyze the
consequences of sharing sexually explicit images (sexting) or messages with		
sexually explicit images (sexting) or messages with		consequences of sharing
(sexting) or messages with		
		individuals or posting
online.		

• 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).
• 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.
• 2.3.12.PS.7: Analyze
recruitment tactics that sex
traffickers/exploiters use to
exploit vulnerabilities and
recruit youth.
• 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).
• 2.3.12.PS.9: Evaluate
strategies to use social
media safely, legally, and
respectfully.

		• 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.		
Content	Overall Health and Wellness: Health Risks Health Behaviors Health Behaviors Health Triangle Different Types of Health: Social Health Mental Health Physical Health Physical Health Social and Emotional Health: Self Esteem Stress Mental Illness Diagonal and	<ul> <li>Relationships:</li> <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>	Immediate and long-term consequences associated with substance abuse. Drugs Affect: Person Family Friends Community Medications: Prescription Over-the-Counter Medicinal Supplements Holistic	Before and After Care: Consent Abandonment Negligence Duty to Act Act of Omission Act of Commission Confidentiality Good Samaritan Laws Disease Precautions Stages of Grieving Levels of Consent Organ Donation Types of Emergencies:
	<ul> <li>Diagnosis and Treatment of Mental Illness</li> <li>Fitness and Nutrition:         <ul> <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> </li> </ul>	Types of relationships: Dating Relationships Family Relationships Peer Relationships Relationship with Self Conflict Resolution Body Systems:	Illegals Drugs: Cocaine GHB Hallucinogens Heroin/Opiates Inhalants Methamphetamine Speed PCP LSD Psilocybin	<ul> <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>

Pyramid/MyPlate	Female	Nicotine/Tobacco/Marijuana	Bleeding
Food Labels	Reproductive	Vape:	Emergencies
Eating Disorders	System	Legality	Nosebleed
	Male Reproductive	<ul> <li>Long/Short Term</li> </ul>	Eye Injuries
Hygiene/Care Of:	System	Issues	Tooth Injuries
• Skin		Addiction	<ul> <li>Amputations</li> </ul>
Nails	Gender Identity	Physical Effects	<ul> <li>Internal Bleeding</li> </ul>
Hair	Gender Expression	Behavioral Effects	<ul> <li>Head/Neck/Spinal</li> </ul>
Teeth	Biological Sex		Injuries
<ul> <li>Mouth</li> </ul>	Sexual Orientation	Alcohol:	<ul> <li>Fractures</li> </ul>
Eyes		<ul> <li>Legality</li> </ul>	Dislocations
Ears	Pregnancy:	<ul> <li>Long/Short Term</li> </ul>	<ul> <li>Sprains</li> </ul>
	<ul> <li>Fertilization</li> </ul>	Issues	Strains
Heredity	<ul> <li>Fetal Development</li> </ul>	Addiction	<ul> <li>Ligaments</li> </ul>
Environment	<ul> <li>Prenatal Care</li> </ul>	<ul> <li>Physical Effects</li> </ul>	Cramps
Behavior	<ul> <li>Birth Process</li> </ul>	<ul> <li>Behavioral Effects</li> </ul>	Burns
Media	<ul> <li>Stages of Labor</li> </ul>		Poisons
Decision Making	<ul> <li>Birth Defects</li> </ul>	Anabolic Steroids:	Bites
Goals	<ul> <li>Adoption/Foster</li> </ul>	<ul> <li>Legality</li> </ul>	<ul> <li>Stings</li> </ul>
Goal Setting	<ul> <li>Teen Parenting</li> </ul>	<ul> <li>Long/Short Term</li> </ul>	Lyme Disease
Action Plans		Issues	Alcohol
		Addiction	Intoxication
Cancer Awareness Months		<ul> <li>Physical Effects</li> </ul>	<ul> <li>Drug Emergencies</li> </ul>
<ul> <li>January- Cervical</li> </ul>		<ul> <li>Behavioral Effects</li> </ul>	Carbon Monoxide
<ul> <li>February- Cancer</li> </ul>			Poisoning
Prevention		Peer Pressure	
<ul> <li>March- Kidney</li> </ul>		Drug Treatment/Rehab	
April- Testicular		Responsible Decision	Proper Procedures to
<ul> <li>May- Bladder,</li> </ul>		Making	Perform:
Brain, and Skin			<ul> <li>Rescue Breathing</li> </ul>
June- Cancer			• CPR
Survivor			AED
<ul> <li>July- Sarcoma,</li> </ul>			First Aid
Bone			Tourniquet
August			<ul> <li>EpiPen</li> </ul>
<ul> <li>September-</li> </ul>			Heimlich Maneuver
Childhood,			RICE

	Leukemia, Lymphoma, Ovarian, Prostate, Thyroid, Uterine October-Breast, Liver November-Lung, Pancreatic December Body Systems: Skeletal System Muscular System Cardiovascular System Respiratory System Nervous System Nervous System Digestive System School Violence Awareness Week 3rd Monday of October			<ul> <li>Stop the Bleed</li> <li>Packing Wounds</li> <li>Recovery Position</li> </ul> Fire Safety: <ul> <li>Evacuation Plan</li> <li>In the Home</li> <li>Outside the Home</li> </ul>
Skills	*The students will be able to understand that eating habits and diet will have lifelong effects on numerous health issues	*The students will be able to compare and contrast healthy versus unhealthy interpersonal relationships.	*The students will be able to investigate the use and abuse of over-the-counter and prescription medications and their	*The students will be able to discuss the importance and responsibilities of first responders.
	which will have a major impact on their futures. *The students will be able	*The students will be able to brainstorm exit strategies to employ if involved in an unhealthy	*The students will be able to relate injected drug use to	*The students will be able to recall opportunities for organ and tissue donation.
	to determine if physical	relationship.	the incidence of diseases	*The students will be able

fitness and good nutrition		such as HIV/AIDS and	to identify ways in which a
have a positive relationship	*The students will be able	hepatitis.	conscious or unconscious
and if a healthy diet alone	to determine personal	•	person might be treated in
is not enough to maintain	responsibilities in the	*The students will be able to	an emergency breathing
proper weight and fitness	, maintenance of positive	analyze the societal impact	situation.
levels.	relationships with family	of substance abuse on the	
	and friends.	individual, family, and	*The students will be able
*The students will be able		community.	to differentiate among
to learn and apply health	*The students will be able		methods for treating
promotion concepts and	to discuss the legal	*The students will be able to	infants, children, and
skills to support a healthy,	ramifications of abusive	compare and contrast the	adults.
active lifestyle.	behaviors.	incidence and impact of	
, , , , , , , , , , , , , , , , , , , ,		commonly abused	*The students will be able
*The students will be able	*The students will be able	substances on individuals	to define the 3 Cs (check,
to explain the impact of	to assess the physical,	and communities in the	call, care) in the emergency
personal health behaviors	mental, and emotional	United States and other	steps sequence.
on the functioning of the	effects of abusive	countries.	*The students will be able
human body.	behaviors.		to practice and perform
	*The students will be able	*The students will be able to	rescue breathing
*The students will be able	to compare and contrast	correlate increased alcohol	techniques appropriate for
to describe the	theories regarding the	use with challenges that	infants, children, and
interrelationships of	incidence of abusive	may occur at various life	adults.
mental, emotional, social	behaviors.	stages.	
and physical health	4. Genetic		*The students will be able
throughout adulthood.	Predisposition	*The students will be able to	to compare and contrast
	5. Peer Pressure	correlate the use of alcohol	CPR and AED techniques.
*The students will be able	6. Lack of Strong Role	and other drugs with	
to analyze how family,	Models	incidences of date rape,	*The students will be able
peers, and community can		sexual assault, STIs, and	to perform rescue
influence the health of	*The students will be able	unintended pregnancy.	breathing techniques in
individuals.	to summarize the		simulated emergency
	intervention strategies to	*The students will be able to	situations.
*Students will analyze the	eliminate high-risk	make decisions for	
role of individual	behaviors.	themselves when put in	*The students will be able
responsibility for enhancing		role-play scenarios.	to demonstrate how to
health.	*The students will be able		properly use an AED on an
	to assess the diverse	*The students will be able to	individual.

*The students will b	e able methods of interpersonal	demonstrate strategies for	
to recognize hered		taking care of themselves	*The students will be able
factors that can affe	-	and others	to perform manual CPR in
communicable dise	ases 5. Nonverbal		simulated emergency
related to our healt	h and 6. Electronic	*The students will be able to	situations.
our reactions to str	essful	identify and discuss risk	
situations.	*The students will be able	behaviors associated with	*The students will be able
	to dramatize appropriate	alcohol and drug use.	to demonstrate techniques
*The students will b			mandated by the Red
to clearly identify pro	•	*The students will be able to	Cross.
related to personal h	ygiene	discuss the potential health	
and sanitation and	their *The students will be able	risks of adolescent use of	*The students will be able
causes.	to examine factors that	alcohol and drug use on the	to assimilate life saving
	impact effective	development of the youth	techniques in the
*The students will b	e able interpersonal	brain.	performance of Red Cross
to assess personal w	ellness communication.		assessments.
habits.	5. Peer Pressure	*The students will be able to	*The students will be able
	6. Conflict	identify resistance skills to	to present careers in a
*The students will b	e able 7. Group Mentality	resist pressure and to	health industry project
to analyze the	8. Self-Esteem Issues	engage in peer pressure to	using technology.
contributions of e	ach	use and abuse alcohol and	
nutrient class to g	ood *The students will be able	drug use.	*The students will be able
health. (ex: fats, ca	rbs, to identify the		to identify the basic
protein, water, min	erals, consequences technology	*The students will be able to	components of an
vitamins)	can have on interpersonal	explain how the brain and	emergency situation (e.g.,
	relationships	body respond to the use of	bleeding, burns, choking,
*The students will b		alcohol and drugs.	possible poisoning).
to research the die	-		
trends of young ac		*The students will be able to	*The students will be able
while also analyzin		explain how the body	to compare and contrast
impact of social mee		responds to alcohol and	emergency situations to
on dietary habits		drugs.	non-life-threatening
choices young adults	÷		situations.
	6. Assertiveness	*The students will be able to	
*The students will b		discuss positive social	*The students will be able
to compare and co		practices to avoid being	to illustrate the basic First
cultural habits that i	mpact to compare and contrast	around alcohol and drug	Aid and care involved in an

*The students will be able to demonstrate the relationship between diet and illness.characteristics of human relationships.*The students will be able to determine values and ethics that contribute to to identify how emotions impact depression, stress, and thoughts of suicide.characteristics of human relationships.*The students will be able to determine values and ethics that contribute to the althy interpersonal attributes of a desired fried and confidante in a visual representation.*The students will be able to explain the alternatives to alcohol and drug use.*The st to determine values and discuss resistance skills to to discuss resistance skills to to discuss resistance skills to to assimilate the personal attributes of a desired fried and confidante in a visual representation.*The students will be able to explain how alcohol affects the mental and physical abilities needed for driving safely.includin the students will be able to summarize significant events that affect familial hygiene practices.*The students will be able to identify ways to improve or maintain good personal hygiene practices.includin the students will be able to identify ways to improve freed fried and confidante in a to summarize significant events that affect familial hygiene practices.*The students will be able to identify ways to improve freed fried and confidente in a to summarize significant events that affect familial freed tamilial relationships.*The students will be able to explain how alcohol affects to asset abilities needed for driving define blood-alcohol to utilize them.*The students will be able to identify ways to improve or maintain good personal hygie	rgency situation, g basic life support. udents will be able nonstrate methods pleeding control. udents will be able ramatize care for ncy situations (e.g., roken bone or joint burns, poisoning,
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strategies and how to utilize them.*The students will be able to summarize significantabilities needed for driving safely.the is barriers*The students will be able to identify ways to improve or maintain good personal hygiene practices.*The students will be able relationships.*The students will be able to identify ways to improve or maintain good personal bygiene practices.*The students will be able relationships.*The students will be able to define blood-alcohol concentration (BAC).*The st regardi	s the importance of
utilize them.*The students will be able to summarize significantsafely.barriers*The students will be able to identify ways to improve or maintain good personal hygiene practices.*The students will be able events that affect familial 6. Divorce*The students will be able to define blood-alcohol concentration (BAC).*The st to util reso reso reso reso *The students will be able to reso	use of protective
*The students will be able to identify ways to improve or maintain good personal hygiene practices.to summarize significant events that affect familial relationships.*The students will be able to define blood-alcohol concentration (BAC).*The st to identify ways to util reso to util reso to waintain good personal bygiene practices.to summarize significant events that affect familial relationships.*The students will be able to define blood-alcohol to util reso to util reso to util reso 8. Pregnancy*The students will be able to regarding	in the treatment of
*The students will be able to identify ways to improve or maintain good personal hygiene practices.events that affect familial relationships.*The students will be able to define blood-alcohol*The st to identify ways to improve to identify ways to improve or maintain good personal hygiene practices.*The students will be able to relationships.*The students will be able to to util reso to util to util reso 8. Pregnancy*The students will be able to regarding	victims.
to identify ways to improve or maintain good personal hygiene practices.relationships.define blood-alcohol concentration (BAC).*The st to uti reso7. Remarriage 8. Pregnancy*The students will be able toregarding	
or maintain good personal hygiene practices.6. Divorceconcentration (BAC).to util reso8. Pregnancy*The students will be able toregarding	udents will be able
hygiene practices.7. Remarriagereso8. Pregnancy*The students will be able toregardi	lize technology to
5,	earch legislation
	ng public safety and
*The students will be able 9. Loss of a Family list and explain the factors respo	nder liability (e.g.,
to anticipate the Member that affect blood-alcohol The Go	od Samaritan Law).
consequences of the 10. Abuse concentration.	
problem for self, family, *The st	udents will be able
and classmates by not *The students will be able *The students will be able to to sum	marize and identify
practicing good personal to develop acceptable compare myths and truths prop	er procedures to
hygiene and sanitation. criteria for safe dating about the use of alcohol. prever	it and treat Lyme's
situations, such as dating in	·
*The students will be able groups, setting limits, *The students will be able to	Disease.
to assess the advantages obtaining or giving consent, explain the difference *The site	Disease.
and disadvantages of or only dating someone of between over-the-counter to under	Disease. udents will be able
personal hygiene and the same age. medicine and prescription	
sanitation practices. medicine.	udents will be able
*The students will be able *The st	udents will be able rstand the stages of grieving.

*The students will be able	to identify and explain the	*The students will be able to	to analyze the
to identify the best possible	function of the parts of the	explain how depressants,	opportunities available at
solution for him/her based	male and female	stimulants, and	home, in school, and in the
on personal ability and	reproductive systems.	hallucinogenic drugs affect a	community to support the
living situation.	reproductive systems.	person.	mental health of oneself or
ining situation.	*The students will be able	person.	an individual.
*The students will be able	to differentiate between	*The students will be able to	
to clearly and directly state	gender identity, gender	describe the effects of	*The students will be able
opinions and give good	expression, biological sex,	combining alcohol with	to analyze a variety of
reasons.	and sexual orientation.	other drugs.	health products and
reasons.	and sexual offentiation.	other drugs.	services based on cost,
*The students will be able	*The students will be able	*The students will be able to	availability, accessibility,
to ask for help and advice	to identify and compare	describe zero tolerance	benefits, and accreditation.
and seek information when	different types of STIs	levels of impairment and	Schends, and deer culturion.
needed.	(Sexually Transmitted	how impairment can be	*The students will be able
needed.	Infections), identify signs	detected and measured.	to properly administer an
*The students will be able	and symptoms, and		epi-pen.
to identify personal	describe treatment	*The students will be able to	cpi peni
hygiene and sanitation	methods.	describe how peer	*The students will be able
practices and the need to	*The students will be able	influences and peer	to explain how to perform
improve or maintain them.	to understand ways to get	pressure might affect a	the Heimlich Maneuver and
····p·····	STIs and prevent them.	person's decision about	demonstrate properly on a
*The students are able to		drinking and driving.	mannequin.
identify how their personal	*The students will be able		
hygiene and sanitation	to identify different types	*The students will be able to	*The students will be able
practices may impact	of contraception and	list five steps involved in	to give first aid steps for
others.	understand how each	making a responsible	eye and tooth injuries.
	method works.	decision.	, ,
*The students will be able			*The students will be able
to recognize the needs of	*The students will be able	*The students will be able to	to recognize and care for
others in terms of their	to explain how to prevent	explain the meaning of peer	head, neck, and spinal
own personal hygiene and	pregnancy and the	education.	injuries.
sanitation practices.	decisions to be made		÷
	related to pregnancy and	*The students will be able to	*The students will be able
*The students will be able	childbirth that will have	explain why everyone	to recognize and care for
to recognize how	short and long-term	should share the	extremity injuries.
maintaining good personal	impacts.	responsibility of preventing	· ·

	hygiene and sanitation will		friends from drinking and	*The students will be able
	support good self-esteem.	*The students will be able	driving.	to recognize and care for
		to describe fertilization,		burns and electrical
	*The students will be able	fetal development, and the	*The students will be able to	injuries.
	to determine ways in which	birth process and resources	identify five different ways	
	an individual can take	available to confirm	to say no to peer pressure.	*The students will be able
	responsibility for ensuring	pregnancy.		to recognize and care for
	success and wellness.	*The students will be able		poisons.
		to compare and contrast		
	*The students will be able	the alternatives available to		*The students will be able
	to properly give one's self a	a pregnant teen.		to recognize and care for
	breast examination.			alcohol and drug
		*The students will be able		emergencies.
	*The students will be able	to identify the effects and		
	to identify and explain	consequences of the use of		*The students will be able
	different types of cancer.	alcohol, tobacco, and other		to recognize carbon
		drugs on the developing		monoxide poisoning.
	*The students will be able	fetus.		
	to know how to screen/test			*The students will be able
	for multiple types of	*The students will be able		to learn about fire
	cancers.	to explain how parental		prevention and
	*The students will be	responsibilities change		develop/establish a plan
		throughout the family life		for their household.
	able to identify the major	cycle.		
	organs and systems of			*The students will be able
	the human body and	*The students will be able		to evaluate the ways their
	explain how they keep us	to evaluate the methods		families use fire and the
	alive.	and resources available to		safety of their homes from
	*The students will be	confirm a pregnancy.		fire hazards.
	able to examine how the			
	human body systems	*The students will be able		*The students will be able
	work together.	to analyze factors that		to discuss fire safety
	_	affect the decision to		outside the house.
	*The students will be	become a parent.		
	able to explain how			*The students will be able
	humans grow, develop,	*The students will be able		to investigate product
	and stay healthy.	to evaluate different		warning labels and fire
L	1			

*The students will be	reproductive disorders.	safety.
able to discuss how our		,
bodies let us do what we	*The students will be able	
want and keep us alive.	to investigate the signs and	
*The students will be able to assess how the health of one organ	symptoms that may occur in the body indicating a reproductive disorder.	
system impacts the health of the other organ systems.	*The students will be able to compare and contrast male and female sterility.	
*The students will be able to explain how the systems and organs of the human body work	*The students will be able to create an action plan of how often individuals	
together and individually to support life.	should give themselves a self-exam or go for screenings by a medical	
*The students will be able to compare and	professional.	
contrast why each of the systems of the body is important.	*The students will be able to identify and discuss risk behaviors associated with	
*The students will be able to hypothesize how	sexting and a negative social media presence.	
our lifestyles impact our body systems and organs.	*Relate the use of alcohol and other drugs to	
*The students will be	decision-making, consent,	
able to understand how	and risk for sexual assault	
cells are the basic unit of structure and function in	and abuse.	
the human body.	*Define interpersonal and	
*The students will be able to outline how we can make choices to	sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault,	

	<ul> <li>promote a healthy body.</li> <li>*The students will be able to examine how what we put in our bodies affect the way it works.</li> <li>*The students will be able to identify ways to eliminate cyberbullying and a negative social media imprint.</li> <li>*The students will be able to understand that anxiety and depression are treatable mental health problems.</li> <li>*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.</li> <li>*The students will be able to explain why professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional interve</li></ul>	sexual abuse, incest, rape, domestic violence, coercion, dating violence) *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 *Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence) *Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual abuse, domestic violence, dating		
	to explain why professional	financial, sexual) and the cycle of violence as it		
Inclusion for Diversity	* <u>Teach LGBTQ</u> * <u>The Jigsaw Classroom</u>	* <u>Teach LGBTQ</u> * <u>The Jigsaw Classroom</u>	* <u>Teach LGBTQ</u> * <u>The Jigsaw Classroom</u>	* <u>Teach LGBTQ</u> * <u>The Jigsaw Classroom</u>

	*Personal Hygiene and	*LGBTQ Relationships		*Pride with Heart
	Grooming	*LGBTQ+ Relationships		American Heart Association
	*Teaching Hygiene to	*Healthy LGBT		CPR & First Aid
	Students with Special	Relationships		<u>or in a rinder i de</u>
	Needs	*Fostering Healthy		
	*Black hair: Tips for	Relationships - Parenting		
	everyday care	Special Needs Magazine		
	*The Trevor Project	*NYC Anti-Violence Project		
	*Providing Mental Health	NTC Anti Violence Project		
	First Aid to LGBTQ+			
	<u>Communities</u>			
	communities			
Modifications and	Modifications and	Modifications and	Modifications and	Modifications and
Accommodations	Accommodations for	Accommodations for	Accommodations for	Accommodations for
Accommodations	students with IEPs, English			
	Language Learners, and	Language Learners, and	Language Learners, and	Language Learners, and
	Gifted and Talented	Gifted and Talented	Gifted and Talented	Gifted and Talented
	students may include but			
	are not limited to the			
	following:	following:	following:	following:
	Special Education	Special Education	Special Education	Special Education
	*Exemplars of Varied	*Exemplars of Varied	*Exemplars of Varied	*Exemplars of Varied
	Performance Levels	Performance Levels	Performance Levels	Performance Levels
	*Multimedia Presentations	*Multimedia Presentations	*Multimedia Presentations	*Multimedia Presentations
	*Sheltered instruction	*Sheltered instruction	*Sheltered instruction	*Sheltered instruction
	*Consultation with ESL	*Consultation with ESL	*Consultation with ESL	*Consultation with ESL
	Teachers	Teachers	Teachers	Teachers
	*Manipulatives	*Manipulatives	*Manipulatives	*Manipulatives
	*Tiered/Scaffolded Lessons	*Tiered/Scaffolded Lessons	*Tiered/Scaffolded Lessons	*Tiered/Scaffolded Lessons
	*Mnemonic Devices	*Mnemonic Devices	*Mnemonic Devices	*Mnemonic Devices
	*Visual Aids *Modeling	*Visual Aids *Modeling	*Visual Aids *Modeling	*Visual Aids *Modeling
	*Guided Note-Taking	*Guided Note-Taking	*Guided Note-Taking	*Guided Note-Taking
	*Study Guides	*Study Guides	*Study Guides	*Study Guides
	*Modified Homework	*Modified Homework	*Modified Homework	*Modified Homework
	*Differentiated Pre-Typed	*Differentiated Pre-Typed	*Differentiated Pre-Typed	*Differentiated Pre-Typed
	Class Notes	Class Notes	Class Notes	Class Notes

*M	anipulatives	*Manipulatives	*Manipulatives	*Manipulatives
	ipped Instruction *Word	*Flipped Instruction *Word	*Flipped Instruction *Word	*Flipped Instruction *Word
Ban		Banks	Banks	Banks
*Re	educed Choice on	*Reduced Choice on	*Reduced Choice on	*Reduced Choice on
Ass	essments	Assessments	Assessments	Assessments
*Pr	eferential Seating	*Preferential Seating	*Preferential Seating	*Preferential Seating
*Ch	noice Activities	*Choice Activities	*Choice Activities	*Choice Activities
*M	odified Time	*Modified Time	*Modified Time	*Modified Time
Rea	quirements *Modified	Requirements *Modified	Requirements *Modified	Requirements *Modified
Not	tes	Notes	Notes	Notes
*M	odified Lesson,	*Modified Lesson,	*Modified Lesson,	*Modified Lesson,
Ass	essment and Study	Assessment and Study	Assessment and Study Guide	Assessment and Study
Gui	ide Format	Guide Format	Format	Guide Format
*Pr/	ovide an Enriched	*Provide an Enriched	*Provide an Enriched	*Provide an Enriched
Cur	riculum and Activities	Curriculum and Activities	Curriculum and Activities	Curriculum and Activities
*Inc	dependent Projects	*Independent Projects	*Independent Projects	*Independent Projects
*Co	ontracts/Behavior	*Contracts/Behavior	*Contracts/Behavior	*Contracts/Behavior
Sup	oport Plans	Support Plans	Support Plans	Support Plans
*Or	pen-Ended Responses	*Open-Ended Responses	*Open-Ended Responses	*Open-Ended Responses
*Pr	oject-Based Learning	*Project-Based Learning	*Project-Based Learning	*Project-Based Learning
*Gr	roup Activities *Guided	*Group Activities *Guided	*Group Activities *Guided	*Group Activities *Guided
Not	tes	Notes	Notes	Notes
*Fu	Inctional Learning	*Functional Learning	*Functional Learning	*Functional Learning
*Ex	ploration Activities	*Exploration Activities	*Exploration Activities	*Exploration Activities
*As	ssessment Read Aloud	*Assessment Read Aloud	*Assessment Read Aloud	*Assessment Read Aloud
*Sn	nall Group Assessments	*Small Group Assessments	*Small Group Assessments	*Small Group Assessments
*Or	rganizational Support	*Organizational Support	*Organizational Support	*Organizational Support
*Or	ral Questioning	*Oral Questioning	*Oral Questioning	*Oral Questioning
Ass	essment *Pre-Writing	Assessment *Pre-Writing	Assessment *Pre-Writing	Assessment *Pre-Writing
Strı	uctural Supports	Structural Supports	Structural Supports	Structural Supports
*Or	ngoing Teacher	*Ongoing Teacher	*Ongoing Teacher Feedback	*Ongoing Teacher
Fee	edback *Interactive	Feedback *Interactive	*Interactive Study Guides	Feedback *Interactive
Stur	dy Guides	Study Guides	*Multi-Sensory Approach	Study Guides
*M	ulti-Sensory Approach	*Multi-Sensory Approach	*Written and Spoken *Step-	*Multi-Sensory Approach
*W	ritten and Spoken	*Written and Spoken	by-Step Directions	*Written and Spoken
*Ste	ep-by-Step Directions	*Step-by-Step Directions	*Content-Focused	*Step-by-Step Directions
*Cc	ontent-Focused	*Content-Focused	Assessment *Non-Verbal	*Content-Focused

Assessment *Non-Verba	Assessment *Non-Verbal	Cues to Begin Task/Remain	Assessment *Non-Verbal
Cues to Begin Task/Rem	ain Cues to Begin Task/Remain	on Task/Refocus *Individual	Cues to Begin Task/Remain
on Task/Refocus	on Task/Refocus	Monitoring	on Task/Refocus
*Individual Monitoring	*Individual Monitoring	*Active Reading Strategies	*Individual Monitoring
*Active Reading Strategi	es *Active Reading Strategies		*Active Reading Strategies
		Gifted & Talented	
Gifted & Talented	Gifted & Talented	*Provide One-to-One	Gifted & Talented
*Provide One-to-One	*Provide One-to-One	Support *Curriculum	*Provide One-to-One
Support *Curriculum	Support *Curriculum	Compacting *Advanced	Support *Curriculum
Compacting *Advanced	Compacting *Advanced	Problems	Compacting *Advanced
Problems	Problems	*Supplemental Reading	Problems
*Supplemental Reading	*Supplemental Reading	*Elevated Questioning	*Supplemental Reading
*Elevated Questioning	*Elevated Questioning	*Flexible Grouping	*Elevated Questioning
*Flexible Grouping	*Flexible Grouping	*Tiered Assignments	*Flexible Grouping
*Tiered Assignments	*Tiered Assignments	*Topic Selection by Interest	*Tiered Assignments
*Topic Selection by Inter	rest *Topic Selection by Interest	*Manipulatives *Tiered	*Topic Selection by Interest
*Manipulatives *Tiered	*Manipulatives *Tiered	Lessons	*Manipulatives *Tiered
Lessons	Lessons	*Flipped Instruction	Lessons
*Flipped Instruction	*Flipped Instruction	*Multimedia Presentations	*Flipped Instruction
*Multimedia Presentation	ons *Multimedia Presentations	*Open-Ended Responses	*Multimedia Presentations
*Open-Ended Responses	s *Open-Ended Responses	*Project-Based Learning	*Open-Ended Responses
*Project-Based Learning	*Project-Based Learning	*Group Activities *Guided	*Project-Based Learning
*Group Activities *Guide	ed *Group Activities *Guided	Notes	*Group Activities *Guided
Notes	Notes	*Conclusions and Analysis	Notes
*Conclusions and Analys	is *Conclusions and Analysis	*Career Based Learning	*Conclusions and Analysis
*Career Based Learning	*Career Based Learning	*Exploration Activities	*Career Based Learning
*Exploration Activities	*Exploration Activities	*Student Choice	*Exploration Activities
*Student Choice	*Student Choice		*Student Choice
		ELL's	
ELL's	ELL's	*Multimedia Presentations	ELL's
*Multimedia Presentation		*Sheltered Instruction	*Multimedia Presentations
*Sheltered Instruction	*Sheltered Instruction	*Manipulatives	*Sheltered Instruction
*Manipulatives	*Manipulatives	*Mnemonic Devices	*Manipulatives
*Mnemonic Devices	*Mnemonic Devices	*Visual Aids *Modeling	*Mnemonic Devices
*Visual Aids *Modeling	*Visual Aids *Modeling	*Guided note-taking	*Visual Aids *Modeling
*Guided note-taking	*Guided note-taking	*Individualized Instruction	*Guided note-taking
*Individualized Instruction	on *Individualized Instruction	*Manipulatives *Words	*Individualized Instruction

*Manipulatives *Words	*Manipulatives *Words	Banks	*Manipulatives *Words
Banks	Banks	*Flipped Instruction	Banks
*Flipped Instruction	*Flipped Instruction	*Preferential Seating	*Flipped Instruction
*Preferential Seating	*Preferential Seating	*Choice activities	*Preferential Seating
*Choice activities	*Choice activities	*Modified Time	*Choice activities
*Modified Time	*Modified Time	Requirements *Modified	*Modified Time
Requirements *Modified	Requirements *Modified	Notes	Requirements *Modified
Notes	Notes	*Modify Lesson, Assessment	Notes
*Modify Lesson,	*Modify Lesson,	and Study Guide Format	*Modify Lesson,
Assessment and Study	Assessment and Study	*Open-Ended Responses	Assessment and Study
Guide Format	Guide Format	*Project-Based Learning	Guide Format
*Open-Ended Responses	*Open-Ended Responses	*Group Activities *Guided	*Open-Ended Responses
*Project-Based Learning	*Project-Based Learning	Notes	*Project-Based Learning
*Group Activities *Guided	*Group Activities *Guided	*Functional Learning	*Group Activities *Guided
Notes	Notes	*Exploration Activities	Notes
*Functional Learning	*Functional Learning	*Assessment Read Aloud	*Functional Learning
*Exploration Activities	*Exploration Activities	*Small Group Assessments	*Exploration Activities
*Assessment Read Aloud	*Assessment Read Aloud	*Organizational Support	*Assessment Read Aloud
*Small Group Assessments	*Small Group Assessments	*Oral Questioning	*Small Group Assessments
*Organizational Support	*Organizational Support	Assessment *Pre-Writing	*Organizational Support
*Oral Questioning	*Oral Questioning	Structural Supports	*Oral Questioning
Assessment *Pre-Writing	Assessment *Pre-Writing	*Ongoing Teacher Feedback	Assessment *Pre-Writing
Structural Supports	Structural Supports	*Interactive Study Guides	Structural Supports
*Ongoing Teacher	*Ongoing Teacher	*Multi-Sensory Approach	*Ongoing Teacher
Feedback *Interactive	Feedback *Interactive	*Written and Spoken *Step-	Feedback *Interactive
Study Guides	Study Guides	by-Step Directions	Study Guides
*Multi-Sensory Approach	*Multi-Sensory Approach	*Content-Focused	*Multi-Sensory Approach
*Written and Spoken	*Written and Spoken	Assessment *Non-Verbal	*Written and Spoken
*Step-by-Step Directions	*Step-by-Step Directions	Cues to Begin	*Step-by-Step Directions
*Content-Focused	*Content-Focused	Task/Remain on	*Content-Focused
Assessment *Non-Verbal	Assessment *Non-Verbal	Task/Refocus *Individual	Assessment *Non-Verbal
Cues to Begin	Cues to Begin	Monitoring	Cues to Begin
Task/Remain on	Task/Remain on	*Active Reading Strategies	Task/Remain on
Task/Refocus *Individual	Task/Refocus *Individual		Task/Refocus *Individual
Monitoring	Monitoring		Monitoring
*Active Reading Strategies	*Active Reading Strategies		*Active Reading Strategies

Reliable/	*Health Education / SEL			
Suggested	Crosswalk	Crosswalk	Crosswalk	Crosswalk
Materials	* <u>The health. moves. minds.</u> <u> <sup>®</sup> Fundraiser</u>	* <u>The health. moves. minds.</u> <u> <sup>®</sup> Fundraiser</u>	* <u>The health. moves. minds.</u> <u> <sup>®</sup> Fundraiser</u>	* <u>The health. moves. minds.</u> <u>® Fundraiser</u>
	* <u>CATCH</u>	* <u>CATCH</u>	* <u>CATCH</u>	* <u>CATCH</u>
	*Discovery Education	*Discovery Education	*Discovery Education	* <u>Discovery Education</u>
	* <u>High School   HealthSmart</u>			
	* <u>Kids Health</u>	* <u>Kids Health</u>	* <u>Kids Health</u>	* <u>Kids Health</u>
	* <u>Newsela</u>	* <u>Newsela</u>	* <u>Newsela</u>	* <u>Newsela</u>
	* <u>Quizlet</u>	* <u>Teens (for Teens) -</u> Nemours KidsHealth	* <u>Teens (for Teens) -</u> Nemours KidsHealth	* <u>Teens (for Teens) -</u> Nemours KidsHealth
	* <u>Kahoot!</u>	*Centers for Disease	*Centers for Disease Control	*Centers for Disease
	* <u>Quizizz</u>	Control and Prevention	and Prevention	Control and Prevention
	* <u>Poll Everywhere</u>	* <u>Be Real. Be Ready.</u>	* <u>Catch My Breath – A</u> Nicotine Vaping Prevention	* <u>Red Cross</u>
	* <u>Socrative</u>	* <u>Sex Education is a</u> <u>Critical Component of</u>	Program	* <u>Basic First Aid Choice</u> Board
	* <u>Mentimeter</u>	School Health Education	* <u>The Real Cost of Vaping</u>	
	* <u>Padlet</u>	* <u>Resources   NJCASA</u> *Search & Selection Tool	Scholastic	* <u>Performing Hands-Only</u> <u>CPR   Using an AED  </u> <u>First Aid for Chabing</u>
	* <u>CASEL</u>	<u>– Advocates for Youth</u>	* <u>Toolkit for Schools - Make</u> <u>Smoking History</u>	First Aid for Choking
	* <u>FDA</u>	* <u>Amaze.org</u>	* <u>Commercial Tobacco</u>	* <u>CPR on Television. Who</u> <u>did it right?</u>
	* <u>Teens (for Teens) -</u>	* <u>Amaze.org JR</u> *StopBullying.gov	Prevention and Control	* <u>CPR In Television</u>
	Nemours KidsHealth		* <u>Educator Resources</u>	*CPR/AED Slide Show
	* <u>Centers for Disease</u>	* <u>PACER's National</u>		CENTAED SILLE SILLE

Control and Prevention	<b>Bullying Prevention</b>	* <u>Presentation for Youth</u>	* <u>Types of Disasters</u>
	Center	Electronic Cigarettes	American Red Cross
*School Workshops On	* CLEEN	Smoking & Tobacco Use	
Body Image: Confident Me	* <u>GLSEN</u>	CDC	*EPA Poison Checklist
<u>– Dove</u>	*Love is Respect		
		*Prescription Drugs Prezi	*Department of Health
*The Health Triangle	* <u>Preventing Teen Dating</u>		Communicable Disease
_	Violence	* <u>The Abuse Of Prescription</u>	Service   Fight the Bite, NJ!
* <u>UNICEF</u>	*Sophia's Secret - CBS	Drugs.	
			*Lifesavers Inc
*National Institute of	News	*Top 10 Prescription Facts	
<u>Mental Health</u>	*Life's Greatest Miracle	about Drug Abuse Video	*American Heart
*Physical Activity Basics	NOVA   PBS		Association
Trysical Activity Dasies		*Substance Abuse	
* <u>CalorieKing</u>	* <u>Birth Control Methods &amp;</u>	Treatment Programs TN	*The Stages of Grief: How
*5'	Options	Addiction Rehab TN	to Understand Your
* <u>FitnessGram</u>	*Types of Sexually		Feelings
*MyPlate	Transmitted Infections	*Teen Substance Use	
<u>intyrtate</u>	Transmitted mections	Disorder Treatment   Los	*Stop The Bleed
* <u>USDA</u>	*HECAT: Module SH -	Angeles CA	<u>stop me bleed</u>
*Llow to Cot CMART	SEXUAL HEALTH	Aligeres ex [	
*How to Get SMART	CURRICULUM	*Rx foRUndeRstanding: -	
About Goal Setting		Preventing Prescription Drug	
*Creating Your Personal	* <u>Answer, Rutgers</u>	Abuse	
Stress-Management Plan	*Gender & Sexual	ADUSE	
	Identity   Learning for	*Malcomo to Harointours	
*Bullying Survey		* <u>Welcome to Herointown,</u>	
*National Suisida	Justice	New Jersey's 4th-largest city	
* <u>National Suicide</u>	*National Institute of		
Prevention Lifeline	Mental Health	* <u>Alumni In Recovery</u>	
*Psychiatry.org - Suicide			
Prevention	* <u>Resources for GSAs</u>	* <u>Commonly Used Drugs</u>	
	*What are the different	Charts   National Institute	
* <u>NIMH » Help for Mental</u>	types of contraception?	on Drug Abuse (NIDA)	
Illnesses	NICHD - Eunice Kennedy		
		*National Institute on Drug	
	Shriver National Institute	Abuse	
	of Child Health and		

Human Development	*Parents & Educators	
*Ally's Story: Second	National Institute on Drug	
Thoughts on Sexting	<u>Abuse (NIDA)</u>	
	* Alashal Esste and Chatistics	
* <u>Staying healthy and safe</u>	*Alcohol Facts and Statistics	
<u>  Office on Women's</u> <u>Health</u>		
* <u>Everybody Loves</u>		
Raymond - The Angry Family		
* <u>"Modern Family" Trailer</u>		
* <u>Rights, Respect,</u>		
Responsibility		
* <u>NJ LGBTQ Inclusive</u>		
Curriculum - Make It		
Better for Youth		
* <u>The Harbor TV</u>		
*What Consent Looks		
Like   RAINN		
*Information on Risk		
Behaviors for Parents		
with Teens (Ages 12-19)   CDC		
* <u>SEXUAL BEHAVIOR:</u> TYPICAL or		
PROBLEMATIC?		
* <u>Recognize Human</u> Trafficking - SAFE Center		
* <u>Child Safety Laws In</u>		
Your State   Safe Kids Worldwide		

* <u>State-by-State</u> <u>Differences in Sexting</u> <u>Laws   Bark</u> * <u>Protections from Sexual</u> <u>Harassment in</u> <u>Employment Under New</u> <u>Jersey Law</u>
* <u>Protections from Sexual</u> <u>Harassment Under New</u> <u>Jersey Law</u> * <u>Civil Statute of</u> <u>Limitations for Sexual</u>
Assault   NJCASA         *6 Different Types of         Abuse - REACH         *Recognize Human         Trafficking - SAFE Center
* <u>A Teens Guide to Social</u> <u>Media Safety   Safe</u> <u>Search</u> * <u>Sexting and the Impacts</u> <u>on Young People   Kids</u> <u>Helpline</u>

## 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:**

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

#### **Adoption Date:**

June 2024

# **Union County Educational Services Commission**

Curriculum Mapping – Health III

strengths, and limitations and identify how to develop skills to support a healthy lifestyle.and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).strengths, and limitations and identify how to develop skills to support a healthy lifestyle.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, emotional and social impact of mental health illness on the family.and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).strengths, and limitations and identify how to develop skills to support a healthy lifestyle.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		Unit 1	Unit 2	Unit 3	Unit 4
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and identify how to develop skills to support a healthy lifestyle.contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).and identify how to develop skills to support a healthy lifestyle.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 to support a healthy lifestyle.and identify how to develop skills to support a healthy lifestyle.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		one's personal traits,	contrast the advantages	_	• 2.1.12.CHSS.5: Analyze a
and identify how to develop skills to support a healthy lifestyle.contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).and identify how to develop skills to support a healthy lifestyle.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 to support a healthy lifestyle.and identify how to develop skills to support a healthy lifestyle.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		strengths, and limitations	and disadvantages of	strengths, and limitations	variety of health products
develop skills to support a healthy lifestyle.prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).skills to support a healthy lifestyle.availability, accessibility, benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self- examination, CPR/AED, lifedevelop skills to support a healthy lifestyle.prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).skills to support a healthy lifestyle.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			-		and services based on cost,
healthy lifestyle.abstinence, condoms, emergency contraception, dental dams).lifestyle.benefits and accreditation in the home, school, and in the community (e.g., suicide prevention, breast/testicular self- examination, CPR/AED, lifehealthy lifestyle.abstinence, condoms, emergency contraception, dental dams).lifestyle.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		develop skills to support a	-		availability, accessibility,
<ul> <li>emergency contraception, dental dams).</li> <li>factors that influence the emotional and social impact of mental health illness on the family.</li> <li>emergency contraception, dental dams).</li> <li>emotional and social impact of mental health illness on the family.</li> </ul>					
• 2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.dental dams).• 2.1.12.EH.2: Analyze factors that influence the emotional and social of mental health risk for unintendedthe community (e.g., suicide prevention, emotional and social impact of mental health illness on the family.the community (e.g., suicide prevention, breast/testicular self- examination, CPR/AED, life skills training, menstrual		,, -		-, -	
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impact of mental health illness on the family.plan to eliminate or reduce risk for unintendedof mental health illness on the family.examination, CPR/AED, life skills training, menstrual			• 2.1.12.PP.2: Develop a		•
illness on the family. risk for unintended the family. skills training, menstrual			•		-
			•		
pregnancy and/or STIs products).			pregnancy and/or STIs	the failing.	0.

• 2.1.12.EH.3: Describe	(including HIV) and identify	• 2.1.12.EH.3: Describe	
strategies to appropriately	ways to overcome	strategies to appropriately	• 2.1.12.CHSS.6: Evaluate
respond to stressors in a	potential barriers to	respond to stressors in a	the validity of health
variety of situations (e.g.,	prevention.	variety of situations (e.g.,	information, resources,
academics, relationships,		academics, relationships,	services, in school, home
shootings, death, car	• 2.1.12.PP.3: Identify	shootings, death, car	and in the community.
accidents, illness).	trusted adults, including	accidents, illness).	
	family members,		• 2.1.12.CHSS.7: Describe
<ul><li>2.1.12.EH.4: Analyze and</li></ul>	caregivers, school staff, and	<ul> <li>2.1.12.EH.4: Analyze and</li> </ul>	how individuals and local,
adapt mental and	health care professionals to	adapt mental and emotional	state, and global advocacy
emotional health messages	ask questions and discuss	health messages and	organizations can
and communication	pregnancy and other health	communication techniques	collaborate to address
techniques to peers and	topics.	to peers and other specific	common local and global
other specific target		target audience (e.g.,	health and social issues
audience (e.g., dimensions	• 2.1.12.PP.4: List the	dimensions of health).	(e.g., hunger, clean water,
of health).	major milestones of each		organ/tissue donation).
	trimester of fetal	• 2.1.12.CHSS.1: Analyze the	
	development utilizing	opportunities available at	• 2.1.12.CHSS.8: Investigate
	medically accurate	home, in school, and in the	how local, state, and global
• 2.1.12.SSH.1: Analyze the	information.	community to support the	agencies are addressing
influences of peers, family,		mental health of oneself or	health issues caused by
media, social norms and	• 2.1.12.PP.5: Analyze	an individual.	climate change and share
culture on the expression	factors that can impact the		this information in an
of gender, sexual	health of a baby (e.g., fetal	<ul><li>2.1.12.CHSS.9: Develop an</li></ul>	appropriate setting.
orientation, and identity.	alcohol syndrome, sudden	action plan to assist	
	infant death syndrome, low	individuals who have	• 2.3.12.PS.1: Apply a
• 2.1.12.SSH.2: Advocate	birth weight, premature	feelings of sadness, anxiety,	thoughtful decision-making
for school and community	birth, genetics).	stress, trauma, or	process to evaluate
policies and programs that		depression and share this	situations and influences
promote dignity and	• 2.1.12.PP.6: Analyze	information with individuals	that could lead to healthy
respect for people of all	personal and societal	who will benefit.	or unhealthy consequences
genders, gender	factors that can influence		(e.g., peers, media).
expressions, gender	decisions about pregnancy	• 2.1.12.SSH.1: Analyze the	
identities, and sexual	options, including	influences of peers, family,	• 2.3.12.PS.8: Develop
orientations.	parenting, abortion, safe	media, social norms and	strategies to communicate
	haven, and adoption.	culture on the expression of	effectively, safely, and with
• 2.1.12.SSH.3: Analyze		gender, sexual orientation,	empathy when using digital

current social issues	• 2.1.12.PP.7: Analyze the	and identity.	devices in a variety of
affecting perceptions of	emotional, social, physical,		situations (e.g.,
sexuality, culture, ethnicity,	and financial effects of	• 2.1.12.SSH.2: Advocate for	cyberbullying, sexting).
disability status and make	being a teen or young adult	school and community	
recommendations to	parent.	policies and programs that	
address those issues.		promote dignity and respect	
	• 2.1.12.PP.8: Assess the	for people of all genders,	
• 2.1.12.SSH.4:	skills needed to be an	gender expressions, gender	
Demonstrate strategies to	effective parent.	identities, and sexual	
prevent, manage, or		orientations.	
resolve interpersonal	• 2.1.12.PP.9: Evaluate		
conflicts without harming	parenting strategies used	• 2.1.12.SSH.3: Analyze	
self or others (defining and	at various stages of child	current social issues	
understanding the laws of	development based on	affecting perceptions of	
consent and dating	reliable sources of	sexuality, culture, ethnicity,	
violence).	information.	disability status and make	
		recommendations to	
• 2.1.12.CHSS.1: Analyze	• 2.1.12.EH.1: Recognize	address those issues.	
the opportunities available	one's personal traits,		
at home, in school, and in	strengths, and limitations	• 2.1.12.SSH.4: Demonstrate	
the community to support	and identify how to	strategies to prevent,	
the mental health of	develop skills to support a	manage, or resolve	
oneself or an individual.	healthy lifestyle.	interpersonal conflicts	
		without harming self or	
• 2.1.12.CHSS.2: Develop	• 2.1.12.EH.2: Analyze	others (defining and	
an advocacy plan for a	factors that influence the	understanding the laws of	
health issue and share this	emotional and social	consent and dating	
information with others	impact of mental health	violence).	
who can benefit.	illness on the family.		
		• 2.1.12.SSH.5: Demonstrate	
• 2.1.12.CHSS.5: Analyze a	• 2.1.12.EH.3: Describe	ways to show respect for	
variety of health products	strategies to appropriately	the boundaries of others as	
and services based on cost,	respond to stressors in a	they relate to intimacy and	
availability, accessibility,	variety of situations (e.g.,	sexual behavior.	
benefits and accreditation	academics, relationships,		
in the home, school, and in	shootings, death, car	• 2.1.12.SSH.9: Analyze the	
the community (e.g.,	accidents, illness).	personal and societal factors	

<ul> <li>suicide prevention, breatyttestucht self.</li> <li>2.1.12.EH.4: Analyze and adapt mental and 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 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 commo local and global health issues caused by climate change and share this information in an appropriate setting.</li> <li>2.1.12.CHSS.8: Investigate this information in an appropriate setting.</li> <li>2.1.12.CHSS.8: Investigate this information in an appropriate setting.</li> <li>2.1.12.SSH.1: Analyze this information in an appropriate setting.</li> <li>2.1.12.SSH.3: Analyze that could lead to healthy or unhealthy consequences that could lead to healthy</li> <li>2.1.12.SSH.5: Describe identities, and sexual protect setting.</li> <li>2.1.12.SSH.3: Analyze torrent social issues affecting preceptions of sexuality, culture, ethnicity, diameter state and influences that could lead to healthy</li> <li>2.1.12.SSH.5: Describe identities, and sexual protects to evaluate situations and influences that could lead to healthy</li> <li>2.1.12.SSH.3: Analyze trecommendations to address those issues.</li> <li>2.1.12.SSH.5: Describe address thase to show</li> </ul>	 			1
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<ul> <li>skills training, menstrual products).</li> <li>emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> <li>2.1.12.CHSS.6: Evaluate the validity of health nessures, services, in school, home and in the community.</li> <li>2.1.12.CHSS.7: Describe and focal and global advocary organizations can collaborate to address common local and global howal ocal, state, and global advocary organizations can collaborate to address common local and global health nessing health insues caused by climate change and share this information in an appropriate setting.</li> <li>2.3.12.PSJ: Apply a thoughful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>2.3.12.PSJ: Apply a thoughful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>2.3.12.PSJ: Apply a thoughful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>2.1.12.SSH.5:</li> </ul>		-		
<ul> <li>products).</li> <li>2.1.12.CHSS.6: Evaluate the validity of health information, resources, school, home and in the community.</li> <li>2.1.12.CHSS.7: Describe how individuals and local, state, and global advocary organizations can collaborate to address common local and global hadsocary organizations can collaborate to address to explain a 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 insues caused by climate change and share this information in an appropriate setting.</li> <li>2.3.12.P.S1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>4.2.1.2.SSH.2: Advocate from the expression of sexuality, culture, ethnicity, disability status and make recommendations to address that could lead to healthy or unhealthy consequences</li> <li>4.2.1.2.SSH.2: Advocate from the expression of sexuality, culture, ethnicity, disability status and make recommendations to address thas could lead to healthy or unhealthy consequences</li> <li>4.2.1.2.SSH.3: Analyze the influences of peers, family, more site situations and influences of peers infinity.</li> <li>4.2.1.2.CHSS.8: Investigate how local, state, and global agencies are addressing health situations in an appropriate setting.</li> <li>4.2.1.2.SSH.3: Analyze the influences of peers into address those issues.</li> <li>4.2.1.2.SSH.3: Analyze the influences of peers into address thase issues.</li> <li>4.2.1.2.SSH.3: Analyze the influences of peers into address thase issues.</li> </ul>			relationship.	
<ul> <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 advocary 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>4.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>4.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>5.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>5.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>5.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>5.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>5.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>5.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>5.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>5.2.3.12.PS1.3: Apply a thoughtful decision-making process to evalu</li></ul>		-		
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<ul> <li>2.1.12.CHSS.7: Describe how individuals and local, state, and global advocav 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</li> </ul>	services, in school, home		association with sexually	
<ul> <li>• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocary organizations can collaborate to adfress 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</li> <li>• 2.1.12.SSH.2: Advocate for school and community policies and programs that genders, gender expressions, gender expressions, gender expressions, gender expressions, gender expressions, gender expressions, gender expressions, gender expressions, 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> </ul>	and in the community.		explicit media.	
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climate change and share this information in an appropriate setting.• 2.1.12.SSH.3: Analyze current social issues affecting perceptions of• 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate• 2.3.12.vs.1: Apply a sexuality, culture, ethnicity, disability status and make recommendations to address those issues.• 2.1.12.SSH.5:• 100 mining or unhealthy consequences• 2.1.12.SSH.5:• 2.1.12.SSH.5:	agencies are addressing	identities, and sexual		
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or unhealthy consequences • 2.1.12.SSH.5:	situations and influences	address those issues.		
	that could lead to healthy			
(e.g., peers, media). Demonstrate ways to show	or unhealthy consequences	• 2.1.12.SSH.5:		
	(e.g., peers, media).	Demonstrate ways to show		

	waanaat fay the become level of	
	respect for the boundaries	
• 2.3.12.PS.8: Develop	of others as they relate to	
strategies to communicate	intimacy and sexual	
effectively, safely, and with	behavior.	
empathy when using digital		
devices in a variety of	<ul> <li>2.1.12.SSH.6: Analyze the</li> </ul>	
situations (e.g.,	benefits of abstinence from	
cyberbullying, sexting).	sexual activity using	
	reliable resources.	
• 2.3.12.PS.9: Evaluate		
strategies to use social	• 2.1.12.SSH.7: Analyze	
media safely, legally, and	factors that influence the	
respectfully.	choices, and effectiveness	
	of safer sex methods and	
	contraception, including	
	risk-reduction and risk-	
	elimination strategies.	
	2.1.12.SSH.8: Describe the	
	human sexual response	
	cycle, including the role of	
	hormones and pleasure.	
	• 2.1.12.SSH.9: Analyze the	
	personal and societal	
	factors that could keep	
	someone from leaving an	
	unhealthy relationship.	
	•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.	
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• 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.
• 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).
• 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).
• 2.1.12.CHSS.6: Evaluate
the validity of health
information, resources,
services, in school, home

and in the community. • 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address commo local and global health and social issues (e.g., hunger, clean water, organ/tissue donation). • 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. • 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). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals vents	ГГ	
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consequences of sharing sexually explicit images (sexting) or messages with		
sexually explicit images (sexting) or messages with		consequences of sharing
(sexting) or messages with		
		individuals or posting
online.		

• 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).
• 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.
• 2.3.12.PS.7: Analyze
recruitment tactics that sex
traffickers/exploiters use to
exploit vulnerabilities and
recruit youth.
• 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).
• 2.3.12.PS.9: Evaluate
strategies to use social
media safely, legally, and
respectfully.

		• 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.		
Content	Overall Health and Wellness: Health Risks Health Behaviors Health Behaviors Health Triangle Different Types of Health: Social Health Mental Health Physical Health Physical Health Social and Emotional Health: Self Esteem Stress Mental Illness Diagonal and	<ul> <li>Relationships:</li> <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>	Immediate and long-term consequences associated with substance abuse. Drugs Affect: Person Family Friends Community Medications: Prescription Over-the-Counter Medicinal Supplements Holistic	Before and After Care: Consent Abandonment Negligence Duty to Act Act of Omission Act of Commission Confidentiality Good Samaritan Laws Disease Precautions Stages of Grieving Levels of Consent Organ Donation Types of Emergencies:
	<ul> <li>Diagnosis and Treatment of Mental Illness</li> <li>Fitness and Nutrition:         <ul> <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> </li> </ul>	Types of relationships: Dating Relationships Family Relationships Peer Relationships Relationship with Self Conflict Resolution Body Systems:	Illegals Drugs: Cocaine GHB Hallucinogens Heroin/Opiates Inhalants Methamphetamine Speed PCP LSD Psilocybin	<ul> <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>

Pyramid/MyPlate	Female	Nicotine/Tobacco/Marijuana	Bleeding
Food Labels	Reproductive	Vape:	Emergencies
Eating Disorders	System	Legality	Nosebleed
	Male Reproductive	<ul> <li>Long/Short Term</li> </ul>	Eye Injuries
Hygiene/Care Of:	System	Issues	Tooth Injuries
• Skin		Addiction	<ul> <li>Amputations</li> </ul>
Nails	Gender Identity	Physical Effects	<ul> <li>Internal Bleeding</li> </ul>
Hair	Gender Expression	Behavioral Effects	<ul> <li>Head/Neck/Spinal</li> </ul>
Teeth	Biological Sex		Injuries
<ul> <li>Mouth</li> </ul>	Sexual Orientation	Alcohol:	<ul> <li>Fractures</li> </ul>
Eyes		<ul> <li>Legality</li> </ul>	Dislocations
Ears	Pregnancy:	<ul> <li>Long/Short Term</li> </ul>	<ul> <li>Sprains</li> </ul>
	<ul> <li>Fertilization</li> </ul>	Issues	Strains
Heredity	<ul> <li>Fetal Development</li> </ul>	Addiction	<ul> <li>Ligaments</li> </ul>
Environment	<ul> <li>Prenatal Care</li> </ul>	<ul> <li>Physical Effects</li> </ul>	Cramps
Behavior	<ul> <li>Birth Process</li> </ul>	<ul> <li>Behavioral Effects</li> </ul>	Burns
Media	<ul> <li>Stages of Labor</li> </ul>		<ul> <li>Poisons</li> </ul>
Decision Making	<ul> <li>Birth Defects</li> </ul>	Anabolic Steroids:	Bites
Goals	<ul> <li>Adoption/Foster</li> </ul>	<ul> <li>Legality</li> </ul>	<ul> <li>Stings</li> </ul>
Goal Setting	<ul> <li>Teen Parenting</li> </ul>	<ul> <li>Long/Short Term</li> </ul>	Lyme Disease
Action Plans		Issues	Alcohol
		Addiction	Intoxication
Cancer Awareness Months		<ul> <li>Physical Effects</li> </ul>	<ul> <li>Drug Emergencies</li> </ul>
<ul> <li>January- Cervical</li> </ul>		<ul> <li>Behavioral Effects</li> </ul>	Carbon Monoxide
<ul> <li>February- Cancer</li> </ul>			Poisoning
Prevention		Peer Pressure	
<ul> <li>March- Kidney</li> </ul>		Drug Treatment/Rehab	
April- Testicular		Responsible Decision	Proper Procedures to
<ul> <li>May- Bladder,</li> </ul>		Making	Perform:
Brain, and Skin			<ul> <li>Rescue Breathing</li> </ul>
June- Cancer			• CPR
Survivor			AED
<ul> <li>July- Sarcoma,</li> </ul>			First Aid
Bone			Tourniquet
August			<ul> <li>EpiPen</li> </ul>
<ul> <li>September-</li> </ul>			Heimlich Maneuver
Childhood,			RICE

	Leukemia, Lymphoma, Ovarian, Prostate, Thyroid, Uterine October-Breast, Liver November-Lung, Pancreatic December Body Systems: Skeletal System Muscular System Cardiovascular System Respiratory System Nervous System Nervous System Digestive System School Violence Awareness Week 3rd Monday of October			<ul> <li>Stop the Bleed</li> <li>Packing Wounds</li> <li>Recovery Position</li> </ul> Fire Safety: <ul> <li>Evacuation Plan</li> <li>In the Home</li> <li>Outside the Home</li> </ul>
Skills	*The students will be able to understand that eating habits and diet will have lifelong effects on numerous health issues	*The students will be able to compare and contrast healthy versus unhealthy interpersonal relationships.	*The students will be able to investigate the use and abuse of over-the-counter and prescription medications and their	*The students will be able to discuss the importance and responsibilities of first responders.
	which will have a major impact on their futures. *The students will be able	*The students will be able to brainstorm exit strategies to employ if involved in an unhealthy	*The students will be able to relate injected drug use to	*The students will be able to recall opportunities for organ and tissue donation.
	to determine if physical	relationship.	the incidence of diseases	*The students will be able

fitness and good nutrition		such as HIV/AIDS and	to identify ways in which a
have a positive relationship	*The students will be able	hepatitis.	conscious or unconscious
and if a healthy diet alone	to determine personal		person might be treated in
is not enough to maintain	responsibilities in the	*The students will be able to	an emergency breathing
proper weight and fitness	, maintenance of positive	analyze the societal impact	situation.
levels.	relationships with family	of substance abuse on the	
	and friends.	individual, family, and	*The students will be able
*The students will be able		community.	to differentiate among
to learn and apply health	*The students will be able		methods for treating
promotion concepts and	to discuss the legal	*The students will be able to	infants, children, and
skills to support a healthy,	ramifications of abusive	compare and contrast the	adults.
active lifestyle.	behaviors.	incidence and impact of	
,		commonly abused	*The students will be able
*The students will be able	*The students will be able	substances on individuals	to define the 3 Cs (check,
to explain the impact of	to assess the physical,	and communities in the	call, care) in the emergency
personal health behaviors	mental, and emotional	United States and other	steps sequence.
on the functioning of the	effects of abusive	countries.	*The students will be able
human body.	behaviors.		to practice and perform
	*The students will be able	*The students will be able to	rescue breathing
*The students will be able	to compare and contrast	correlate increased alcohol	techniques appropriate for
to describe the	theories regarding the	use with challenges that	infants, children, and
interrelationships of	incidence of abusive	may occur at various life	adults.
mental, emotional, social	behaviors.	stages.	
and physical health	7. Genetic		*The students will be able
throughout adulthood.	Predisposition	*The students will be able to	to compare and contrast
	8. Peer Pressure	correlate the use of alcohol	CPR and AED techniques.
*The students will be able	9. Lack of Strong Role	and other drugs with	
to analyze how family,	Models	incidences of date rape,	*The students will be able
peers, and community can		sexual assault, STIs, and	to perform rescue
influence the health of	*The students will be able	unintended pregnancy.	breathing techniques in
individuals.	to summarize the		simulated emergency
	intervention strategies to	*The students will be able to	situations.
*Students will analyze the	eliminate high-risk	make decisions for	
role of individual	behaviors.	themselves when put in	*The students will be able
responsibility for enhancing		role-play scenarios.	to demonstrate how to
health.	*The students will be able		properly use an AED on an
	to assess the diverse	*The students will be able to	individual.

*The students will be able	methods of interpersonal	demonstrate strategies for	
to recognize hereditary	communication.	taking care of themselves	*The students will be able
factors that can affect non-	7. Verbal	and others	to perform manual CPR in
communicable diseases	8. Nonverbal		simulated emergency
related to our health and	9. Electronic	*The students will be able to	situations.
our reactions to stressful		identify and discuss risk	
situations.	*The students will be able	behaviors associated with	*The students will be able
	to dramatize appropriate	alcohol and drug use.	to demonstrate techniques
*The students will be able	interpersonal		mandated by the Red
to clearly identify problems	communication strategies.	*The students will be able to	Cross.
related to personal hygiene	C C	discuss the potential health	
and sanitation and their	*The students will be able	risks of adolescent use of	*The students will be able
causes.	to examine factors that	alcohol and drug use on the	to assimilate life saving
	impact effective	development of the youth	techniques in the
*The students will be able	interpersonal	brain.	performance of Red Cross
to assess personal wellness	communication.		assessments.
habits.	9. Peer Pressure	*The students will be able to	*The students will be able
	10. Conflict	identify resistance skills to	to present careers in a
*The students will be able	11. Group Mentality	resist pressure and to	health industry project
to analyze the	12. Self-Esteem Issues	engage in peer pressure to	using technology.
contributions of each		use and abuse alcohol and	
nutrient class to good	*The students will be able	drug use.	*The students will be able
health. (ex: fats, carbs,	to identify the		to identify the basic
protein, water, minerals,	consequences technology	*The students will be able to	components of an
vitamins)	can have on interpersonal	explain how the brain and	emergency situation (e.g.,
	relationships	body respond to the use of	bleeding, burns, choking,
*The students will be able	(sexting/texting).	alcohol and drugs.	possible poisoning).
to research the dietary			
trends of young adults	*The students will be able	*The students will be able to	*The students will be able
while also analyzing the	to demonstrate positive	explain how the body	to compare and contrast
impact of social media has	communication skills.	responds to alcohol and	emergency situations to
on dietary habits and	7. Refusal	drugs.	non-life-threatening
choices young adults make.	8. Negotiation		situations.
	9. Assertiveness	*The students will be able to	
*The students will be able		discuss positive social	*The students will be able
to compare and contrast	*The students will be able	practices to avoid being	to illustrate the basic First
cultural habits that impact	to compare and contrast	around alcohol and drug	Aid and care involved in an

personal nutrition		use.	emergency situation,
	characteristics of human		including basic life support.
*The students will be	able relationships.	*The students will be able to	
to demonstrate th	e	explain the alternatives to	*The students will be able
relationship between	diet *The students will be able	alcohol and drug use.	to demonstrate methods
and illness.	to determine values and		for bleeding control.
	ethics that contribute to	*The students will be able to	*The students will be able
*The students will be		discuss resistance skills to	to dramatize care for
to identify how emot	•	use anabolic steroids and	emergency situations (e.g.,
impact depression, st		the long-lasting use of these	bites, broken bone or joint
and thoughts of suic		types of drugs.	injury, burns, poisoning,
	to assimilate the personal		stings)
*The students will be		*The students will be able to	
to understand heal	•	explain how alcohol affects	*The students will be able
stress managemer	-	the mental and physical	to assess the importance of
strategies and how		abilities needed for driving	the use of protective
utilize them.	*The students will be able	safely.	barriers in the treatment of
	to summarize significant		victims.
*The students will be		*The students will be able to	
to identify ways to imp	•	define blood-alcohol	*The students will be able
or maintain good pers		concentration (BAC).	to utilize technology to
hygiene practices	_		research legislation
	13. Pregnancy	*The students will be able to	regarding public safety and
*The students will be	able 14. Loss of a Family	list and explain the factors	responder liability (e.g.,
to anticipate the	Member	that affect blood-alcohol	The Good Samaritan Law).
consequences of th		concentration.	
problem for self, fan			*The students will be able
and classmates by r		*The students will be able to	to summarize and identify
practicing good perso		compare myths and truths	proper procedures to
hygiene and sanitati		about the use of alcohol.	prevent and treat Lyme's
	situations, such as dating in		Disease.
*The students will be	5 1 / 5 /	*The students will be able to	
to assess the advanta		explain the difference	*The students will be able
and disadvantages		between over-the-counter	to understand the stages of
personal hygiene a	C C	medicine and prescription	grieving.
sanitation practice		medicine.	
	*The students will be able		*The students will be able

*The students will be able	to identify and explain the	*The students will be able to	to analyze the
to identify the best possible	function of the parts of the	explain how depressants,	opportunities available at
solution for him/her based	male and female	stimulants, and	home, in school, and in the
on personal ability and	reproductive systems.	hallucinogenic drugs affect a	community to support the
living situation.	reproductive systems.	person.	mental health of oneself or
ining situation.	*The students will be able	person.	an individual.
*The students will be able	to differentiate between	*The students will be able to	
to clearly and directly state	gender identity, gender	describe the effects of	*The students will be able
opinions and give good	expression, biological sex,	combining alcohol with	to analyze a variety of
reasons.	and sexual orientation.	other drugs.	health products and
reasons.	and sexual offentiation.	other drugs.	services based on cost,
*The students will be able	*The students will be able	*The students will be able to	availability, accessibility,
to ask for help and advice	to identify and compare	describe zero tolerance	benefits, and accreditation.
and seek information when	different types of STIs	levels of impairment and	Schends, and deer culturion.
needed.	(Sexually Transmitted	how impairment can be	*The students will be able
needed.	Infections), identify signs	detected and measured.	to properly administer an
*The students will be able	and symptoms, and		epi-pen.
to identify personal	describe treatment	*The students will be able to	cpi peni
hygiene and sanitation	methods.	describe how peer	*The students will be able
practices and the need to	*The students will be able	influences and peer	to explain how to perform
improve or maintain them.	to understand ways to get	pressure might affect a	the Heimlich Maneuver and
····p·····	STIs and prevent them.	person's decision about	demonstrate properly on a
*The students are able to		drinking and driving.	mannequin.
identify how their personal	*The students will be able		
hygiene and sanitation	to identify different types	*The students will be able to	*The students will be able
practices may impact	of contraception and	list five steps involved in	to give first aid steps for
others.	understand how each	making a responsible	eye and tooth injuries.
	method works.	decision.	, ,
*The students will be able			*The students will be able
to recognize the needs of	*The students will be able	*The students will be able to	to recognize and care for
others in terms of their	to explain how to prevent	explain the meaning of peer	head, neck, and spinal
own personal hygiene and	pregnancy and the	education.	injuries.
sanitation practices.	decisions to be made		÷
	related to pregnancy and	*The students will be able to	*The students will be able
*The students will be able	childbirth that will have	explain why everyone	to recognize and care for
to recognize how	short and long-term	should share the	extremity injuries.
maintaining good personal	impacts.	responsibility of preventing	· ·

				*
	ygiene and sanitation will	*	friends from drinking and	*The students will be able
SU	upport good self-esteem.	*The students will be able	driving.	to recognize and care for
		to describe fertilization,	<b></b>	burns and electrical
	The students will be able	fetal development, and the	*The students will be able to	injuries.
to	determine ways in which	birth process and resources	identify five different ways	
	an individual can take	available to confirm	to say no to peer pressure.	*The students will be able
re	esponsibility for ensuring	pregnancy.		to recognize and care for
	success and wellness.	*The students will be able		poisons.
		to compare and contrast		
	The students will be able	the alternatives available to		*The students will be able
to	properly give one's self a	a pregnant teen.		to recognize and care for
	breast examination.			alcohol and drug
		*The students will be able		emergencies.
*	The students will be able	to identify the effects and		
	to identify and explain	consequences of the use of		*The students will be able
d	lifferent types of cancer.	alcohol, tobacco, and other		to recognize carbon
		drugs on the developing		monoxide poisoning.
*	The students will be able	fetus.		
to	know how to screen/test			*The students will be able
	for multiple types of	*The students will be able		to learn about fire
	cancers.	to explain how parental		prevention and
		responsibilities change		develop/establish a plan
	*The students will be	throughout the family life		for their household.
	ole to identify the major	cycle.		
	organs and systems of			*The students will be able
	the human body and	*The students will be able		to evaluate the ways their
ex	cplain how they keep us	to evaluate the methods		families use fire and the
	alive.	and resources available to		safety of their homes from
	*The students will be	confirm a pregnancy.		fire hazards.
	ble to examine how the	······································		
	human body systems	*The students will be able		*The students will be able
	work together.	to analyze factors that		to discuss fire safety
	WOIK LOBELHEI.	affect the decision to		outside the house.
	*The students will be	become a parent.		
	able to explain how			*The students will be able
h	umans grow, develop,	*The students will be able		to investigate product
	and stay healthy.	to evaluate different		warning labels and fire
	, ,			

*The students will be	reproductive disorders.	safety.
able to discuss how our		,
bodies let us do what we	*The students will be able	
want and keep us alive.	to investigate the signs and	
*The students will be able to assess how the health of one organ	symptoms that may occur in the body indicating a reproductive disorder.	
system impacts the health of the other organ systems.	*The students will be able to compare and contrast male and female sterility.	
*The students will be able to explain how the systems and organs of the human body work	*The students will be able to create an action plan of how often individuals	
together and individually to support life.	should give themselves a self-exam or go for screenings by a medical	
*The students will be able to compare and	professional.	
contrast why each of the systems of the body is important.	*The students will be able to identify and discuss risk behaviors associated with	
*The students will be able to hypothesize how	sexting and a negative social media presence.	
our lifestyles impact our body systems and organs.	*Relate the use of alcohol and other drugs to	
*The students will be	decision-making, consent,	
able to understand how	and risk for sexual assault	
cells are the basic unit of structure and function in	and abuse.	
the human body.	*Define interpersonal and	
*The students will be able to outline how we can make choices to	sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault,	

	*Personal Hygiene and	*LGBTQ Relationships		*Pride with Heart
	Grooming	*LGBTQ+ Relationships		American Heart Association
	*Teaching Hygiene to	*Healthy LGBT		CPR & First Aid
	Students with Special	Relationships		<u>or n a motria</u>
	Needs	*Fostering Healthy		
	*Black hair: Tips for	Relationships - Parenting		
	everyday care	Special Needs Magazine		
	*The Trevor Project	*NYC Anti-Violence Project		
	*Providing Mental Health	NTC Anti Violence Project		
	First Aid to LGBTQ+			
	Communities			
	communicies			
Modifications and	Modifications and	Modifications and	Modifications and	Modifications and
Accommodations	Accommodations for	Accommodations for	Accommodations for	Accommodations for
Accommodations	students with IEPs, English			
	Language Learners, and	Language Learners, and	Language Learners, and	Language Learners, and
	Gifted and Talented	Gifted and Talented	Gifted and Talented	Gifted and Talented
	students may include but			
	are not limited to the			
	following:	following:	following:	
	ionowing.	Tonowing.	Tonowing.	following:
	Special Education	Special Education	Special Education	Special Education
	*Exemplars of Varied	*Exemplars of Varied	*Exemplars of Varied	*Exemplars of Varied
	Performance Levels	Performance Levels	Performance Levels	Performance Levels
	*Multimedia Presentations	*Multimedia Presentations	*Multimedia Presentations	*Multimedia Presentations
	*Sheltered instruction	*Sheltered instruction	*Sheltered instruction	*Sheltered instruction
	*Consultation with ESL	*Consultation with ESL	*Consultation with ESL	*Consultation with ESL
	Teachers	Teachers	Teachers	Teachers
	*Manipulatives	*Manipulatives	*Manipulatives	*Manipulatives
	*Tiered/Scaffolded Lessons	*Tiered/Scaffolded Lessons	*Tiered/Scaffolded Lessons	*Tiered/Scaffolded Lessons
	*Mnemonic Devices	*Mnemonic Devices	*Mnemonic Devices	*Mnemonic Devices
	*Visual Aids *Modeling	*Visual Aids *Modeling	*Visual Aids *Modeling	*Visual Aids *Modeling
	*Guided Note-Taking	*Guided Note-Taking	*Guided Note-Taking	*Guided Note-Taking
	*Study Guides	*Study Guides	*Study Guides	*Study Guides
	*Modified Homework	*Modified Homework	*Modified Homework	*Modified Homework
	*Differentiated Pre-Typed	*Differentiated Pre-Typed	*Differentiated Pre-Typed	*Differentiated Pre-Typed
	Class Notes	Class Notes	Class Notes	Class Notes
L				

*M	lanipulatives	*Manipulatives	*Manipulatives	*Manipulatives
	ipped Instruction *Word	*Flipped Instruction *Word	*Flipped Instruction *Word	*Flipped Instruction *Word
Bar	•••	Banks	Banks	Banks
*Re	educed Choice on	*Reduced Choice on	*Reduced Choice on	*Reduced Choice on
Ass	sessments	Assessments	Assessments	Assessments
*Pr	referential Seating	*Preferential Seating	*Preferential Seating	*Preferential Seating
*Ch	hoice Activities	*Choice Activities	*Choice Activities	*Choice Activities
*M	lodified Time	*Modified Time	*Modified Time	*Modified Time
Rec	quirements *Modified	Requirements *Modified	Requirements *Modified	Requirements *Modified
Not	tes	Notes	Notes	Notes
*M	lodified Lesson,	*Modified Lesson,	*Modified Lesson,	*Modified Lesson,
Ass	sessment and Study	Assessment and Study	Assessment and Study Guide	Assessment and Study
	ide Format	Guide Format	Format	Guide Format
*Pr	rovide an Enriched	*Provide an Enriched	*Provide an Enriched	*Provide an Enriched
Cur	rriculum and Activities	Curriculum and Activities	Curriculum and Activities	Curriculum and Activities
*In	dependent Projects	*Independent Projects	*Independent Projects	*Independent Projects
*Cc	ontracts/Behavior	*Contracts/Behavior	*Contracts/Behavior	*Contracts/Behavior
Sup	oport Plans	Support Plans	Support Plans	Support Plans
*01	pen-Ended Responses	*Open-Ended Responses	*Open-Ended Responses	*Open-Ended Responses
*Pr	roject-Based Learning	*Project-Based Learning	*Project-Based Learning	*Project-Based Learning
*Gr	roup Activities *Guided	*Group Activities *Guided	*Group Activities *Guided	*Group Activities *Guided
Not	tes	Notes	Notes	Notes
*Fu	unctional Learning	*Functional Learning	*Functional Learning	*Functional Learning
*Ex	ploration Activities	*Exploration Activities	*Exploration Activities	*Exploration Activities
*As	ssessment Read Aloud	*Assessment Read Aloud	*Assessment Read Aloud	*Assessment Read Aloud
*Sn	mall Group Assessments	*Small Group Assessments	*Small Group Assessments	*Small Group Assessments
	rganizational Support	*Organizational Support	*Organizational Support	*Organizational Support
	ral Questioning	*Oral Questioning	*Oral Questioning	*Oral Questioning
	sessment *Pre-Writing	Assessment *Pre-Writing	Assessment *Pre-Writing	Assessment *Pre-Writing
	uctural Supports	Structural Supports	Structural Supports	Structural Supports
	ngoing Teacher	*Ongoing Teacher	*Ongoing Teacher Feedback	*Ongoing Teacher
Fee	edback *Interactive	Feedback *Interactive	*Interactive Study Guides	Feedback *Interactive
Stu	ıdy Guides	Study Guides	*Multi-Sensory Approach	Study Guides
*M	Iulti-Sensory Approach	*Multi-Sensory Approach	*Written and Spoken *Step-	*Multi-Sensory Approach
*W	/ritten and Spoken	*Written and Spoken	by-Step Directions	*Written and Spoken
*St	tep-by-Step Directions	*Step-by-Step Directions	*Content-Focused	*Step-by-Step Directions
*Co	ontent-Focused	*Content-Focused	Assessment *Non-Verbal	*Content-Focused

Assessment *Non-Verbal	Assessment *Non-Verbal	Cues to Begin Task/Remain	Assessment *Non-Verbal
Cues to Begin Task/Remai	n Cues to Begin Task/Remain	on Task/Refocus *Individual	Cues to Begin Task/Remain
on Task/Refocus	on Task/Refocus	Monitoring	on Task/Refocus
*Individual Monitoring	*Individual Monitoring	*Active Reading Strategies	*Individual Monitoring
*Active Reading Strategies	*Active Reading Strategies		*Active Reading Strategies
		Gifted & Talented	
Gifted & Talented	Gifted & Talented	*Provide One-to-One	Gifted & Talented
*Provide One-to-One	*Provide One-to-One	Support *Curriculum	*Provide One-to-One
Support *Curriculum	Support *Curriculum	Compacting *Advanced	Support *Curriculum
Compacting *Advanced	Compacting *Advanced	Problems	Compacting *Advanced
Problems	Problems	*Supplemental Reading	Problems
*Supplemental Reading	*Supplemental Reading	*Elevated Questioning	*Supplemental Reading
*Elevated Questioning	*Elevated Questioning	*Flexible Grouping	*Elevated Questioning
*Flexible Grouping	*Flexible Grouping	*Tiered Assignments	*Flexible Grouping
*Tiered Assignments	*Tiered Assignments	*Topic Selection by Interest	*Tiered Assignments
*Topic Selection by Intere	st *Topic Selection by Interest	*Manipulatives *Tiered	*Topic Selection by Interest
*Manipulatives *Tiered	*Manipulatives *Tiered	Lessons	*Manipulatives *Tiered
Lessons	Lessons	*Flipped Instruction	Lessons
*Flipped Instruction	*Flipped Instruction	*Multimedia Presentations	*Flipped Instruction
*Multimedia Presentation	s *Multimedia Presentations	*Open-Ended Responses	*Multimedia Presentations
*Open-Ended Responses	*Open-Ended Responses	*Project-Based Learning	*Open-Ended Responses
*Project-Based Learning	*Project-Based Learning	*Group Activities *Guided	*Project-Based Learning
*Group Activities *Guided	*Group Activities *Guided	Notes	*Group Activities *Guided
Notes	Notes	*Conclusions and Analysis	Notes
*Conclusions and Analysis	*Conclusions and Analysis	*Career Based Learning	*Conclusions and Analysis
*Career Based Learning	*Career Based Learning	*Exploration Activities	*Career Based Learning
*Exploration Activities	*Exploration Activities	*Student Choice	*Exploration Activities
*Student Choice	*Student Choice		*Student Choice
		ELL's	
ELL's	ELL's	*Multimedia Presentations	ELL's
*Multimedia Presentation		*Sheltered Instruction	*Multimedia Presentations
*Sheltered Instruction	*Sheltered Instruction	*Manipulatives	*Sheltered Instruction
*Manipulatives	*Manipulatives	*Mnemonic Devices	*Manipulatives
*Mnemonic Devices	*Mnemonic Devices	*Visual Aids *Modeling	*Mnemonic Devices
*Visual Aids *Modeling	*Visual Aids *Modeling	*Guided note-taking	*Visual Aids *Modeling
*Guided note-taking	*Guided note-taking	*Individualized Instruction	*Guided note-taking
*Individualized Instruction	*Individualized Instruction	*Manipulatives *Words	*Individualized Instruction

*Manipulatives *Words	*Manipulatives *Words	Banks	*Manipulatives *Words
Banks	Banks	*Flipped Instruction	Banks
*Flipped Instruction	*Flipped Instruction	*Preferential Seating	*Flipped Instruction
*Preferential Seating	*Preferential Seating	*Choice activities	*Preferential Seating
*Choice activities	*Choice activities	*Modified Time	*Choice activities
*Modified Time	*Modified Time	Requirements *Modified	*Modified Time
Requirements *Modified	Requirements *Modified	Notes	Requirements *Modified
Notes	Notes	*Modify Lesson, Assessment	Notes
*Modify Lesson,	*Modify Lesson,	and Study Guide Format	*Modify Lesson,
Assessment and Study	Assessment and Study	*Open-Ended Responses	Assessment and Study
Guide Format	Guide Format	*Project-Based Learning	Guide Format
*Open-Ended Responses	*Open-Ended Responses	*Group Activities *Guided	*Open-Ended Responses
*Project-Based Learning	*Project-Based Learning	Notes	*Project-Based Learning
*Group Activities *Guided	*Group Activities *Guided	*Functional Learning	*Group Activities *Guided
Notes	Notes	*Exploration Activities	Notes
*Functional Learning	*Functional Learning	*Assessment Read Aloud	*Functional Learning
*Exploration Activities	*Exploration Activities	*Small Group Assessments	*Exploration Activities
*Assessment Read Aloud	*Assessment Read Aloud	*Organizational Support	*Assessment Read Aloud
*Small Group Assessments	*Small Group Assessments	*Oral Questioning	*Small Group Assessments
*Organizational Support	*Organizational Support	Assessment *Pre-Writing	*Organizational Support
*Oral Questioning	*Oral Questioning	Structural Supports	*Oral Questioning
Assessment *Pre-Writing	Assessment *Pre-Writing	*Ongoing Teacher Feedback	Assessment *Pre-Writing
Structural Supports	Structural Supports	*Interactive Study Guides	Structural Supports
*Ongoing Teacher	*Ongoing Teacher	*Multi-Sensory Approach	*Ongoing Teacher
Feedback *Interactive	Feedback *Interactive	*Written and Spoken *Step-	Feedback *Interactive
Study Guides	Study Guides	by-Step Directions	Study Guides
*Multi-Sensory Approach	*Multi-Sensory Approach	*Content-Focused	*Multi-Sensory Approach
*Written and Spoken	*Written and Spoken	Assessment *Non-Verbal	*Written and Spoken
*Step-by-Step Directions	*Step-by-Step Directions	Cues to Begin	*Step-by-Step Directions
*Content-Focused	*Content-Focused	Task/Remain on	*Content-Focused
Assessment *Non-Verbal	Assessment *Non-Verbal	Task/Refocus *Individual	Assessment *Non-Verbal
Cues to Begin	Cues to Begin	Monitoring	Cues to Begin
Task/Remain on	Task/Remain on	*Active Reading Strategies	Task/Remain on
Task/Refocus *Individual	Task/Refocus *Individual		Task/Refocus *Individual
Monitoring	Monitoring		Monitoring
*Active Reading Strategies	*Active Reading Strategies		*Active Reading Strategies

Reliable/	*Health Education / SEL			
Suggested	Crosswalk	Crosswalk	Crosswalk	Crosswalk
Materials	* <u>The health. moves. minds.</u> <u> <sup>®</sup> Fundraiser</u>	* <u>The health. moves. minds.</u> <u> <sup>®</sup> Fundraiser</u>	* <u>The health. moves. minds.</u> <u> <sup>®</sup> Fundraiser</u>	* <u>The health. moves. minds.</u> <u>® Fundraiser</u>
	* <u>CATCH</u>	* <u>CATCH</u>	* <u>CATCH</u>	* <u>CATCH</u>
	*Discovery Education	*Discovery Education	*Discovery Education	* <u>Discovery Education</u>
	* <u>High School   HealthSmart</u>			
	* <u>Kids Health</u>	* <u>Kids Health</u>	* <u>Kids Health</u>	* <u>Kids Health</u>
	* <u>Newsela</u>	* <u>Newsela</u>	* <u>Newsela</u>	* <u>Newsela</u>
	* <u>Quizlet</u>	* <u>Teens (for Teens) -</u> Nemours KidsHealth	* <u>Teens (for Teens) -</u> Nemours KidsHealth	* <u>Teens (for Teens) -</u> Nemours KidsHealth
	* <u>Kahoot!</u>	*Centers for Disease	*Centers for Disease Control	*Centers for Disease
	* <u>Quizizz</u>	Control and Prevention	and Prevention	Control and Prevention
	* <u>Poll Everywhere</u>	* <u>Be Real. Be Ready.</u>	* <u>Catch My Breath – A</u> Nicotine Vaping Prevention	* <u>Red Cross</u>
	* <u>Socrative</u>	* <u>Sex Education is a</u> <u>Critical Component of</u>	Program	* <u>Basic First Aid Choice</u> Board
	* <u>Mentimeter</u>	School Health Education	* <u>The Real Cost of Vaping</u>	
	* <u>Padlet</u>	* <u>Resources   NJCASA</u> *Search & Selection Tool	Scholastic	* <u>Performing Hands-Only</u> <u>CPR   Using an AED  </u> <u>First Aid for Chabing</u>
	* <u>CASEL</u>	<u>– Advocates for Youth</u>	* <u>Toolkit for Schools - Make</u> <u>Smoking History</u>	First Aid for Choking
	* <u>FDA</u>	* <u>Amaze.org</u>	* <u>Commercial Tobacco</u>	* <u>CPR on Television. Who</u> <u>did it right?</u>
	* <u>Teens (for Teens) -</u>	* <u>Amaze.org JR</u> *StopBullying.gov	Prevention and Control	* <u>CPR In Television</u>
	Nemours KidsHealth		* <u>Educator Resources</u>	*CPR/AED Slide Show
	* <u>Centers for Disease</u>	* <u>PACER's National</u>		CENTAED SILLE SILLE

Control and Prevention	<b>Bullying Prevention</b>	* <u>Presentation for Youth  </u>	* <u>Types of Disasters</u>
	Center	Electronic Cigarettes	American Red Cross
*School Workshops On	* CLEEN	Smoking & Tobacco Use	
Body Image: Confident Me	* <u>GLSEN</u>	CDC	*EPA Poison Checklist
<u>– Dove</u>	*Love is Respect		
		*Prescription Drugs Prezi	*Department of Health
*The Health Triangle	* <u>Preventing Teen Dating</u>		Communicable Disease
_	Violence	* <u>The Abuse Of Prescription</u>	Service   Fight the Bite, NJ!
* <u>UNICEF</u>	*Sophia's Secret - CBS	Drugs.	
			*Lifesavers Inc
*National Institute of	News	*Top 10 Prescription Facts	
<u>Mental Health</u>	*Life's Greatest Miracle	about Drug Abuse Video	*American Heart
*Physical Activity Basics	NOVA   PBS		Association
Trysical Activity Dasies		*Substance Abuse	
* <u>CalorieKing</u>	* <u>Birth Control Methods &amp;</u>	Treatment Programs TN	*The Stages of Grief: How
*5'	Options	Addiction Rehab TN	to Understand Your
* <u>FitnessGram</u>	*Types of Sexually		Feelings
*MyPlate	Transmitted Infections	*Teen Substance Use	
<u>intyrtate</u>	Transmitted mections	Disorder Treatment   Los	*Stop The Bleed
* <u>USDA</u>	*HECAT: Module SH -	Angeles CA	<u>stop me bleed</u>
*Llow to Cot CMART	SEXUAL HEALTH	Aligeres ex [	
*How to Get SMART	CURRICULUM	*Rx foRUndeRstanding: -	
About Goal Setting		Preventing Prescription Drug	
*Creating Your Personal	* <u>Answer, Rutgers</u>	Abuse	
Stress-Management Plan	*Gender & Sexual	ADUSE	
	Identity   Learning for	*Malcomo to Harointours	
*Bullying Survey		* <u>Welcome to Herointown,</u>	
*National Suisida	Justice	New Jersey's 4th-largest city	
* <u>National Suicide</u>	*National Institute of		
Prevention Lifeline	Mental Health	* <u>Alumni In Recovery</u>	
*Psychiatry.org - Suicide			
Prevention	* <u>Resources for GSAs</u>	* <u>Commonly Used Drugs</u>	
	*What are the different	Charts   National Institute	
* <u>NIMH » Help for Mental</u>	types of contraception?	on Drug Abuse (NIDA)	
Illnesses	NICHD - Eunice Kennedy		
		*National Institute on Drug	
	Shriver National Institute	Abuse	
	of Child Health and		

Human Development	*Parents & Educators	
*Ally's Story: Second	National Institute on Drug	
Thoughts on Sexting	<u>Abuse (NIDA)</u>	
	* Aleshal Easte and Ctatistics	
* <u>Staying healthy and safe</u>	*Alcohol Facts and Statistics	
<u>  Office on Women's</u> <u>Health</u>		
* <u>Everybody Loves</u>		
Raymond - The Angry Family		
* <u>"Modern Family" Trailer</u>		
* <u>Rights, Respect,</u>		
Responsibility		
*NJ LGBTQ Inclusive		
Curriculum - Make It		
Better for Youth		
* <u>The Harbor TV</u>		
*What Consent Looks		
Like   RAINN		
*Information on Risk		
Behaviors for Parents		
with Teens (Ages 12-19)		
CDC		
* <u>SEXUAL BEHAVIOR:</u>		
TYPICAL or PROBLEMATIC?		
* <u>Recognize Human</u>		
Trafficking - SAFE Center		
*Child Safety Laws In		
Your State   Safe Kids		
<u>Worldwide</u>		

* <u>State-by-State</u> <u>Differences in Sexting</u> <u>Laws   Bark</u> * <u>Protections from Sexual</u> <u>Harassment in</u> <u>Employment Under New</u> <u>Jersey Law</u>
* <u>Protections from Sexual</u> <u>Harassment Under New</u> <u>Jersey Law</u> * <u>Civil Statute of</u> <u>Limitations for Sexual</u>
Assault   NJCASA         *6 Different Types of         Abuse - REACH         *Recognize Human         Trafficking - SAFE Center
* <u>A Teens Guide to Social</u> <u>Media Safety   Safe</u> <u>Search</u> * <u>Sexting and the Impacts</u> <u>on Young People   Kids</u> <u>Helpline</u>

## 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

	Unit 1	Unit 2	Unit 3	Unit 4
Number of Weeks	approx. 10	approx. 10	approx. 10	approx. 10
Торіс	Health and Wellness	Relationships/Family Life/Sexuality	Alcohol, Tobacco, and Other Drugs	Community Health Skills
Standards	• 2.1.12.PGD.1: Develop a	• 2.1.12.PGD.1: Develop a	• 2.1.12.PGD.1: Develop a	• 2.1.12.EH.3: Describe
	health care plan that	health care plan that	health care plan that	strategies to appropriately
	includes practices and	includes practices and	includes practices and	respond to stressors in a
	strategies designed to	strategies designed to	strategies designed to	variety of situations (e.g.,
	support an active lifestyle,	support an active lifestyle,	support an active lifestyle,	academics, relationships,
	attend to mental health,	attend to mental health,	attend to mental health, and	shootings, death, car
	and foster a healthy, social	and foster a healthy, social	foster a healthy, social and	accidents, illness).
	and emotional life.	and emotional life.	emotional life.	
				• 2.1.12.SSH.4:
	• 2.1.12.PGD.2: Predict	• 2.1.12.PGD.2: Predict	• 2.1.12.PGD.2: Predict how	Demonstrate strategies to
	how healthy and unhealthy	how healthy and unhealthy	healthy and unhealthy	prevent, manage, or
	behaviors can affect brain	behaviors can affect brain	behaviors can affect brain	resolve interpersonal
	development and impact	development and impact	development and impact	conflicts without harming
	physical, social and	physical, social and	physical, social and	self or others (defining and
	emotional stages of early	emotional stages of early	emotional stages of early	understanding the laws of
	adulthood.	adulthood.	adulthood.	consent and dating
				violence).
	• 2.1.12.EH.1: Recognize	• 2.1.12.PP.1: Compare and	• 2.1.12.EH.1: Recognize	
	one's personal traits,	contrast the advantages	one's personal traits,	• 2.1.12.CHSS.5: Analyze a
	strengths, and limitations	and disadvantages of	strengths, and limitations	variety of health products
	and identify how to	contraceptive and disease	and identify how to develop	and services based on cost,
	develop skills to support a	prevention methods (e.g.,	skills to support a healthy	availability, accessibility,
	healthy lifestyle.	abstinence, condoms,	lifestyle.	benefits and accreditation
		emergency contraception,		in the home, school, and in
	• 2.1.12.EH.2: Analyze	dental dams).	• 2.1.12.EH.2: Analyze	the community (e.g.,
	factors that influence the		factors that influence the	suicide prevention,
	emotional and social	• 2.1.12.PP.2: Develop a	emotional and social impact	breast/testicular self-
	impact of mental health	plan to eliminate or reduce	of mental health illness on	examination, CPR/AED, life
	illness on the family.	risk for unintended	the family.	skills training, menstrual
		pregnancy and/or STIs		products).

2.1.4.2.5U.2. Describe (including UNA) and identify 2.1.4.2.5U.2. Describe	
• 2.1.12.EH.3: Describe (including HIV) and identify • 2.1.12.EH.3: Describe	
strategies to appropriately ways to overcome strategies to appropriatel	-
respond to stressors in a potential barriers to respond to stressors in a	
variety of situations (e.g., prevention. variety of situations (e.g.	
academics, relationships, academics, relationships	
shootings, death, car • 2.1.12.PP.3: Identify shootings, death, car	and in the community.
accidents, illness). trusted adults, including accidents, illness).	
family members,	• 2.1.12.CHSS.7: Describe
• 2.1.12.EH.4: Analyze and caregivers, school staff, and • 2.1.12.EH.4: Analyze an	
adapt mental and health care professionals to adapt mental and emotion	nal state, and global advocacy
emotional health messages ask questions and discuss health messages and	organizations can
and communication pregnancy and other health communication technique	es collaborate to address
techniques to peers and topics. to peers and other specified	ic common local and global
other specific target target target audience (e.g.,	health and social issues
audience (e.g., dimensions • 2.1.12.PP.4: List the dimensions of health).	(e.g., hunger, clean water,
of health). major milestones of each	organ/tissue donation).
trimester of fetal • 2.1.12.CHSS.1: Analyze t	he
development utilizing opportunities available a	t • 2.1.12.CHSS.8: Investigate
medically accurate home, in school, and in th	how local, state, and global
• 2.1.12.SSH.1: Analyze the information. community to support th	e agencies are addressing
influences of peers, family, mental health of oneself of	or health issues caused by
media, social norms and • 2.1.12.PP.5: Analyze an individual.	climate change and share
culture on the expression factors that can impact the	this information in an
of gender, sexual health of a baby (e.g., fetal •2.1.12.CHSS.9: Develop a	an appropriate setting.
orientation, and identity. alcohol syndrome, sudden action plan to assist	
infant death syndrome, low individuals who have	• 2.3.12.PS.1: Apply a
• 2.1.12.SSH.2: Advocate birth weight, premature feelings of sadness, anxiet	
for school and community birth, genetics). stress, trauma, or	process to evaluate
policies and programs that depression and share thi	s situations and influences
promote dignity and • 2.1.12.PP.6: Analyze information with individua	als that could lead to healthy
respect for people of all personal and societal who will benefit.	or unhealthy consequences
genders, gender factors that can influence	(e.g., peers, media).
expressions, gender decisions about pregnancy • 2.1.12.SSH.1: Analyze th	
identities, and sexual options, including influences of peers, family	
orientations. parenting, abortion, safe media, social norms and	
haven, and adoption. culture on the expression	•
• 2.1.12.SSH.3: Analyze gender, sexual orientation	

	current social issues	• 2.1.12.PP.7: Analyze the	and identity.	devices in a variety of
	affecting perceptions of	emotional, social, physical,		situations (e.g.,
s	sexuality, culture, ethnicity,	and financial effects of	• 2.1.12.SSH.2: Advocate for	cyberbullying, sexting).
	disability status and make	being a teen or young adult	school and community	
	recommendations to	parent.	policies and programs that	
	address those issues.		promote dignity and respect	
		• 2.1.12.PP.8: Assess the	for people of all genders,	
	• 2.1.12.SSH.4:	skills needed to be an	gender expressions, gender	
	Demonstrate strategies to	effective parent.	identities, and sexual	
	prevent, manage, or		orientations.	
	resolve interpersonal	• 2.1.12.PP.9: Evaluate		
	conflicts without harming	parenting strategies used	• 2.1.12.SSH.3: Analyze	
9	self or others (defining and	at various stages of child	current social issues	
	understanding the laws of	development based on	affecting perceptions of	
	consent and dating	reliable sources of	sexuality, culture, ethnicity,	
	violence).	information.	disability status and make	
			recommendations to	
	• 2.1.12.CHSS.1: Analyze	<ul> <li>2.1.12.EH.1: Recognize</li> </ul>	address those issues.	
1	the opportunities available	one's personal traits,		
	at home, in school, and in	strengths, and limitations	• 2.1.12.SSH.4: Demonstrate	
	the community to support	and identify how to	strategies to prevent,	
	the mental health of	develop skills to support a	manage, or resolve	
	oneself or an individual.	healthy lifestyle.	interpersonal conflicts	
			without harming self or	
	• 2.1.12.CHSS.2: Develop	• 2.1.12.EH.2: Analyze	others (defining and	
	an advocacy plan for a	factors that influence the	understanding the laws of	
	health issue and share this	emotional and social	consent and dating	
	information with others	impact of mental health	violence).	
	who can benefit.	illness on the family.		
			• 2.1.12.SSH.5: Demonstrate	
	• 2.1.12.CHSS.5: Analyze a	• 2.1.12.EH.3: Describe	ways to show respect for	
	variety of health products	strategies to appropriately	the boundaries of others as	
ā	and services based on cost,	respond to stressors in a	they relate to intimacy and	
	availability, accessibility,	variety of situations (e.g.,	sexual behavior.	
	benefits and accreditation	academics, relationships,		
i	in the home, school, and in	shootings, death, car	• 2.1.12.SSH.9: Analyze the	
	the community (e.g.,	accidents, illness).	personal and societal factors	

<ul> <li>suicide prevention, breatyttestucht self.</li> <li>2.1.12.EH.4: Analyze and adapt mental and 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 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 commo local and global health issues caused by climate change and share this information in an appropriate setting.</li> <li>2.1.12.CHSS.8: Investigate this information in an appropriate setting.</li> <li>2.1.12.CHSS.8: Investigate this information in an appropriate setting.</li> <li>2.1.12.SSH.1: Analyze this information in an appropriate setting.</li> <li>2.1.12.SSH.3: Analyze that could lead to healthy or unhealthy consequences that could lead to healthy</li> <li>2.1.12.SSH.5: Describe identities, and sexual protect setting.</li> <li>2.1.12.SSH.3: Analyze torrent social issues affecting preceptions of sexuality, cuture, ethnicity, disattions and influences that could lead to healthy</li> <li>2.1.12.SSH.3: Analyze torrent social issues affecting preceptions of sexuality, cuture, ethnicity, darges those issues.</li> <li>2.1.12.SSH.5: Describe address those issues.</li> <li>2.1.12.SSH.5: Describe address thas tobse issues.</li> </ul>	 			1
examination, CPR/AED, life skills training, menstrual products).adapt mental and emotional health messages and communication techniques to peers and of health).relationship.• 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global agencies are addressing health and social issues (e.g., hunger, clean water, organ/tissue donation).• 2.1.12.CHSS.8: Investigate how local, state, and global agencies are addressing health issues caused by climate charge and share this information in an appropriate setting.• 2.1.12.CSH.2: Advocate for school and community vorunealthy consequences origentations.• 2.1.12.CSH.2: Advocate for school and community policies and programs that greaders, gender identities, and sexual orientations.• 2.1.12.CHSS.8: Investigate for school and community policies and programs that greaders are addressing health issues caused by climate charge and share this information in an appropriate setting.• 2.1.12.CSH.3: Analyze current social issues affecting perceptions of sexuality culture, ethnicity, disability status and make recommendations to address those issues.• 2.1.12.SSH.5:				
<ul> <li>skills training, menstrual products).</li> <li>emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).</li> <li>2.1.12.CHSS.6: Evaluate the validity of health nessures, services, in school, home and in the community.</li> <li>2.1.12.CHSS.7: Describe and focal and global advocary organizations can collaborate to address common local and global howal ocal, state, and global advocary organizations can collaborate to address common local and global health nessing health insues caused by climate change and share this information in an appropriate setting.</li> <li>2.3.12.PSJ: Apply a thoughful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>2.3.12.PSJ: Apply a thoughful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>2.3.12.PSJ: Apply a thoughful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>2.1.12.SSH.5:</li> </ul>		-		
<ul> <li>products).</li> <li>2.1.12.CHSS.6: Evaluate the validity of health information, resources, school, home and in the community.</li> <li>2.1.12.CHSS.7: Describe how individuals and local, state, and global advocary organizations can collaborate to address common local and global hadsocary organizations can collaborate to address to explain a 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 insues caused by climate change and share this information in an appropriate setting.</li> <li>2.3.12.P.S1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>4.2.1.2.SSH.2: Advocate from the expression of sexuality, culture, ethnicity, disability status and make recommendations to address that could lead to healthy or unhealthy consequences</li> <li>4.2.1.2.SSH.2: Advocate from the expression of sexuality, culture, ethnicity, disability status and make recommendations to address thas could lead to healthy or unhealthy consequences</li> <li>4.2.1.2.SSH.3: Analyze the influences of peers, family, more site situations and influences of peers infinity.</li> <li>4.2.1.2.CHSS.8: Investigate how local, state, and global agencies are addressing health situations in an appropriate setting.</li> <li>4.2.1.2.SSH.3: Analyze the influences of peers into address those issues.</li> <li>4.2.1.2.SSH.3: Analyze the influences of peers into address thase issues.</li> <li>4.2.1.2.SSH.3: Analyze the influences of peers into address thase issues.</li> </ul>			relationship.	
<ul> <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 advocary 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>4.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>4.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>5.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>5.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>5.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>5.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>5.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>5.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>5.2.3.12.PS1.3: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>5.2.3.12.PS1.3: Apply a thoughtful decision-making process to evalu</li></ul>		-		
<ul> <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 advocary 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.P.S1: Apply a thooghful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>4.2.3.12.P.S1: Apply at thooghful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>4.2.3.12.P.S1: Apply at thooghful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>4.2.3.12.P.S1: Apply at thooghful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>4.2.3.12.P.S1: Apply at thooghful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>4.2.3.12.P.S1: Apply at thooghful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences</li> <li>4.2.1.12.SSH.5:</li> </ul>	products).			
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	(e.g., peers, media).	Demonstrate ways to show		

	waanaat fay the become level of	
	respect for the boundaries	
• 2.3.12.PS.8: Develop	of others as they relate to	
strategies to communicate	intimacy and sexual	
effectively, safely, and with	behavior.	
empathy when using digital		
devices in a variety of	<ul> <li>2.1.12.SSH.6: Analyze the</li> </ul>	
situations (e.g.,	benefits of abstinence from	
cyberbullying, sexting).	sexual activity using	
	reliable resources.	
• 2.3.12.PS.9: Evaluate		
strategies to use social	• 2.1.12.SSH.7: Analyze	
media safely, legally, and	factors that influence the	
respectfully.	choices, and effectiveness	
	of safer sex methods and	
	contraception, including	
	risk-reduction and risk-	
	elimination strategies.	
	2.1.12.SSH.8: Describe the	
	human sexual response	
	cycle, including the role of	
	hormones and pleasure.	
	• 2.1.12.SSH.9: Analyze the	
	personal and societal	
	factors that could keep	
	someone from leaving an	
	unhealthy relationship.	
	•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.	
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• 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.
• 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).
• 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).
• 2.1.12.CHSS.6: Evaluate
the validity of health
information, resources,
services, in school, home

and in the community. • 2.1.12.CHSS.7: Describe how individuals and local, state, and global advocacy organizations can collaborate to address commo local and global health and social issues (e.g., hunger, clean water, organ/tissue donation). • 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. • 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). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals vents	ГГ	
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stress, trauma, or depression and share this information with individuals who will benefit. • 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). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		individuals who have
depression and share this information with individuals who will benefit.         • 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).         • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		feelings of sadness, anxiety,
information with individuals who will benefit. • 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). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		stress, trauma, or
individuals who will benefit. • 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). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		depression and share this
benefit. • 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). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		information with
<ul> <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</li> </ul>		individuals who will
thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		benefit.
thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		
process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		• 2.3.12.PS.1: Apply a
process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		thoughtful decision-making
that could lead to healthy or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		
or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		
or unhealthy consequences (e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		that could lead to healthy
(e.g., peers, media). • 2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		
<ul> <li>2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with</li> </ul>		
short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		
short- and long-term consequences of sharing sexually explicit images (sexting) or messages with		• 2.3.12.PS.2: Analyze the
consequences of sharing sexually explicit images (sexting) or messages with		
sexually explicit images (sexting) or messages with		consequences of sharing
(sexting) or messages with		
		individuals or posting
online.		

	• 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).
	• 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.
	• 2.3.12.PS.7: Analyze
	recruitment tactics that sex
	traffickers/exploiters use to
	exploit vulnerabilities and
	recruit youth.
	• 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).
	• 2.3.12.PS.9: Evaluate
	strategies to use social
	media safely, legally, and
	respectfully.
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		• 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.		
Content	Overall Health and Wellness: Health Risks Health Behaviors Health Behaviors Health Triangle Different Types of Health: Social Health Mental Health Physical Health Physical Health Social and Emotional Health: Self Esteem Stress Mental Illness Diagnosis and	<ul> <li>Relationships:</li> <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>	Immediate and long-term consequences associated with substance abuse. Drugs Affect: Person Family Friends Community Medications: Prescription Over-the-Counter Medicinal Supplements Holistic	Before and After Care: Consent Abandonment Negligence Duty to Act Act of Omission Act of Commission Confidentiality Good Samaritan Laws Disease Precautions Stages of Grieving Levels of Consent Organ Donation Types of Emergencies:
	<ul> <li>Diagnosis and Treatment of Mental Illness</li> <li>Fitness and Nutrition:         <ul> <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> </li> </ul>	Types of relationships: Dating Relationships Family Relationships Peer Relationships Relationship with Self Conflict Resolution Body Systems:	Illegals Drugs: Cocaine GHB Hallucinogens Heroin/Opiates Inhalants Methamphetamine Speed PCP LSD Psilocybin	<ul> <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>

Pyramid/MyPlate	Female	Nicotine/Tobacco/Marijuana	Bleeding
Food Labels	Reproductive	Vape:	Emergencies
Eating Disorders	System	Legality	Nosebleed
	Male Reproductive	<ul> <li>Long/Short Term</li> </ul>	Eye Injuries
Hygiene/Care Of:	System	Issues	Tooth Injuries
• Skin		Addiction	<ul> <li>Amputations</li> </ul>
Nails	Gender Identity	Physical Effects	<ul> <li>Internal Bleeding</li> </ul>
Hair	Gender Expression	Behavioral Effects	<ul> <li>Head/Neck/Spinal</li> </ul>
Teeth	Biological Sex		Injuries
<ul> <li>Mouth</li> </ul>	Sexual Orientation	Alcohol:	<ul> <li>Fractures</li> </ul>
Eyes		<ul> <li>Legality</li> </ul>	Dislocations
Ears	Pregnancy:	<ul> <li>Long/Short Term</li> </ul>	<ul> <li>Sprains</li> </ul>
	<ul> <li>Fertilization</li> </ul>	Issues	Strains
Heredity	<ul> <li>Fetal Development</li> </ul>	Addiction	<ul> <li>Ligaments</li> </ul>
Environment	<ul> <li>Prenatal Care</li> </ul>	<ul> <li>Physical Effects</li> </ul>	Cramps
Behavior	<ul> <li>Birth Process</li> </ul>	<ul> <li>Behavioral Effects</li> </ul>	Burns
Media	<ul> <li>Stages of Labor</li> </ul>		Poisons
Decision Making	<ul> <li>Birth Defects</li> </ul>	Anabolic Steroids:	Bites
Goals	<ul> <li>Adoption/Foster</li> </ul>	<ul> <li>Legality</li> </ul>	<ul> <li>Stings</li> </ul>
Goal Setting	<ul> <li>Teen Parenting</li> </ul>	<ul> <li>Long/Short Term</li> </ul>	Lyme Disease
Action Plans		Issues	Alcohol
		Addiction	Intoxication
Cancer Awareness Months		<ul> <li>Physical Effects</li> </ul>	<ul> <li>Drug Emergencies</li> </ul>
<ul> <li>January- Cervical</li> </ul>		<ul> <li>Behavioral Effects</li> </ul>	Carbon Monoxide
<ul> <li>February- Cancer</li> </ul>			Poisoning
Prevention		Peer Pressure	
<ul> <li>March- Kidney</li> </ul>		Drug Treatment/Rehab	
April- Testicular		Responsible Decision	Proper Procedures to
<ul> <li>May- Bladder,</li> </ul>		Making	Perform:
Brain, and Skin			<ul> <li>Rescue Breathing</li> </ul>
June- Cancer			• CPR
Survivor			AED
<ul> <li>July- Sarcoma,</li> </ul>			First Aid
Bone			Tourniquet
August			<ul> <li>EpiPen</li> </ul>
<ul> <li>September-</li> </ul>			Heimlich Maneuver
Childhood,			RICE

	Leukemia, Lymphoma, Ovarian, Prostate, Thyroid, Uterine October-Breast, Liver November-Lung, Pancreatic December Body Systems: Skeletal System Muscular System Cardiovascular System Respiratory System Integumentary System Nervous System Digestive System School Violence Awareness Week 3rd Monday of October			<ul> <li>Stop the Bleed</li> <li>Packing Wounds</li> <li>Recovery Position</li> </ul> Fire Safety: <ul> <li>Evacuation Plan</li> <li>In the Home</li> <li>Outside the Home</li> </ul>
Skills	*The students will be able to understand that eating habits and diet will have lifelong effects on numerous health issues	*The students will be able to compare and contrast healthy versus unhealthy interpersonal relationships.	*The students will be able to investigate the use and abuse of over-the-counter and prescription medications and their	*The students will be able to discuss the importance and responsibilities of first responders.
	which will have a major impact on their futures. *The students will be able	*The students will be able to brainstorm exit strategies to employ if involved in an unhealthy	*The students will be able to relate injected drug use to	*The students will be able to recall opportunities for organ and tissue donation.
	to determine if physical	relationship.	the incidence of diseases	*The students will be able

fitness and good nutrition		such as HIV/AIDS and	to identify ways in which a
have a positive relationship	*The students will be able	hepatitis.	conscious or unconscious
and if a healthy diet alone	to determine personal		person might be treated in
is not enough to maintain	responsibilities in the	*The students will be able to	an emergency breathing
proper weight and fitness	maintenance of positive	analyze the societal impact	situation.
levels.	relationships with family	of substance abuse on the	
	and friends.	individual, family, and	*The students will be able
*The students will be able		community.	to differentiate among
to learn and apply health	*The students will be able		methods for treating
promotion concepts and	to discuss the legal	*The students will be able to	infants, children, and
skills to support a healthy,	ramifications of abusive	compare and contrast the	adults.
active lifestyle.	behaviors.	incidence and impact of	
· · ·		commonly abused	*The students will be able
*The students will be able	*The students will be able	substances on individuals	to define the 3 Cs (check,
to explain the impact of	to assess the physical,	and communities in the	call, care) in the emergency
personal health behaviors	mental, and emotional	United States and other	steps sequence.
on the functioning of the	effects of abusive	countries.	*The students will be able
human body.	behaviors.		to practice and perform
,	*The students will be able	*The students will be able to	rescue breathing
*The students will be able	to compare and contrast	correlate increased alcohol	techniques appropriate for
to describe the	theories regarding the	use with challenges that	infants, children, and
interrelationships of	incidence of abusive	may occur at various life	adults.
mental, emotional, social	behaviors.	stages.	
and physical health	10. Genetic		*The students will be able
throughout adulthood.	Predisposition	*The students will be able to	to compare and contrast
_	11. Peer Pressure	correlate the use of alcohol	CPR and AED techniques.
*The students will be able	12. Lack of Strong Role	and other drugs with	
to analyze how family,	Models	incidences of date rape,	*The students will be able
peers, and community can		sexual assault, STIs, and	to perform rescue
influence the health of	*The students will be able	unintended pregnancy.	breathing techniques in
individuals.	to summarize the		simulated emergency
	intervention strategies to	*The students will be able to	situations.
*Students will analyze the	eliminate high-risk	make decisions for	
role of individual	behaviors.	themselves when put in	*The students will be able
responsibility for enhancing		role-play scenarios.	to demonstrate how to
health.	*The students will be able		properly use an AED on an
	to assess the diverse	*The students will be able to	individual.

*	*The students will be able	methods of interpersonal	demonstrate strategies for	
	to recognize hereditary	communication.	taking care of themselves	*The students will be able
fa	actors that can affect non-	10. Verbal	and others	to perform manual CPR in
	communicable diseases	11. Nonverbal		simulated emergency
	related to our health and	12. Electronic	*The students will be able to	situations.
	our reactions to stressful		identify and discuss risk	
	situations.	*The students will be able	behaviors associated with	*The students will be able
		to dramatize appropriate	alcohol and drug use.	to demonstrate techniques
*	*The students will be able	interpersonal		mandated by the Red
te	o clearly identify problems	communication strategies.	*The students will be able to	Cross.
re	elated to personal hygiene		discuss the potential health	
	and sanitation and their	*The students will be able	risks of adolescent use of	*The students will be able
	causes.	to examine factors that	alcohol and drug use on the	to assimilate life saving
		impact effective	development of the youth	techniques in the
د	*The students will be able	interpersonal	brain.	performance of Red Cross
te	o assess personal wellness	communication.		assessments.
	habits.	13. Peer Pressure	*The students will be able to	*The students will be able
		14. Conflict	identify resistance skills to	to present careers in a
*	*The students will be able	15. Group Mentality	resist pressure and to	health industry project
	to analyze the	16. Self-Esteem Issues	engage in peer pressure to	using technology.
	contributions of each		use and abuse alcohol and	
	nutrient class to good	*The students will be able	drug use.	*The students will be able
	health. (ex: fats, carbs,	to identify the		to identify the basic
	protein, water, minerals,	consequences technology	*The students will be able to	components of an
	vitamins)	can have on interpersonal	explain how the brain and	emergency situation (e.g.,
		relationships	body respond to the use of	bleeding, burns, choking,
د ا	*The students will be able	(sexting/texting).	alcohol and drugs.	possible poisoning).
	to research the dietary			
	trends of young adults	*The students will be able	*The students will be able to	*The students will be able
	while also analyzing the	to demonstrate positive	explain how the body	to compare and contrast
i	impact of social media has	communication skills.	responds to alcohol and	emergency situations to
	on dietary habits and	10. Refusal	drugs.	non-life-threatening
c	choices young adults make.	11. Negotiation		situations.
		12. Assertiveness	*The students will be able to	
	*The students will be able		discuss positive social	*The students will be able
	to compare and contrast	*The students will be able	practices to avoid being	to illustrate the basic First
(	cultural habits that impact	to compare and contrast	around alcohol and drug	Aid and care involved in an

pe	ersonal nutrition.	positive and negative	use.	emergency situation,
		characteristics of human		including basic life support.
*The	students will be able	relationships.	*The students will be able to	
to	demonstrate the		explain the alternatives to	*The students will be able
relati	onship between diet	*The students will be able	alcohol and drug use.	to demonstrate methods
	and illness.	to determine values and		for bleeding control.
		ethics that contribute to	*The students will be able to	*The students will be able
*The	students will be able	healthy interpersonal	discuss resistance skills to	to dramatize care for
	entify how emotions	relationships.	use anabolic steroids and	emergency situations (e.g.,
	ct depression, stress,		the long-lasting use of these	bites, broken bone or joint
and <sup>•</sup>	thoughts of suicide.	*The students will be able	types of drugs.	injury, burns, poisoning,
		to assimilate the personal		stings)
	students will be able	attributes of a desired	*The students will be able to	
	inderstand healthy	friend and confidante in a	explain how alcohol affects	*The students will be able
	ress management	visual representation.	the mental and physical	to assess the importance of
stra	ategies and how to		abilities needed for driving	the use of protective
	utilize them.	*The students will be able	safely.	barriers in the treatment of
		to summarize significant		victims.
	students will be able	events that affect familial	*The students will be able to	
	ntify ways to improve	relationships.	define blood-alcohol	*The students will be able
	intain good personal	16. Divorce	concentration (BAC).	to utilize technology to
ן hי	ygiene practices.	17. Remarriage		research legislation
		18. Pregnancy	*The students will be able to	regarding public safety and
	students will be able	19. Loss of a Family	list and explain the factors	responder liability (e.g.,
	o anticipate the	Member	that affect blood-alcohol	The Good Samaritan Law).
	nsequences of the	20. Abuse	concentration.	
	elem for self, family,			*The students will be able
	classmates by not	*The students will be able	*The students will be able to	to summarize and identify
	ticing good personal	to develop acceptable	compare myths and truths	proper procedures to
hygi	ene and sanitation.	criteria for safe dating	about the use of alcohol.	prevent and treat Lyme's
		situations, such as dating in		Disease.
	students will be able	groups, setting limits,	*The students will be able to	weets a state with the
	sess the advantages	obtaining or giving consent,	explain the difference	*The students will be able
	d disadvantages of	or only dating someone of	between over-the-counter	to understand the stages of
-	sonal hygiene and	the same age.	medicine and prescription	grieving.
sai	nitation practices.	**	medicine.	**
		*The students will be able		*The students will be able

*The students will be able	to identify and explain the	*The students will be able to	to analyze the
to identify the best possible	function of the parts of the	explain how depressants,	opportunities available at
solution for him/her based	male and female	stimulants, and	home, in school, and in the
on personal ability and	reproductive systems.	hallucinogenic drugs affect a	community to support the
living situation.	reproductive systems.	person.	mental health of oneself or
ining situation.	*The students will be able	person.	an individual.
*The students will be able	to differentiate between	*The students will be able to	
to clearly and directly state	gender identity, gender	describe the effects of	*The students will be able
opinions and give good	expression, biological sex,	combining alcohol with	to analyze a variety of
reasons.	and sexual orientation.	other drugs.	health products and
reasons.	and sexual offentiation.	other drugs.	services based on cost,
*The students will be able	*The students will be able	*The students will be able to	availability, accessibility,
to ask for help and advice	to identify and compare	describe zero tolerance	benefits, and accreditation.
and seek information when	different types of STIs	levels of impairment and	Schends, and deer culturion.
needed.	(Sexually Transmitted	how impairment can be	*The students will be able
needed.	Infections), identify signs	detected and measured.	to properly administer an
*The students will be able	and symptoms, and		epi-pen.
to identify personal	describe treatment	*The students will be able to	cpi peni
hygiene and sanitation	methods.	describe how peer	*The students will be able
practices and the need to	*The students will be able	influences and peer	to explain how to perform
improve or maintain them.	to understand ways to get	pressure might affect a	the Heimlich Maneuver and
····p·····	STIs and prevent them.	person's decision about	demonstrate properly on a
*The students are able to		drinking and driving.	mannequin.
identify how their personal	*The students will be able		
hygiene and sanitation	to identify different types	*The students will be able to	*The students will be able
practices may impact	of contraception and	list five steps involved in	to give first aid steps for
others.	understand how each	making a responsible	eye and tooth injuries.
	method works.	decision.	, ,
*The students will be able			*The students will be able
to recognize the needs of	*The students will be able	*The students will be able to	to recognize and care for
others in terms of their	to explain how to prevent	explain the meaning of peer	head, neck, and spinal
own personal hygiene and	pregnancy and the	education.	injuries.
sanitation practices.	decisions to be made		÷
•	related to pregnancy and	*The students will be able to	*The students will be able
*The students will be able	childbirth that will have	explain why everyone	to recognize and care for
to recognize how	short and long-term	should share the	extremity injuries.
maintaining good personal	impacts.	responsibility of preventing	· ·

	hygiene and sanitation will		friends from drinking and	*The students will be able
	support good self-esteem.	*The students will be able	driving.	to recognize and care for
		to describe fertilization,		burns and electrical
	*The students will be able	fetal development, and the	*The students will be able to	injuries.
	to determine ways in which	birth process and resources	identify five different ways	
	an individual can take	available to confirm	to say no to peer pressure.	*The students will be able
	responsibility for ensuring	pregnancy.		to recognize and care for
	success and wellness.	*The students will be able		poisons.
		to compare and contrast		
	*The students will be able	the alternatives available to		*The students will be able
	to properly give one's self a	a pregnant teen.		to recognize and care for
	breast examination.			alcohol and drug
		*The students will be able		emergencies.
	*The students will be able	to identify the effects and		
	to identify and explain	consequences of the use of		*The students will be able
	different types of cancer.	alcohol, tobacco, and other		to recognize carbon
		drugs on the developing		monoxide poisoning.
	*The students will be able	fetus.		
	to know how to screen/test			*The students will be able
	for multiple types of	*The students will be able		to learn about fire
	cancers.	to explain how parental		prevention and
	*The students will be	responsibilities change		develop/establish a plan
		throughout the family life		for their household.
	able to identify the major	cycle.		
	organs and systems of			*The students will be able
	the human body and	*The students will be able		to evaluate the ways their
	explain how they keep us	to evaluate the methods		families use fire and the
	alive.	and resources available to		safety of their homes from
	*The students will be	confirm a pregnancy.		fire hazards.
	able to examine how the			
	human body systems	*The students will be able		*The students will be able
	work together.	to analyze factors that		to discuss fire safety
	_	affect the decision to		outside the house.
	*The students will be	become a parent.		
	able to explain how			*The students will be able
	humans grow, develop,	*The students will be able		to investigate product
	and stay healthy.	to evaluate different		warning labels and fire
L	1			

*The students will be	reproductive disorders.	safety.
able to discuss how our	-	,
bodies let us do what we	*The students will be able	
want and keep us alive.	to investigate the signs and	
*The students will be able to assess how the health of one organ	symptoms that may occur in the body indicating a reproductive disorder.	
system impacts the health of the other organ systems.	*The students will be able to compare and contrast male and female sterility.	
*The students will be able to explain how the systems and organs of the human body work	*The students will be able to create an action plan of how often individuals	
together and individually to support life.	should give themselves a self-exam or go for screenings by a medical	
*The students will be able to compare and	professional.	
contrast why each of the systems of the body is important.	*The students will be able to identify and discuss risk behaviors associated with	
*The students will be able to hypothesize how	sexting and a negative social media presence.	
our lifestyles impact our body systems and organs.	*Relate the use of alcohol and other drugs to	
*The students will be	decision-making, consent,	
able to understand how	and risk for sexual assault	
cells are the basic unit of structure and function in	and abuse.	
the human body.	*Define interpersonal and	
*The students will be able to outline how we can make choices to	sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault,	

	<ul> <li>promote a healthy body.</li> <li>*The students will be able to examine how what we put in our bodies affect the way it works.</li> <li>*The students will be able to identify ways to eliminate cyberbullying and a negative social media imprint.</li> <li>*The students will be able to understand that anxiety and depression are treatable mental health problems.</li> <li>*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.</li> <li>*The students will be able to explain why professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional intervention and support for people with mental health professional interve</li></ul>	sexual abuse, incest, rape, domestic violence, coercion, dating violence) *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 *Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence) *Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual abuse, domestic violence, dating		
	to explain why professional	financial, sexual) and the cycle of violence as it		
Inclusion for Diversity	* <u>Teach LGBTQ</u> * <u>The Jigsaw Classroom</u>	* <u>Teach LGBTQ</u> * <u>The Jigsaw Classroom</u>	* <u>Teach LGBTQ</u> * <u>The Jigsaw Classroom</u>	* <u>Teach LGBTQ</u> * <u>The Jigsaw Classroom</u>

	*Personal Hygiene and	*LGBTQ Relationships		*Pride with Heart
	Grooming	*LGBTQ+ Relationships		American Heart Association
	*Teaching Hygiene to	*Healthy LGBT		CPR & First Aid
	Students with Special	Relationships		<u>or in a motivia</u>
	Needs	*Fostering Healthy		
	*Black hair: Tips for	Relationships - Parenting		
	everyday care	Special Needs Magazine		
	*The Trevor Project	*NYC Anti-Violence Project		
	*Providing Mental Health	NTC Anti Violence Project		
	First Aid to LGBTQ+			
	<u>Communities</u>			
	communities			
Modifications and	Modifications and	Modifications and	Modifications and	Modifications and
Accommodations	Accommodations for	Accommodations for	Accommodations for	Accommodations for
Accommodations	students with IEPs, English			
	Language Learners, and	Language Learners, and	Language Learners, and	Language Learners, and
	Gifted and Talented	Gifted and Talented	Gifted and Talented	Gifted and Talented
	students may include but			
	are not limited to the			
	following:	following:	following:	
	TOHOWINg.	Tonowing.	Tonowing.	following:
	Special Education	Special Education	Special Education	Special Education
	*Exemplars of Varied	*Exemplars of Varied	*Exemplars of Varied	*Exemplars of Varied
	Performance Levels	Performance Levels	Performance Levels	Performance Levels
	*Multimedia Presentations	*Multimedia Presentations	*Multimedia Presentations	*Multimedia Presentations
	*Sheltered instruction	*Sheltered instruction	*Sheltered instruction	*Sheltered instruction
	*Consultation with ESL	*Consultation with ESL	*Consultation with ESL	*Consultation with ESL
	Teachers	Teachers	Teachers	Teachers
	*Manipulatives	*Manipulatives	*Manipulatives	*Manipulatives
	*Tiered/Scaffolded Lessons	*Tiered/Scaffolded Lessons	*Tiered/Scaffolded Lessons	*Tiered/Scaffolded Lessons
	*Mnemonic Devices	*Mnemonic Devices	*Mnemonic Devices	*Mnemonic Devices
	*Visual Aids *Modeling	*Visual Aids *Modeling	*Visual Aids *Modeling	*Visual Aids *Modeling
	*Guided Note-Taking	*Guided Note-Taking	*Guided Note-Taking	*Guided Note-Taking
	*Study Guides	*Study Guides	*Study Guides	*Study Guides
	*Modified Homework	*Modified Homework	*Modified Homework	*Modified Homework
	*Differentiated Pre-Typed	*Differentiated Pre-Typed	*Differentiated Pre-Typed	*Differentiated Pre-Typed
	Class Notes	Class Notes	Class Notes	Class Notes

*M	anipulatives	*Manipulatives	*Manipulatives	*Manipulatives
	ipped Instruction *Word	*Flipped Instruction *Word	*Flipped Instruction *Word	*Flipped Instruction *Word
Ban		Banks	Banks	Banks
*Re	educed Choice on	*Reduced Choice on	*Reduced Choice on	*Reduced Choice on
Ass	essments	Assessments	Assessments	Assessments
*Pr	eferential Seating	*Preferential Seating	*Preferential Seating	*Preferential Seating
*Ch	noice Activities	*Choice Activities	*Choice Activities	*Choice Activities
*M	odified Time	*Modified Time	*Modified Time	*Modified Time
Rea	quirements *Modified	Requirements *Modified	Requirements *Modified	Requirements *Modified
Not	tes	Notes	Notes	Notes
*M	odified Lesson,	*Modified Lesson,	*Modified Lesson,	*Modified Lesson,
Ass	essment and Study	Assessment and Study	Assessment and Study Guide	Assessment and Study
Gui	ide Format	Guide Format	Format	Guide Format
*Pr/	ovide an Enriched	*Provide an Enriched	*Provide an Enriched	*Provide an Enriched
Cur	riculum and Activities	Curriculum and Activities	Curriculum and Activities	Curriculum and Activities
*Inc	dependent Projects	*Independent Projects	*Independent Projects	*Independent Projects
*Co	ontracts/Behavior	*Contracts/Behavior	*Contracts/Behavior	*Contracts/Behavior
Sup	oport Plans	Support Plans	Support Plans	Support Plans
*Or	pen-Ended Responses	*Open-Ended Responses	*Open-Ended Responses	*Open-Ended Responses
*Pr	oject-Based Learning	*Project-Based Learning	*Project-Based Learning	*Project-Based Learning
*Gr	roup Activities *Guided	*Group Activities *Guided	*Group Activities *Guided	*Group Activities *Guided
Not	tes	Notes	Notes	Notes
*Fu	Inctional Learning	*Functional Learning	*Functional Learning	*Functional Learning
*Ex	ploration Activities	*Exploration Activities	*Exploration Activities	*Exploration Activities
*As	ssessment Read Aloud	*Assessment Read Aloud	*Assessment Read Aloud	*Assessment Read Aloud
*Sn	nall Group Assessments	*Small Group Assessments	*Small Group Assessments	*Small Group Assessments
*Or	rganizational Support	*Organizational Support	*Organizational Support	*Organizational Support
*Or	ral Questioning	*Oral Questioning	*Oral Questioning	*Oral Questioning
Ass	essment *Pre-Writing	Assessment *Pre-Writing	Assessment *Pre-Writing	Assessment *Pre-Writing
Strı	uctural Supports	Structural Supports	Structural Supports	Structural Supports
*Or	ngoing Teacher	*Ongoing Teacher	*Ongoing Teacher Feedback	*Ongoing Teacher
Fee	edback *Interactive	Feedback *Interactive	*Interactive Study Guides	Feedback *Interactive
Stur	dy Guides	Study Guides	*Multi-Sensory Approach	Study Guides
*M	ulti-Sensory Approach	*Multi-Sensory Approach	*Written and Spoken *Step-	*Multi-Sensory Approach
*W	ritten and Spoken	*Written and Spoken	by-Step Directions	*Written and Spoken
*Ste	ep-by-Step Directions	*Step-by-Step Directions	*Content-Focused	*Step-by-Step Directions
*Cc	ontent-Focused	*Content-Focused	Assessment *Non-Verbal	*Content-Focused

Assessment *Non-Verbal	Assessment *Non-Verbal	Cues to Begin Task/Remain	Assessment *Non-Verbal
Cues to Begin Task/Remain	Cues to Begin Task/Remain	on Task/Refocus *Individual	Cues to Begin Task/Remain
on Task/Refocus	on Task/Refocus	Monitoring	on Task/Refocus
*Individual Monitoring	*Individual Monitoring	*Active Reading Strategies	*Individual Monitoring
*Active Reading Strategies	*Active Reading Strategies		*Active Reading Strategies
		Gifted & Talented	
Gifted & Talented	Gifted & Talented	*Provide One-to-One	Gifted & Talented
*Provide One-to-One	*Provide One-to-One	Support *Curriculum	*Provide One-to-One
Support *Curriculum	Support *Curriculum	Compacting *Advanced	Support *Curriculum
Compacting *Advanced	Compacting *Advanced	Problems	Compacting *Advanced
Problems	Problems	*Supplemental Reading	Problems
*Supplemental Reading	*Supplemental Reading	*Elevated Questioning	*Supplemental Reading
*Elevated Questioning	*Elevated Questioning	*Flexible Grouping	*Elevated Questioning
*Flexible Grouping	*Flexible Grouping	*Tiered Assignments	*Flexible Grouping
*Tiered Assignments	*Tiered Assignments	*Topic Selection by Interest	*Tiered Assignments
*Topic Selection by Interest	*Topic Selection by Interest	*Manipulatives *Tiered	*Topic Selection by Interest
*Manipulatives *Tiered	*Manipulatives *Tiered	Lessons	*Manipulatives *Tiered
Lessons	Lessons	*Flipped Instruction	Lessons
*Flipped Instruction	*Flipped Instruction	*Multimedia Presentations	*Flipped Instruction
*Multimedia Presentations	*Multimedia Presentations	*Open-Ended Responses	*Multimedia Presentations
*Open-Ended Responses	*Open-Ended Responses	*Project-Based Learning	*Open-Ended Responses
*Project-Based Learning	*Project-Based Learning	*Group Activities *Guided	*Project-Based Learning
*Group Activities *Guided	*Group Activities *Guided	Notes	*Group Activities *Guided
Notes	Notes	*Conclusions and Analysis	Notes
*Conclusions and Analysis	*Conclusions and Analysis	*Career Based Learning	*Conclusions and Analysis
*Career Based Learning	*Career Based Learning	*Exploration Activities	*Career Based Learning
*Exploration Activities	*Exploration Activities	*Student Choice	*Exploration Activities
*Student Choice	*Student Choice		*Student Choice
		ELL's	
ELL's	ELL's	*Multimedia Presentations	ELL's
*Multimedia Presentations	*Multimedia Presentations	*Sheltered Instruction	*Multimedia Presentations
*Sheltered Instruction	*Sheltered Instruction	*Manipulatives	*Sheltered Instruction
*Manipulatives	*Manipulatives	*Mnemonic Devices	*Manipulatives
*Mnemonic Devices	*Mnemonic Devices	*Visual Aids *Modeling	*Mnemonic Devices
*Visual Aids *Modeling	*Visual Aids *Modeling	*Guided note-taking	*Visual Aids *Modeling
*Guided note-taking	*Guided note-taking	*Individualized Instruction	*Guided note-taking
*Individualized Instruction	*Individualized Instruction	*Manipulatives *Words	*Individualized Instruction

*Manipulatives *Words	*Manipulatives *Words	Banks	*Manipulatives *Words
Banks	Banks	*Flipped Instruction	Banks
*Flipped Instruction	*Flipped Instruction	*Preferential Seating	*Flipped Instruction
*Preferential Seating	*Preferential Seating	*Choice activities	*Preferential Seating
*Choice activities	*Choice activities	*Modified Time	*Choice activities
*Modified Time	*Modified Time	Requirements *Modified	*Modified Time
Requirements *Modified	Requirements *Modified	Notes	Requirements *Modified
Notes	Notes	*Modify Lesson, Assessment	Notes
*Modify Lesson,	*Modify Lesson,	and Study Guide Format	*Modify Lesson,
Assessment and Study	Assessment and Study	*Open-Ended Responses	Assessment and Study
Guide Format	Guide Format	*Project-Based Learning	Guide Format
*Open-Ended Responses	*Open-Ended Responses	*Group Activities *Guided	*Open-Ended Responses
*Project-Based Learning	*Project-Based Learning	Notes	*Project-Based Learning
*Group Activities *Guided	*Group Activities *Guided	*Functional Learning	*Group Activities *Guided
Notes	Notes	*Exploration Activities	Notes
*Functional Learning	*Functional Learning	*Assessment Read Aloud	*Functional Learning
*Exploration Activities	*Exploration Activities	*Small Group Assessments	*Exploration Activities
*Assessment Read Aloud	*Assessment Read Aloud	*Organizational Support	*Assessment Read Aloud
*Small Group Assessments	*Small Group Assessments	*Oral Questioning	*Small Group Assessments
*Organizational Support	*Organizational Support	Assessment *Pre-Writing	*Organizational Support
*Oral Questioning	*Oral Questioning	Structural Supports	*Oral Questioning
Assessment *Pre-Writing	Assessment *Pre-Writing	*Ongoing Teacher Feedback	Assessment *Pre-Writing
Structural Supports	Structural Supports	*Interactive Study Guides	Structural Supports
*Ongoing Teacher	*Ongoing Teacher	*Multi-Sensory Approach	*Ongoing Teacher
Feedback *Interactive	Feedback *Interactive	*Written and Spoken *Step-	Feedback *Interactive
Study Guides	Study Guides	by-Step Directions	Study Guides
*Multi-Sensory Approach	*Multi-Sensory Approach	*Content-Focused	*Multi-Sensory Approach
*Written and Spoken	*Written and Spoken	Assessment *Non-Verbal	*Written and Spoken
*Step-by-Step Directions	*Step-by-Step Directions	Cues to Begin	*Step-by-Step Directions
*Content-Focused	*Content-Focused	Task/Remain on	*Content-Focused
Assessment *Non-Verbal	Assessment *Non-Verbal	Task/Refocus *Individual	Assessment *Non-Verbal
Cues to Begin	Cues to Begin	Monitoring	Cues to Begin
Task/Remain on	Task/Remain on	*Active Reading Strategies	Task/Remain on
Task/Refocus *Individual	Task/Refocus *Individual		Task/Refocus *Individual
Monitoring	Monitoring		Monitoring
*Active Reading Strategies	*Active Reading Strategies		*Active Reading Strategies

Reliable/	*Health Education / SEL			
Suggested	Crosswalk	Crosswalk	Crosswalk	Crosswalk
Materials	* <u>The health. moves. minds.</u> <u> <sup>®</sup> Fundraiser</u>	* <u>The health. moves. minds.</u> <u> <sup>®</sup> Fundraiser</u>	* <u>The health. moves. minds.</u> <u> <sup>®</sup> Fundraiser</u>	* <u>The health. moves. minds.</u> <u>® Fundraiser</u>
	* <u>CATCH</u>	* <u>CATCH</u>	* <u>CATCH</u>	* <u>CATCH</u>
	*Discovery Education	*Discovery Education	*Discovery Education	* <u>Discovery Education</u>
	* <u>High School   HealthSmart</u>			
	* <u>Kids Health</u>	* <u>Kids Health</u>	* <u>Kids Health</u>	* <u>Kids Health</u>
	* <u>Newsela</u>	* <u>Newsela</u>	* <u>Newsela</u>	* <u>Newsela</u>
	* <u>Quizlet</u>	* <u>Teens (for Teens) -</u> Nemours KidsHealth	* <u>Teens (for Teens) -</u> Nemours KidsHealth	* <u>Teens (for Teens) -</u> Nemours KidsHealth
	* <u>Kahoot!</u>	*Centers for Disease	*Centers for Disease Control	*Centers for Disease
	* <u>Quizizz</u>	Control and Prevention	and Prevention	Control and Prevention
	* <u>Poll Everywhere</u>	* <u>Be Real. Be Ready.</u>	* <u>Catch My Breath – A</u> Nicotine Vaping Prevention	* <u>Red Cross</u>
	* <u>Socrative</u>	* <u>Sex Education is a</u> <u>Critical Component of</u>	Program	* <u>Basic First Aid Choice</u> Board
	* <u>Mentimeter</u>	School Health Education	* <u>The Real Cost of Vaping</u>	
	* <u>Padlet</u>	* <u>Resources   NJCASA</u> *Search & Selection Tool	Scholastic	* <u>Performing Hands-Only</u> <u>CPR   Using an AED  </u> <u>First Aid for Chabing</u>
	* <u>CASEL</u>	<u>– Advocates for Youth</u>	* <u>Toolkit for Schools - Make</u> <u>Smoking History</u>	First Aid for Choking
	* <u>FDA</u>	* <u>Amaze.org</u>	* <u>Commercial Tobacco</u>	* <u>CPR on Television. Who</u> <u>did it right?</u>
	* <u>Teens (for Teens) -</u>	* <u>Amaze.org JR</u> *StopBullying.gov	Prevention and Control	* <u>CPR In Television</u>
	Nemours KidsHealth		* <u>Educator Resources</u>	*CPR/AED Slide Show
	* <u>Centers for Disease</u>	* <u>PACER's National</u>		CENTAED SILLE SILLE

Control and Prevention	<b>Bullying Prevention</b>	*Presentation for Youth	* <u>Types of Disasters</u>
	Center	Electronic Cigarettes	American Red Cross
* <u>School Workshops On</u>	* 01 0 5 1	Smoking & Tobacco Use	
Body Image: Confident Me	* <u>GLSEN</u>	CDC	*EPA Poison Checklist
– Dove	*Love is Respect		
		*Prescription Drugs Prezi	*Department of Health
*The Health Triangle	* <u>Preventing Teen Dating</u>		Communicable Disease
<u>.</u>	Violence	*The Abuse Of Prescription	Service   Fight the Bite, NJ!
*UNICEF	*Combiele Comet CDC	Drugs.	· · · · ·
	* <u>Sophia's Secret - CBS</u>		*Lifesavers Inc
*National Institute of	News	*Top 10 Prescription Facts	
<u>Mental Health</u>	*Life's Greatest Miracle	about Drug Abuse Video	*American Heart
* Physical Activity Pasies	NOVA   PBS		Association
*Physical Activity Basics		*Substance Abuse	
* <u>CalorieKing</u>	*Birth Control Methods &	Treatment Programs TN	*The Stages of Grief: How
	Options	Addiction Rehab TN	to Understand Your
* <u>FitnessGram</u>	*Turner of Coursells	Addiction Actual The	Feelings
*MyPlate	* <u>Types of Sexually</u>	*Teen Substance Use	<u>reenings</u>
Myriace	Transmitted Infections	Disorder Treatment   Los	*Stop The Bleed
* <u>USDA</u>	*HECAT: Module SH -	Angeles CA	Stop The Bleed
***	SEXUAL HEALTH	Angeles CA	
*How to Get SMART	CURRICULUM	*Py fo DUndo Detonding	
About Goal Setting		* <u>Rx foRUndeRstanding: -</u>	
*Creating Your Personal	* <u>Answer, Rutgers</u>	Preventing Prescription Drug	
Stress-Management Plan	*Conder & Source	Abuse	
	* <u>Gender &amp; Sexual</u>		
* <u>Bullying Survey</u>	Identity   Learning for	* <u>Welcome to Herointown,</u>	
*Notional Cuisida	Justice	New Jersey's 4th-largest city	
* <u>National Suicide</u>	*National Institute of		
Prevention Lifeline	Mental Health	* <u>Alumni In Recovery</u>	
*Psychiatry.org - Suicide			
Prevention	* <u>Resources for GSAs</u>	* <u>Commonly Used Drugs</u>	
	*What are the different	Charts   National Institute	
* <u>NIMH » Help for Mental</u>	types of contraception?	on Drug Abuse (NIDA)	
<u>Illnesses</u>			
	NICHD - Eunice Kennedy	* <u>National Institute on Drug</u>	
	Shriver National Institute	Abuse	
	of Child Health and		

Human Development	*Parents & Educators	
*Ally's Story: Second	National Institute on Drug	
Thoughts on Sexting	<u>Abuse (NIDA)</u>	
	* Aleshal Easte and Ctatistics	
* <u>Staying healthy and safe</u>	*Alcohol Facts and Statistics	
<u>  Office on Women's</u> <u>Health</u>		
* <u>Everybody Loves</u>		
Raymond - The Angry Family		
* <u>"Modern Family" Trailer</u>		
* <u>Rights, Respect,</u>		
Responsibility		
*NJ LGBTQ Inclusive		
Curriculum - Make It		
Better for Youth		
* <u>The Harbor TV</u>		
*What Consent Looks		
Like   RAINN		
*Information on Risk		
Behaviors for Parents		
with Teens (Ages 12-19)		
CDC		
* <u>SEXUAL BEHAVIOR:</u>		
TYPICAL or PROBLEMATIC?		
* <u>Recognize Human</u>		
Trafficking - SAFE Center		
*Child Safety Laws In		
Your State   Safe Kids		
<u>Worldwide</u>		

* <u>State-by-State</u> <u>Differences in Sexting</u> <u>Laws   Bark</u> * <u>Protections from Sexual</u> <u>Harassment in</u> <u>Employment Under New</u> <u>Jersey Law</u>
* <u>Protections from Sexual</u> <u>Harassment Under New</u> <u>Jersey Law</u> * <u>Civil Statute of</u> <u>Limitations for Sexual</u>
Assault   NJCASA         *6 Different Types of         Abuse - REACH         *Recognize Human         Trafficking - SAFE Center
* <u>A Teens Guide to Social</u> <u>Media Safety   Safe</u> <u>Search</u> * <u>Sexting and the Impacts</u> <u>on Young People   Kids</u> <u>Helpline</u>

## Union County Educational Services Commission Curriculum Mapping- Physical Education

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

skills such as passing and	shooting drills, dribbling	development of sport-	activities across the globe.
catching a football,	shuttles, passing games,	specific safety throwing,	
offensive and defensive	and small-sided games	catching, kicking, pitching,	16- Cooperative Games:
plays, as well as kicking a	with different strategies	positions, strategies, and	Students will understand
football.	and situations.	application of game rules.	basic skills and cognitive
			concepts that will enable
3- Soccer:	7- Badminton:	12- Golf:	them to participate in
Students will learn the	Provides students with the	Students will gain the skills	recreational and leisure
skills of passing, trapping,	opportunity to develop	necessary to competently	activities. Physical
dribbling, and shooting. In	specialized movement	play a round of golf. The	participation as well as a
this unit, students will be	skills and an understanding	class will provide an	development of the
able to understand the	of badminton. They	opportunity to practice	cognitive process will allow
positions of the players on	analyze how body control	those skills needed to be	them to be actively
the field and how the game	and coordination influence	able to incorporate golf	involved in various forms
of soccer is played.	movement composition	into your lifetime and	of recreational and leisure
Students will also	and performance and learn	healthy lifestyle. This will	activities
understand the benefits of	to transfer movement skills	be achieved by addressing	
exercise while playing in a	and concepts to a variety	the following learning	
soccer game.	of physical activities,	objectives: putting,	
	including Tennis and	chipping, hitting with irons	
4- Floor Hockey:	Pickleball.	and drivers, tactical	
Floor Hockey is a game of		strategies, scoring, and	
speed and stick-handling	8- Team Handball:	golf-course etiquette.	
capabilities. The students	The intention of this unit is	Safety will be a major issue	
will work toward improved	to familiarize high school	seeing the students will be	
hand-eye coordination and	students with the popular	using long-handled	
gross motor skills. During	world sport of team	instruments.	
the unit of floor hockey	handball. While it is often		
students will learn how to	confused with the sport	13- Project Adventure:	
pass, dribble, shoot, and	called "handball," which is	PA supports a world in	
play correct offense and	a game similar to	which we all embark on	
defense. The students will	racquetball, team handball	adventures to discover our	
also become comfortable	is a fast-paced game	resiliency, solve problems,	

	with the strategies and	consisting of seven players	and connect more deeply		
	teamwork that is	on each team. Team	with each other, our		
	integrated with the unit.	handball players must	purpose, and ourselves.		
	-	work together to attack an	We know that adventure		
		opponent's goal, while also	takes many forms.		
		defending their own.	Whatever the nature of		
		Students will gain insight	the adventure, it takes us		
		into the playing area, the	out of our comfort zones,		
		rules of the game, specific	sparks our imagination,		
		game skills, and strategies	bonds us to each other,		
		employed both offensively	and leads us toward		
		and defensively. The unit	growth. We know that the		
		will require a variety of	experience of adventure		
		skills common to many	teaches the adventurer		
		sports taught prior to this	about their innate worth		
		class	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.		
Standards	• 2.2.12.MSC.1: Explain and	l demonstrate ways to apply m	ovement skills from one game, sport, aerobics, or		
	recreational activity to anot	ther including striking skills (e.g	., tennis, badminton, ping pong, racquetball, pickleball).	•	
	• 2.2.12.MSC.2: Analyze ap	• 2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of			
	motion) and modify moven	nent to impact performance.			
			ysical activity that includes variations in time, space, for	ce,	
	flow, and relationships (e.g	., creative, cultural, social, aero	bics dance, fitness).		
	• 2.2.12.MSC.4: Analyze eti	quette, responsibilities, and pre	eparation of players, officials, trainers, and other		

	participants and recommend stra	tegies to improve their performance	e, participation, and behavior.		
	• 2.2.12.MSC.5: Develop rule cha	nges to existing games, sports, and	activities that enhance participation, safety, and		
	enjoyment.				
	• 2.2.12.PF.1: Compare the short	- and long-term benefits of physica	l activity and the impact on wellness associated		
	with physical, mental, emotional	fitness through one's lifetime.			
	• 2.2.12.PF.2: Respect and apprec	ciate all levels of ability and encour	age with care during all physical activities.		
	• 2.2.12.PF.3: Design and implem	ent a personal fitness plan, using e	vidence and evaluate how that reflects		
	knowledge and application of fitr	ness-training principles (FITT) and th	ne components of skill related fitness.		
	• 2.2.12.PF.4: Determine the role	of genetics, age, nutrition, sleep, t	he environment, and exercise type on body		
	composition and personal health	(e.g., anabolic steroids, human gro	wth hormones, stimulants).		
			gility, and the physiological responses of the		
		nd and body before, during, and af			
	• 2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to				
	<ul> <li>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> </ul>				
	during a lifetime.				
	• 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.				
	• 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).				
	• 2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family				
	members.				
	• 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.				
			career options related to physical activity and		
	health.	· · · · · · · · · · · · · · · · · · ·	······································		
Modifications	*Demonstrate/Model Activity	*Provide Frequent Breaks	*Reduce Number of Participants		
	*Partner Assisted	*Slow the Activity	*Allow Balls to be Stationary		
	*No Time Limits	*Simplify Patterns	*Use Variety Sizes, Weights, and Densities		

	*Oral Prompts	*Well Defined Boun	daries *Provide Balan	ce Support
	*More Space	*Modify Size of Equ	ipment	
Inclusion for Diversity       *EDI/Social Justice/SEL       *Understanding LGBTQ+ In PE       *Resources for         With The New York Times       *Learning & Unlearning (Race & Racism 2020) Resources       *Physical Education: T         *Physical Activity for Students With Special Needs - Action for Healthy Kids       *7 Wa         Special Needs in Physical Education - Friendship Circle       *Physical Education Adaptations for Students with Disabilities       *Special Olympics         *Multicultural Education in the US: Current Issues and Suggestions for Practical Implication       *Multicultural Education       *Special Suggestions			* <u>Physical Education: Trans</u> for Healthy Kids *7 Ways to ties * <u>Special Olympics</u> * <u>Spe</u>	Include a Student with
	Diverse Students in Physical Education Class *Practicing Culturally Responsive Pedagogy in Physical Education			
Skills	<ul> <li>1- Fitness:</li> <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> </ul>	5- Volleyball: *Perform fundamental skills such as bumping, setting, serving, and blocking. *Understand and implement basic offensive and defensive techniques, both as a team and as individuals.	<ul> <li>10- Pickleball/Tennis:</li> <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</li> </ul>	<ul> <li>14- Lacrosse:</li> <li>*Demonstrate the following skills:</li> <li>groundball/scoop, cradle, catch, throw, dodging, and positions in practice/game situations.</li> <li>*Participate actively in all practice and game</li> </ul>
	*Know how to safely use various exercises that help develop the five components of health- related fitness. *Analyze and compare	<ul> <li>*Implement basic offensive and defensive positions on the court.</li> <li>*Implement basic scoring principles, rotation procedures, rules and</li> </ul>	movements. *Understand and implement basic offensive and defensive techniques, both as a team and as an individual. *Identify potential risks	situations. *Apply skills learned to small-game offense and defense situations. *Knowledge on how to properly and safely use the

benefits derived from a variety of sports and lifetime activities.concerns and understand the penalties for violations of these rules.with physical activity and describe how to minimize these risks."Describe the equipment used to play lacrosse.*Use proper etiquette in the weight room and respect fellow students while participating in various fitness activities.*Understand the dimensions of the playing court, boundaries, and other areas of importance.*Implement basic scoring principles, rules and regulations, safety rules, regulations, safety rules, regulations, and the penalties for violations of these rules in the games of thenis and pickleball.*Recognize and apply rules, regulations, and etiquette specific to movement concepts and themes.*Analyze present fitness level.*Understand the dimensions of the playing court, boundaries, and describe how to minimize these risks.*Understand the dimensions of the playing court, boundaries, and other areas of importance.*Explore continuing opportunities related to the game with peers and teachers.*Describe the relationship to mapsition.*Understand the importance of physical conditioning and its relationship to participation in the sport of needs necessary for the maintenance of health and fitness.*Gamestand the importance of physical conditioning and its relationship to participation in the sport of needs necessary for the maintenance of health and fitness.*Gamestand the importance of physical conditioning and its relationship to participation in the sport of participation in the sport of participation in the sport of participation in the sport of participation in t	health, skill, and fitness	regulations, safety	and dangers associated	equipment.
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2- Football:       *To acquire the skills       promote teamwork.         *Perform fundamental       *Understand the different       *To acquire the skills		basketball.	of tennis and pickleball.	
15- International Games:	2- Football:			promote teamwork.
15- International Cames:	*Perform fundamental	*Understand the different	*To acquire the skills	
	skills such as catching,	player positions on the	necessary to play the	15- International Games:
passing, running, and court. games of tennis and Rugby	-			Rugby

kicking.		pickleball with enjoyment,	*Explain the safety rules of
	*Dribble a basketball	satisfaction, and safety.	rugby.
*Understand and	correctly using both hands		
implement basic offensive	in a stationary position as	11- Diamond Games:	*Know the terminology
and defensive strategies,	well as while moving	*Knowledge of how to	and basic strategies
both as a team and as	across the court with	properly and safely use the	associated with the game
individuals.	proper head and body	equipment.	of rugby.
*Implement basic offensive and defensive positions and formations. *Implement basic scoring principles, and rules and understand the penalties	<pre>position. *Demonstrate the three types of passes used in basketball (ex. chest, bounce, overhead passes). *Use proper form shooting</pre>	*Proper form and execution of baseball/softball skills such as throwing and catching, hitting, baserunning, fielding, and pitching.	*Effectively move safely through space while actively participating. *Demonstrate an understanding of movement concepts and
for violations of these rules.	from a stationary position.	*Compare and contrast the differences between	the use of motor skills.
*Understand the dimensions of the playing field, boundaries, and	*Demonstrate the understanding of the three basic shots in basketball: lay-up, foul shot, and jump	baseball, fast-pitch softball, slow-pitch softball, and wiffleball.	*Learn and practice good sportsmanship and teamwork.
other areas of importance. *Identify potential risks	shot *Demonstrate the proper	*Deconstructing the mechanics of a baseball/softball swing.	*Pass the ball to a target using the proper technique of an underhand spin pass
and dangers associated with physical activity and describe how to minimize these risks.	defensive stance and position used in a variety of defenses. *Understand the	*Implement basic scoring principles, and rules and understand the penalties for violations of these	*Explain and demonstrate the concept of passing backward.
*Understand the	differences between the	rules.	*Score a "try" in a marked
importance of physical	different types of defenses		area.
conditioning and its	used in the game of	*Understand and describe	
relationship to	basketball (ex. zones and	the dimensions,	*Develop an ability to play

participation in the sport of	man-to-man).	boundaries, and other	the rugby ball off the
football.		areas of importance.	ground and to kick a rugby
	*Develop the inclusion of		ball.
3- Soccer:	lead-up games and	*Breaking down and	
*Demonstrate proper	activities for the game of	executing the 9 different	Cricket
kicking technique and	basketball.	positions of the playing	*Explain the safety rules of
control with a soccer ball in		field.	rugby.
a group setting while	*Develop etiquette,		
keeping the ball below the	scoring, and sportsmanship	*Identify potential risks	*Throw a ball accurately
waist level.	in a regulation game and	and dangers associated	and catch a ball at a variety
	tournament play.	with physical activity and	of heights correctly, safely,
*Demonstrate proper		describe how to minimize	and consistently.
kicking technique and	7- Badminton:	these risks.	
control with a soccer ball	*Demonstrate various skill		*Understand how to field
while lofting it into the air.	cues, rules, and strategies	*Understand the	securely and create an
	in a modified game setting.	importance of physical	effective barrier.
*Demonstrate proper		conditioning, life-long	
short and long passing	*Play with self-control and	health, and its relationship	*Grip the bat effectively,
technique to a partner and	fair play behaviors such as	to participation in the	adopt a good batting
teammates.	recognizing and respecting	sport of baseball/softball	stance, and hit with
	classroom and school		consistency and control.
*Demonstrate proper	rules.	12- Golf:	
trapping technique in		*Demonstrate correct	*Hit a forward defensive
order to regain control of	*Demonstrate badminton	swing techniques for all	shot and a forward drive
the ball.	skills such as the clear,	the types of shots used	shot with consistency and
	drop shot, and serving.	during a game of golf	control.
*Demonstrate proper		(approach, chip, drive,	
technique when heading	*Knowledge of how to	irons, putts, and sand	*Understand the need to
the ball into the goal or to	properly and safely use the	shots).	attack and defend as a
a teammate.	equipment.		batter.
		*Understand and explain	
*Cooperate with each	*Prevent and resolve	the rules and scoring in	Jai Alai
other and work in a group		golf.	*Explain the rules and

setting while	conflict appropriately		regulations of the game of
learning/practicing soccer	without teacher	*Demonstrate and	jai alai.
skills and proper	intervention, and respect	understand common golf	
technique.	other's skill levels.	terminology.	*Explain the equipment
			needed to participate in jai
*Work in modified teams	*Demonstrate consistent	*Analyze the cause and	alai.
while practicing soccer	application of skills and	effect factors that	
skills and proper technique	strategy during a modified	influence ball flight.	*Understand the
during a facilitated game.	game setting.		dimensions of the playing
		*Demonstrate pre- and in-	court, boundaries, and
*Recite the basic rules of a	*Recognize and apply	swing fundamentals of the	other areas of importance.
soccer game.	rules, regulations, and	short and long game.	
	etiquette specific to		
*Demonstrate basic	movement concepts and	*Demonstrate pre- and in-	16- Cooperative Games:
knowledge of soccer field	themes	swing fundamentals of	* Demonstrate an
dimensions and recognize		putting.	understanding of
the following areas on the	8- Team Handball:		movement concepts and
field: center circle, center	*Explain the safety rules of	*Display proper gripping	the use of motor skills.
line, goal line, and corner	handball.	for each shot type.	
arc.			*Effectively move safely
	*Effectively move safely	*Explain the difference	through space while
*Understand the	through space while	between a chip shot and a	actively participating.
importance of physical	actively participating.	pitch shot.	
conditioning and its			*Demonstrate responsible
relationship to	*Demonstrate an	*Provide positive pointers	personal and social
participation in the sport of	understanding of	and cues to other students	behavior.
soccer.	movement concepts and	after any mistakes they are	
	the use of motor skills.	displaying with each shot.	*Demonstrate the ability
4- Floor Hockey:			to use effective
*Properly and safely use	*Learn and practice good	*Cooperate with the	interpersonal skills.
the equipment.	sportsmanship and	teacher by not swinging	*D
<b>*</b> 1/	teamwork.	clubs inappropriately at	*Demonstrate the ability
*Know and understand the		any time during the class	to use decision-making

rules and strategy for		period.	skills of appropriate goal-
hockey.	*Demonstrate an	periodi	setting, risk-taking, and
*Proper form and	understanding and respect	13- Project Adventure:	problem-solving.
execution of hockey skills	for themselves, each other,	* Demonstrate an	
such as passing, puck-	equipment, and the rules	understanding of	*Understand that
handling, shooting, and	of the game.	movement concepts and	challenge, enjoyment,
individual and team	0	the use of motor skills.	creativity, self-expression,
offensive and defensive	*Explain and demonstrate		and social interaction are
skills.	the transition of handball	*Effectively move safely	important, life-enhancing
	skills from a drill into a	through space while	experiences and are found
*Understand the different	speedball game.	actively participating.	in recreational activities.
positions on the ice and			
the importance of each	*Discuss how the	*Demonstrate responsible	*Demonstrate an
one.	principles of force and	personal and social	understanding and respect
	motion impact the quality	behavior.	for differences.
*Demonstrate proper	of each handball skill.		
goaltending skills.		*Demonstrate the ability	*Demonstrate the ability
	*Understand how energy	to use effective	to use effective positive
*Demonstrate proper	and flow add to a more	interpersonal skills.	interpersonal skills
movement skills while	effective and efficient		(patience, accepting
performing different kinds	handball game.	*Demonstrate the ability	different ideas, resolving
of shots.		to use decision-making	differences of opinion).
	*Assess the effectiveness	skills of appropriate goal-	
*Implement basic scoring	of specific mental	setting, risk-taking, and	*Practice and improve
principles, and rules and	strategies applied to	problem-solving.	communication skills
understand the penalties	improve performance.		(speaking clearly,
for violations of these		*Understand that	identifying problems,
rules.	*Demonstrate how to	challenge, enjoyment,	sequencing steps or
	increase ball and body	creativity, self-expression,	actions to take, listening,
*Strategize and game plan	control when performing	and social interaction are	
for certain hockey	handball skills.	important, life-enhancing	
situations.		experiences and are found	
	*Indicate ways to modify	in recreational activities.	

		handball skills in response		etc.)
		to dynamic and interactive	*Demonstrate an	
		environments.	understanding and respect	
			for differences.	
		*Analyze how handball		
		skills and games allow for	*Demonstrate the ability	
		teamwork.	to use effective positive	
			interpersonal skills	
		*Demonstrate the use of	(patience, accepting	
		offensive, defensive, and	different ideas, resolving	
		cooperative strategies in handball.	differences of opinion).	
			*Practice and improve	
			communication skills	
			(speaking clearly,	
			identifying problems,	
			sequencing steps or	
			actions to take, listening,	
			etc.)	
Reliable/ Suggested	1- Fitness:	5- Volleyball:	10- Pickleball/Tennis:	14- Lacrosse:
Materials	*Physical Education / SEL	*Physical Education / SEL	*Physical Education / SEL	*Physical Education / SEL
	<u>Crosswalk</u>	<u>Crosswalk</u>	<u>Crosswalk</u>	<u>Crosswalk</u>
	* <u>CBHPE</u>	* <u>CBHPE</u>	* <u>CBHPE</u>	* <u>CBHPE</u>
	* <u>njahperd</u>	* <u>njahperd</u>	* <u>njahperd</u>	* <u>njahperd</u>
	*Shape America	*Shape America	* <u>Shape America</u>	* <u>Shape America</u>
	* <u>the Online Physical</u>	* <u>the Online Physical</u>	* <u>the Online Physical</u>	* <u>the Online Physical</u>
	Education Network.	Education Network.	Education Network.	Education Network.
	* <u>Webinar Recordings -</u>	* <u>Webinar Recordings -</u>	* <u>Webinar Recordings -</u>	* <u>Webinar Recordings -</u>
	SPARK PE	SPARK PE	SPARK PE	SPARK PE
	* <u>SHAPE America Teacher</u>	* <u>SHAPE America Teacher</u>	* <u>SHAPE America Teacher</u>	* <u>SHAPE America Teacher</u>
	Toolbox Physical Activity	Toolbox Physical Activity	Toolbox Physical Activity	Toolbox Physical Activity
	<u>Calendars</u>	<u>Calendars</u>	<u>Calendars</u>	<u>Calendars</u>

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

	Calassia	*Marking Description	
Crosswalk	Calendars	* <u>Webinar Recordings -</u>	* <u>the Online Physical</u>
* <u>CBHPE</u>	* <u>The Rules of Badminton -</u>	<u>SPARK PE</u>	Education Network.
* <u>njahperd</u>	EXPLAINED!	*SHAPE America Teacher	* <u>Webinar Recordings -</u>
* <u>Shape America</u>		Toolbox Physical Activity	SPARK PE
*the Online Physical	8- Team Handball:	<u>Calendars</u>	* <u>SHAPE America Teacher</u>
Education Network.	*Physical Education / SEL	*The Rules of Golf -	Toolbox Physical Activity
* <u>Webinar Recordings -</u>	Crosswalk	EXPLAINED!	<u>Calendars</u>
SPARK PE	* <u>CBHPE</u>		*The Rules of Cornhole -
*SHAPE America Teacher	* <u>njahperd</u>		EXPLAINED!
Toolbox Physical Activity C	*Shape America	13- Project Adventure:	
alendars	*the Online Physical	*Physical Education / SEL	
	Education Network.	Crosswalk	
4- Floor Hockey:	* <u>Webinar Recordings -</u>	* <u>CBHPE</u>	
*Physical Education / SEL	SPARK PE	* <u>njahperd</u>	
<u>Crosswalk</u>	*SHAPE America Teacher	*Shape America	
* <u>CBHPE</u>	Toolbox Physical Activity	*the Online Physical	
* <u>njahperd</u>	<u>Calendars</u>	Education Network.	
*Shape America		*Webinar Recordings -	
*the Online Physical		SPARK PE	
Education Network.		*SHAPE America Teacher	
*Webinar Recordings -		Toolbox Physical Activity	
SPARK PE		Calendars	
*SHAPE America Teacher			
Toolbox Physical Activity			
Calendars			

### 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			
Content	Skills	Resources	
<ul> <li>What is MH &amp; Well-Being &amp; Why is it important?</li> </ul>	The Students Will Be Able To (TSWBAT)	<ul> <li><u>Protecting Youth MH - US</u></li> <li><u>Surgeon General Advisory</u></li> </ul>	
	<ul> <li>Develop a basic understanding of the importance of</li> </ul>	<ul> <li>Active Mind - We all have MH</li> </ul>	
• What are ACEs (Adverse	maintaining their own positive MH & Well-being	<ul> <li>Active Mind - Let's Talk about MH</li> </ul>	
Childhood Experiences)? How do		<ul> <li><u>Celebrities that struggle w/MH</u></li> </ul>	
they affect us?	<ul> <li>Demonstrate an understanding of what ACEs are</li> </ul>	<u>Adverse Childhood Experiences</u>	
• The langest of ACEs and traume	• Identify some of the common/personal ACEs that may be		
The Impact of ACEs and trauma     (arise death incomparation)	affecting them.		
(grief, death, incarceration, violence, etc) on our wellness	• Understand how ACEs can impact our MH & Well-being.		

Common Factors Affecting Our Mental Health			
Content	Skills	Resources	
	The Students Will Be Able To(TSWBAT)		
<ul><li>Genetics vs Environment</li><li>SU &amp; MH</li></ul>	<ul> <li>Identify common risk factors in MH such as personal familial history, environment, and physical health and well- being</li> </ul>	<ul> <li><u>MH &amp; SU Podcasts</u></li> <li>Smart Recovery for Teens</li> <li>NIDA-Drugs and your brain/body</li> </ul>	

Protective vs Risk factors	Understand how SU can impact MH
	<ul> <li>Identify &amp; familiarize themselves with both protective &amp; risk factors</li> </ul>

Common Mental Health Disorders in Adolescents			
Content	Skills	Resources	
<ul> <li>Common Adolescent MH concerns         <ul> <li>anxiety, depression, bipolar disorder, schizophrenia, SIB &amp; SI</li> </ul> </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>	<ul> <li>The Students Will Be Able To(TSWBAT)</li> <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> <li>Podcasts Teen Wellness - Depression &amp; SIB</li> <li>Active Mind - Here for You</li> <li>Active Mind - When it's more than a bad day</li> <li>Active Mind - You are not alone</li> <li>Active Mind - Helping a Friend</li> <li>Active Mind - Understanding MH Crisis</li> <li>Reach Out - Anxiety</li> <li>2nd Floor Youth Helpline call text 24/7 (888-222-2288)</li> <li>Union County PESS 908-994-7131</li> <li>Suicide Crisis Lifeline-988</li> </ul>	

Coping, Wellness, & Resources			
Content	Skills	Resources	
	The Students Will Be Able To(TSWBAT)		
<ul> <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>	<ul> <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; wellbeing/wellness.</li> </ul>	<ul> <li><u>2nd Floor Youth Helpline</u> call or text 24/7(888-222-2288)</li> <li>Union County PESS 908-994-7131</li> <li>Suicide Crisis Lifeline-988</li> <li><u>NIDA - Stressed out</u></li> <li><u>NIDA - Nurturing Mental &amp;</u> <u>Emotional Health</u></li> <li><u>NAMI Union County</u></li> <li><u>Active Mind - Staying (Mentally)</u> <u>Healthy</u></li> <li><u>Active Minds - Making</u> <u>Responsible Choices</u></li> </ul>	

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.

Neurological Impact						
Content	Content Skills					
<ul> <li>Facts vs Fiction - Debunking the myths</li> </ul>	The Students Will Be Able To(TSWBAT)	<u>Stanford Medicine Cannabis Awareness</u> <u>&amp; Prevention Toolkit</u>				
<ul> <li>Perceived Risk vs Perceived Benefit</li> </ul>	<ul> <li>Compare myths and truths about the use of marijuana, E- cigarettes, and other drugs in order to Differentiate facts vs. opinions.</li> </ul>	<ul> <li><u>Mind Matters: Drugs &amp; the Brain</u></li> <li><u>Mind Matters: The Body's Response to</u> <u>Marijuana</u></li> </ul>				
<ul> <li>Vulnerability on adolescent brains</li> </ul>	• Identify the effects & potential health risks of marijuana, E- cigarettes, and other drugs on adolescent brain development	<ul> <li><u>National Institute on Drug Abuse</u></li> <li><u>Stanford Medicine Cannabis Awareness</u> <u>&amp; Prevention Toolkit Lesson #1</u></li> </ul>				
<ul> <li>Short &amp; Long term effects</li> </ul>	• Explain how the brain and body respond to the use of marijuana, E-cigarettes, and other drugs.					

Substance Safety					
Content	Skills	Resources			
<ul> <li>The potency of marijuana today and what that means</li> </ul>	The Students Will Be Able To(TSWBAT)	<ul> <li><u>Cannabis the facts you need to know</u></li> <li><u>15 things the Cannabis industry doesn't</u></li> </ul>			
	<ul> <li>Identify various consequences of the use of marijuana, E-</li> </ul>	<u>want you to know</u>			

<ul> <li>Consequences of use including physical, mental,</li> </ul>	cigarettes, and other drugs.	• <u>NIDA - Drugs &amp; your brain/body</u>
social, & legal	<ul> <li>Understand how substances both over the counter, legal, and illegal can interact and impact their health in order</li> </ul>	
<ul> <li>Chemical interactions of substances (both prescription,</li> </ul>	TBATIdentify facts vs. opinion. consider the source	
over the counter, and illegal)	<ul> <li>Analyze Media Messages of marijuana, E-cigarettes, and other drugs to understand how media influences their</li> </ul>	
<ul> <li>The influence of Media &amp; other Sources</li> </ul>	choices	

Addiction vs Dependency					
Content	Skills	Resources			
<ul> <li>Addiction vs Dependency vs Misuse</li> </ul>	<ul><li>The Students Will Be Able To(TSWBAT)</li><li>Identify and Demonstrate understanding of how marijuana,</li></ul>	<ul> <li><u>Welcome to Herointown, New Jersey's</u> <u>4th-largest city</u></li> <li><u>Alumni In Recovery</u></li> </ul>			
<ul> <li>Social, psychological, emotional factors of</li> </ul>	E-cigarettes, and other drugs are commonly misused.	<ul> <li>Why are drugs so hard to quit?</li> <li>Decisional Balance Exercise.pdf</li> </ul>			
substance use	<ul> <li>Identify and discuss both the risk &amp; protective factors associated with marijuana, E-cigarettes, and other drugs.</li> </ul>				
<ul> <li>Risk factors vs Protective</li> </ul>					
factors	<ul> <li>Analyze the societal impact of substance abuse on the individual, family, and community.</li> </ul>				
Self-Assessment					
	Coping & Resources				
Content	Skills	Resources			

	The Students Will Be Able To(TSWBAT)	
<ul> <li>How do we manage stress, anxiety, sadness, etc.</li> </ul>	<ul> <li>Identify positive social practices to avoid being around</li> </ul>	<ul> <li>Free Online Vision Board Maker</li> <li><u>Alateen</u></li> </ul>
<ul> <li>Negative vs Positive coping</li> </ul>	marijuana, E-cigarettes, and other drugs.	• <u>SU Resources for Families - NJ Children's</u> <u>System of Care</u>
skills	<ul> <li>Identify personal alternatives to using marijuana, E- cigarettes, and other drugs.</li> </ul>	<ul> <li><u>Smart Recovery for Teens</u></li> <li><u>Flyer for Teen Smart Recovery</u></li> </ul>
<ul> <li>How can I identify or recognize when it is important to get help?</li> </ul>	<ul> <li>Understand when &amp; who to contact when there is a potential for crisis.</li> </ul>	<ul> <li>Nar Anon Family Support Groups</li> <li>2nd Floor Youth Helpline call or text 24/7(888-222-2288)</li> <li>Union County PES: 908-994-7131 (24/7)</li> </ul>
<ul> <li>Where can I get help? What resources or support services are at my disposal?</li> </ul>	<ul> <li>Familiarize themselves with the local network of resources available for concerns regarding marijuana, E-cigarettes, &amp; other drugs.</li> </ul>	• Suicide and Crisis Lifeline-988

# Possible Activities/Assessments

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 l

Timeline: Full Year; 5 Credits

### **Course Description:**

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

#### Scope and Sequence:

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

rational	same reasoning	in the coordinate	replacing one	exponents.
exponents follows	as in solving	plane, often	equation by the	
from extending	equations.	forming a curve	sum of that	N.RN.A.2
the properties of		(which could be a	equation and a	Rewrite
integer exponents	A.REI.A.1	line).	multiple of the	expressions
to those values,	Explain each step		other produces a	involving radicals
allowing for a	in solving a simple	A.REI.D.12	system with the	and rational
notation for	equation as	Graph the	same solutions.	exponents using
radicals in terms	following from	solutions to a		the properties of
of rational	the equality of	linear inequality	A.REI.C.6	exponents.
exponents.	numbers asserted	in two variables	Solve systems of	
	at the previous	as a half plane	linear equations	
N.RN.A.2	step, starting	(excluding the	algebraically	
Rewrite	from the	boundary in the	(include using the	
expressions	assumption that	case of a strict	elimination	
involving radicals	the original	inequality), and	method) and	
and rational	equation has a	graph the	graphically,	
exponents using	solution.	solution set to a	focusing on pairs	
the properties of	Construct a viable	system of linear	of linear	
exponents.	argument to	inequalities in	equations in two	
	justify a solution	two variables as	variables.	
N.RN.B.3	method.	the intersection		
Simplify radicals,		of the	A.REI.D.10	
including	A.REI.A.2	corresponding	Understand that	
algebraic radicals.	Solve simple	half-planes.	the graph of an	
	rational and		equation in two	
	radical equations		variables is the	
	in one variable,		set of all its	
	and give		solutions plotted	
	examples		in the coordinate	
	showing how		plane, often	
	extraneous		forming a curve	
	solutions may		(which could be a	

		arise. A.REI.B.3 Solve linear equations and inequalities in			line).		
		one variable, including equations with coefficients represented by letters.					
Standards for Mathematical Practice	MP.1 Make sense of problems and persevere in solving them.         MP.2 Reason abstractly and quantitatively.         MP.3 Construct viable arguments & critique the reasoning of others.						
	MP.6 Attend to pre	ate tools strategically					
	MP.8 Express regularity in repeated reasoning.						
Content or Skills	Number Lines Real Numbers Divisibility Rules Prime/Composite	Inverse operations - one-step - multi-step	Coordinate System - Graph by Plotting Points	Graphing and Writing Inequalities Solving One-Step	Solving a System of Linear Equations (graphically)	- Integer Exponents - Multiplying Monomials	

#s	- distributive	- Graph Using	Inequalities	Solving a System	- Multiplication
- Add/Subt. Real	prop.	Intercepts	Solving Two-Step	of Linear	Property (Product
#s	- Variables on	-Slope Rise over	Inequalities	Equations	of Powers
- Mult/Div. Real	Both Sides	run	Solving Multi-Step	(substitution)	Property)
#s	- No & Infinite	- Graph Using the	Inequalities	Solving a System	- Multiplication
Order of	Soln.	y-intercept and	Solving	of Linear	Property (Power
Operations	- Evaluate (plug-in	Slope	Inequalities with	Equations	of a Power
Exponents/Radica	given values)	- Finding Linear	Variables on Both	(Elimination)	Property)
ls	Literal Equations	Equations	Sides	Solving a System	- Multiplication
- Reduce	- D=rt	- Parallel and	Solving	of Linear	Property (Power
- Add/Subtract	- SI=prt	Perpendicular	Compound	Inequalities	of a Product
- Multiply	- Geometric	Lines	Inequalities	(graphically)	Property)
- Divide	Formulas	- Introduction to			- Dividing
Absolute Value	- Solution Mixture	Functions	Compound AND	Consistent and	Monomials
Simplifying	- Word Problems	- Linear	(Inward) with	Inconsistent	- Division
Expressions	Involving Linear	Inequalities (Two	graphing	Systems	Property
	Equations	Variables)	Compound OR	Independent and	(Quotient of
	Translating	Graph points	(Outward) with	Dependent	Powers Property)
	English to Algebra		graphing	Systems	-Division Property
	Writing Equations	Functions f(x)	Graphing Linear		(Positive Power of
	(creating variables	- input and output	Inequalities		a Quotient
	for unknowns)	<ul> <li>graph points</li> </ul>	(Dashed/Solid/Sh		Property)
	Solving word	- make a table of	ading)		-Division Property
	problems	values	Slope intercept		(Negative Power
	Solving Problems	- graph line from	form		of a Quotient
	Using Formulas	the table	Standard Form		Property)
	Literal Equations	- graph from	Absolute Value		
	(solve for	y=mx+b	Equations		
	different	- change standard	Absolute Value		
	Variables)	to slope-intercept	Inequalities		
	Distance Formula	form	Solve them as		
	(d=rt)	- use slope and y-	compound		

Simple Interest Formulas Geometric Formulas PARCC reference sheet Work-Rate & Fluid-Rate Simple Interest Mixture Solution Mixture Solving Problems Using Literal	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	
Using Literal Equations			

## 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

	Unit 1			Unit 2			
Weeks	4 Weeks	3 Weeks	3 Weeks	3 Weeks	3 Weeks	4 Weeks	
Topics	Geometric Constructions	Geometric Reasoning	Parallel/ Perpendicular Lines	Triangle Basics	Triangle Congruence	Triangle Properties and Attributes	
Standards	G.GPE.B.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio. G.GPE.B.7 Use coordinates to compute perimeters of polygons and areas of triangles and	G.GPE.B.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio. G.GPE.B.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula	•	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	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. G.CO.C.10 Prove theorems about triangles. Theorems include:	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	
	rectangles, e.g., using the distance formula G.CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge,	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,	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	congruent. 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	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	side and half the length; the medians of a triangle meet at a point. G.SRT.B.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a	
	string, reflective devices, paper folding, dynamic	etc.). Copying a segment; copying an angle; bisecting a	are congruent and corresponding	corresponding pairs of angles are congruent.	length; the medians of a triangle meet at a	triangle divides the other two proportionally, and	

software, etc.).       angle; constructing copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular       angle; constructing perpendicular       orgruent; points on a perpendicular       G.C.0.8.8       Pythagorean Theorem proved using triangle congruence (ASA, S, and SSS)         perpendicular       bisector of a line segment; bisecting an angle; constructing perpendicular       segment; and constructing a point not on the line.       G.G.P.E.8.5       Prove the slope criteria for triangle       G.GPE.8.5         Prove the slope criteria for triangle to a given line.       G.GPE.8.5       Prove the slope criteria for triangle and use them to solve geometric problems (e.g., find the equation of a line parallel or gerpendicular to a given line.       MP.1.1 Make sense of problems and persevere in solving them.         MP.2 Reason abstractly and quantitatively. cal Construct viable arguments & critique the reasoning of others.       MP.4 Model with mathematics.		geometric	segment; bisecting an	angles are		point.	conversely; the	
Copying a segment; copying an angle; bisecting a an angle; constructing perpendicular lines, including the perpendicular lines, including the perpendicular constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line perpendicular hisector of a line segment; and constructing a line parallel to a given line through a point not on the line.perpendicular a line segment; and constructing a line parallel to a given line through a point not on the line.perpendicular a line segment; and constructing a line perpendicular intervogin a point not on the line.perpendicular is definition of congruence in congruence in congruence in constructing a line point not on the line.perpendicular is definition of congruence in congruence in congruence in constructing a line perpendicular line solve geometric problems (e.g., problems (e.g., problems (e.g., problem line that passes through a given point).Explain how the criteria for transfer tor congruence (ASA, SAS, and SSS)Explain how the criteria for transfer tor transfer tor tor a line parallel tor a given point).Explain how the criteria for transfer tor tors.Explain how the criteria for tor tors.Explain how the criteria for tors.Explain how the criteria for tors.Explain how the criteria for tors.Explain how the criteria for tors.Ex		-		-	G CO B 8			
copying an angle;       including the perpendicular bisector of a line segment and segment; bisector of a line segment; and constructing perpendicular bisector of a line segment; and constructing perpendicular bisector of a line through a point not on the line.       corgruence (ASA, SA, and SSS) follow from the definition of congruence (aSA, and SSS) follow from the definition of congruence in triangle similarity.       G.SRT.B.5         bisector of a line segment; and constructing a line perpendicular bisector of a line segment?       constructing a line parallel to a given line through a point not on the line.       G.G.PE.B.5       Forwe the slope criteria for parallel and geometric parallel and geometric problems and to prove relationships line and use them to solve geometric problems (e.g., find the equation of a line parallel or a given line.       file and perpendicular line agiven point).       file agiven line agiven line agiven line agiven line agiven line agiven line through a point not on the line.       MP.1 Make sense of problems and persevere in solving them. to solve geometric problems and persevere in solving them.       MP.2 Reason abstractly and quantitatively.         MP.4 Model with mathematics.       MP.4 Model with mathematics.       critique the reasoning of others.       MP.4 Model with mathematics.				<b>U</b>				
bisecting a segment; bisecting a nagle; constructing perpendicular lines, including the perpendicular bisector of a line, segment; and constructing a line, perpendicular bisector of a line, segment; and constructing a line, perpendicular bisector of a line, segment; and constructing a line, parallel to a given line through a point not on the line.bisector of a line, segment; and constructing a line, perpendicular how to the line.constructing a line equidistant from the segment's endpoints.songruence (ASA, SAS, and SSS) congruence (ASA, SAS, and SSS)similarity.G.GPE.B.5 Prove the slope criteria for parallel to a given line through a point not on the line.G.GPE.B.5 Prove the slope criteria for parallel and perpendicular line sand use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular line sand use through a given problems (e.g., find the equation of a line parallel or perpendicular line sand use through a given problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).similarity.Standards for Mathemati cal ContertMP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively.similarita modification of constructing a given point).MP.4 Model with mathematics.MP.4 Model with mathematics.similarita bisector of a line constructing a line perpendicular line sand use through a given point).				•				
segment, bisecting an angle; constructing perpendicular lines, including the bisector of a line segment, and constructing a line perpendicular line through a point not on the line.       segment are exactly those equidistant from the segment's endpoints.       SAS, and SSS) follow from the definition of congruence in terms of rigid motions.       G.SRT.B.5         G.GPE.B.5       G.GPE.B.5       G.GPE.B.5         Prove the slope critteria for parallel to a given line.       G.GPE.B.5       Brow the slope critteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or gerendicular to a given line       MP.1 Make sense of problems and persevere in solving them.         MP.2 Reason abstractly and quantitatively. cal Content real Content       MP.4 Model with mathematics.       MP.4 Model with mathematics.			•	• •	•			
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.exactly those equidistant from the segment's endpoints.follow from the definition of congruence in terms of rigid motions.G.SRT.B.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.Standards for Mathemati cal ContentMP.1 Make sense of problems and persevere in solving them.G.WP.1 Make sense of problems and persevere in solving them.MP.2 Reason abstractly and quantitatively.MP.4 Model with mathematics.MP.4 Model with mathematics.MP.4 Model with mathematics.MP.4 Model with mathematics.Standards for MP.4 Model with mathematics.MP.4 Model with mathematics.		-			• • •		Sinnancy.	
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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.the segment's endpoints.congruence in terms of rigid motions.and similarity criteria for triangles to solve problems and to prove relationships in geometric geometric problems (e.g., find the equation of a line parallel or perpendicular to a given point).and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.Standards for Mathemati cal ContentMP.1 Make sense of problems and persevere in solving them.MP.2 Reason abstractly and quantitatively.MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics.MP.4 Model with mathematics.MP.4 Model with mathematics.		-						
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standards for Mathematic cal Content       MP.1 Make sense of problems and persevere in solving them.       MP.3 Construct viable arguments & critique the reasoning of others.							•	
standards for Mathemati cal Content       MP.1 Make sense of problems and persevere in solving them.       point national series and use lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line       image: series of series of problems and persevere in solving them.         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.		•		•			•	
line through a point not on the line.       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).         Standards for Mathemati cal Content       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.4 Model with mathematics.		-					-	
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MP.3 Construct viable arguments & critique the reasoning of others. MP.4 Model with mathematics.			any and quantitativery.					
MP.4 Model with mathematics.		MP.3 Construct viable arguments & critique the reasoning of others.						
MP.5 Use appropriate tools strategically.		MP.4 Model with mathematics.						
······································		MP.5 Use appropriate tools strategically.						

	MP.6 Attend to prec	MP.6 Attend to precision.							
	MP.7 Look for and make use of structure.								
Content	Formulas from Coordinate Geometry (Slope, Midpoint, and Distance) (G.GPE.7) Coordinate Plane Slope Distance Formula Midpoint Formula Coordinate/Formul a 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			
5KIII5	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	Congruence (SSS, SAS, ASA, AAS, HL, and CPCTC) Isosceles and Equilateral Triangle Properties	Angle Bisectors Bisectors of Triangles Circumcenters and Incenters Medians and Altitudes of Triangles			

C	Distance between	Counterexample,	Lines in the		The Triangle
Т	Two Points,	Conditional	Coordinate Plane		Midsegment
C	Copying a	Statements,			Theorem
S	Segment/Angle,	Identifying the			Inequalities in One
В	Bisecting a	Hypothesis and			Triangle
S	Segment/Angle,	Conclusion,			Inequalities in Two
N	Measuring and	Writing a Conditional			Triangles
C	Classifying Angles,	Statement,			The Pythagorean
N	Naming Points,	Finding and Writing			Theorem
L	ines, and Planes,	the Truth Value of a			Applying Special
N	Naming Segments	Conditional			Right Triangles
a	and Rays,	Biconditionals and			
N	Measuring	Definitions,			
S	Segment Lengths,	Writing a			
L	Using the Segment	biconditional			
A	Addition Postulate,	statement,			
C	Comparing	Identifying the			
S	Segment Lengths,	conditionals in a			
L	Using the Midpoint	biconditional,			
0	of a Segment,	Writing a Definition			
	Naming Angles,	as a Biconditional,			
N	Measuring and	Identifying Good			
	Classifying Angles,	Definitions,			
U	Using Congruent	Counterexample,			
A	Angles,	Inductive Reasoning,			
	Using the Angle	Deductive Reasoning,			
A	Addition Postulate,	Biconditional			
	dentify Angle	Statements,			
	Pairs,	Algebraic Proofs			
	Finding Missing				
	Angles,				
	Using an Angle				
	Bisector to Find				
A	Angle Measures				

	Unit 3		Unit 4		
Number of Weeks	6 Weeks	3 Weeks	3 Weeks	4 Weeks	4 Weeks
Topics	Transformational Geometry	Similarity	Properties of Polygons and Quadrilaterals	Two Dimensional Measurements	Three Dimensional Measurements
Standards	Geometry G.CO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. G.CO.A.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	G.SRT.A.1 Verify experimentally the properties of dilations given by a center and a scale factor: 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. G.SRT.A.3 Use the properties of similarity	and Quadrilaterals 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. 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.	Measurements 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). 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).	Measurements G.GMD.A.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. G.GMD.A.2 Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures. G.GMD.A.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
		transformations to establish the AA	G.SRT.B.5 Use congruence and		Identify the shapes of two-dimensional cross-

		criterion for two triangles to be similar.	similarity criteria for triangles to solve problems and to prove relationships in geometric figures.		sections of three- dimensional objects, and identify three- dimensional objects generated by rotations of two-dimensional objects.
Standards for Mathemati	MP.1 Make sense of pro MP.2 Reason abstractly a	blems and persevere in sol	lving them.	I	I
cal Content	MP.3 Construct viable ar MP.4 Model with mathe	guments & critique the rea	asoning of others.		
	MP.5 Use appropriate to MP.6 Attend to precisior				
	MP.7 Look for and make				
Skills	Writing a rule to describe a translation Reflecting a point across a line Graphing a reflection image Drawing a rotation of an image for a particular degree measure Identifying lines of symmetry, rotational symmetry and symmetry in three-	Prove a quadrilateral is a parallelogram Prove rhombuses, rectangles, and squares are equal with If Then statements Find missing angle values of kites and trapezoids	Find the area and perimeter of triangles, quadrilaterals, and circles Use the coordinate plane system to find the area and perimeter of two-dimensional figures.	Find the surface area and volume of three- dimensional figures Solve word problems involving the surface area and volume of various real-life figures.	Use ratios and proportions to find missing values of sides and angles

	dimensional objects Finding a scale factor for dilations Identifying symmetries in a tessellation				
Content	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

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:**

# Union County Educational Services Commission Curriculum Mapping – Algebra II

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

inequalities in one	different but equivalent	divide rational	number i such thatand
variable, including	forms to reveal and	expressions.	every complex number
equations with	explain different		has the formwithand
coefficients represented	properties of the function.	A.REI.A.2	real.
by letters.	a. Use the process of	Solve simple rational and	
	factoring and	radical equations in one	N.CN.A.2
A-REI.B.4	completing the	variable, and give	Use the relationand the
Solve quadratic equations	square in a	examples showing how	commutative, associative,
in one variable.	quadratic function	extraneous solutions may	and distributive
	to show zeros,	arise.	properties to add,
A-REI.D.11	extreme values,		subtract, and multiply
Explain why the x-	and symmetry of	A-REI.D.11	complex numbers.
coordinates of the points	the graph, and	Explain why the x-	
where the graphs of the	interpret these in	coordinates of the points	N-VM.C.6
equationsandintersect	terms of a	where the graphs of the	Use matrices to represent
are the solutions of the	context.	equationsandintersect	and manipulate data, e.g.,
equation; find the	b. Use the	are the solutions of the	to represent payoffs or
solutions approximately,	properties of	equation; find the	incidence relationships in
e.g., using technology to	exponents to	solutions approximately,	a network.
graph the functions, make	interpret	e.g., using technology to	
tables of values, or find	expressions for	graph the functions, make	N-VM.C.8
successive	exponential	tables of values, or find	Add, subtract, and
approximations. Include	functions.	successive	multiply matrices of
cases whereand/orare		approximations. Include	appropriate dimensions.
linear, polynomial,	A-SSE.A.1.a-b	cases whereand/orare	
rational, absolute value,	Interpret expressions that	linear, polynomial,	
exponential, and	represent a quantity in	rational, absolute value,	
logarithmic functions.	terms of its context.	exponential, and	
	a. Interpret parts of	logarithmic functions.	
A-SSE.B.3	an expression,		
Choose and produce an	such as terms,	F-BF.A.1	
equivalent form of an	factors, and	Write a function that	
 expression to reveal and	coefficients.	describes a relationship	

explain properties of the	b. Interpret	between two quantities.	
quantity represented by	complicated		
the expression.	expressions by	F-BF.A.1.b	
	viewing one or	Combine standard	
F-IF.B.6	more of their	function types using	
Calculate and interpret	parts as a single	arithmetic operations.	
the average rate of	entity.		
change of a function	energi	F-BF.B.4	
(presented symbolically or	A-SSE.A.2	For a function that models	
as a table) over a specified	Use the structure of an	a relationship between	
interval. Estimate the rate	expression to identify	two quantities, interpret	
of change from a graph.	ways to rewrite it.	key features of graphs	
or change from a Braph		and tables in terms of the	
F-IF.B.4	A-APR.A.1	quantities, and sketch	
For a function that models	Understand that	graphs showing key	
a relationship between	polynomials form a	features given a verbal	
two quantities, interpret	system analogous to the	description of the	
key features of graphs	integers, namely, they are	relationship.	
and tables in terms of the	closed under the	·	
quantities, and sketch	operations of addition,	F-BF-B.4.a	
graphs showing key	subtraction, and	Solve an equation of the	
features given a verbal	multiplication; add,	formfor a simple	
description of the	subtract, and multiply	function f that has an	
relationship.	polynomials.	inverse and write an	
	. ,	expression for the inverse.	
F-IF.C.7.a-f			
Graph functions		F-IF.C.7	
expressed symbolically		Graph functions	
and show key features of		expressed symbolically	
the graph, by hand in		and show key features of	
simple cases and using		the graph, by hand in	
technology for more		simple cases and using	
complicated cases.		technology for more	

a.	Graph linear and	complicated cases.	
	quadratic		
	, functions and	F-IF.C.7.b	
	show intercepts,	Graph square root, cube	
	maxima, and	root, and piecewise-	
	minima.	defined functions,	
b.	Graph square	including step functions	
	root, cube root,	and absolute value	
	and piecewise-	functions.	
	defined functions,		
	including step	F-IF.C.7.e	
	functions and	Graph exponential and	
	absolute value	logarithmic functions,	
	functions.	showing intercepts and	
с.	Graph polynomial	end behavior.	
	functions,		
	identifying zeros	F-IF.C.7.f	
	when suitable	Graph trigonometric	
	factorizations are	functions, showing period,	
	available, and	midline, and amplitude.	
	showing end		
	behavior.	F-LE.A.4	
d.	Graph rational	Find inverse functions.	
	functions,		
	identifying zeros		
	and asymptotes		
	when suitable		
	factorizations are		
	available, and		
	showing end		
	behavior.		
e.	Graph		
	exponential and		

	and the set of the set	I	
	ogarithmic		
	inctions,		
	nowing		
	itercepts and		
	nd behavior.		
f. G	raph		
tr	igonometric		
fu	inctions,		
st	nowing period,		
m	nidline, and		
aı	mplitude.		
F-IF.C.8			
Write a fu	inction defined		
by an exp	ression in		
different	but equivalent		
forms to r	reveal and		
explain di	fferent		
properties	s of the function.		
	se the process of		
	actoring and		
	ompleting the		
	quare in a		
	uadratic function		
	show zeros,		
	xtreme values,		
	nd symmetry of		
	ne graph, and		
	iterpret these in		
	erms of a		
	ontext.		
	se the		
	roperties of		
þi			

	exponents to					
	interpret					
	expressions for					
	exponential					
	functions.					
Standards for	MP.1 Make sense of proble	ms and persevere in solving t	hem.			
Mathematical Practice						
	MP.2 Reason abstractly and	l quantitatively.				
	MP.3 Construct viable argui	ments & critique the reasonir	ng of others.			
	MP.4 Model with mathema	tics.				
	MP.5 Use appropriate tools	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 r	epeated reasoning.				
Content	Rate of Change	Properties of exponents	Rational Expressions	Properties of Matrices		
	Slope	Scientific Notation	Operations with Rational	Operations with Matrices		
	Intercept Form	Exponential Functions	Expressions	(Addition, subtraction,		
	Vertical and Horizontal	Exponential Growth	The formulas for	scalar multiplication)		
	Lines	Exponential Decay	Exponential Growth	<b>Operations with Matrices</b>		
	Writing Equations of Lines	Division Property	Exponential Decay	(multiply 3x3 matrices)		
	Point Slope Form	(Quotient of Powers	Interest Rate	Solving systems of		
	Slope Intercept Form	Property)	Compound Interest	equations using matrices		
	Standard Form	Division Property (Positive	Properties of Logarithms	Simplify the square roots		
	Parallel Lines	Power of a Quotient	Logarithmic Applications	of negative numbers.		
	Perpendicular Lines	Property)	PH Scale	Add, subtract, and		
	r cipenalealar Eines	- 1 / /				

	Infinitely Many Solutions.	(Negative Power of a	Logarithmic Equations	numbers.
	Substitution Method	Quotient Property)	Natural Logarithms	Find the conjugate of a
	Graphing Method	Standard Form Factoring	Irrational Number "e"	complex number.
	Elimination Method	Greatest Common Factor		Divide complex numbers,
	Quadratics can model	(GCF)		including rationalization
	real-world problems.	Monomial Binomial		of the denominator using
	Key features of quadratic	Trinomial Polynomial		the conjugate.
	functions	Difference of Squares		Plot complex numbers on
	Intercepts	Perfect Square Trinomial		a complex plane
	Intervals of increasing or	Factoring quadratics		Demonstrate the absolute
	decreasing	The Quadratic Formula		value of a complex
	Relative maximums and	Completing the Square		number
	Minimums	Role technology plays		
	Role of Symmetry			
Skills	Solving Linear equations	Integer Exponents	Simplifying Rational	Properties of Matrices
	and Inequalities	Multiplying Monomials	Expressions & Multiplying	Operations with Matrices
	Graphing Linear Functions	Dividing Monomials	Rational Expressions	(Addition, subtraction,
	Writing Linear Functions	Classifying Polynomials	Dividing Rational	scalar multiplication)
	Linear Inequalities in two	Addition and Subtraction	Expressions	Operations with Matrices
	variables	of Polynomials	Adding and Subtracting	(multiply 3x3 matrices)
	Solving Systems of	Multiplication of	Rational Expressions	Solving systems of
	Equations by Graphing	Polynomials by a	Solving Rational Equations	equations using matrices
	Solving Systems of	Monomial	Graphing Rational	Graphing Complex
	Equations by Substitution	Division of Polynomials by	Functions	Numbers
	Solving Systems of	a Monomial	Solving Rational Equations	Operations with Complex
	Equations by Elimination	Multiplication of	Exponential Growth and	Numbers
	Solving System of Linear	Binomials	Decay Functions	Evaluate Powers of i
	Inequalities	Multiplication of	Graphing Exponential	
	Linear Equations in Three	Polynomials	Growth and Decay	
	Dimensions	Factoring using Common	Functions ; inverse of	
	Graphing Quadratic	Factors & Factoring	relations and functions	
	Functions	Quadratic Trinomials	Logarithmic Functions	
	Solving Quadratic	Factoring – Difference of	Properties of Logarithms	

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

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:

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:**

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

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

and explain misleading uses of data; recognizeuses of data; recognizeprobabilities, and use the characterization towhen arguments based on data are flawed).data are flawed).determine if they are independent.data are flawed).S-ID.A1S-ID.A1S-IC.A1Represent data with plotsS-CP.B9Understand statistics as a process for making inferences abouton the real number line and box plots).Use permutations and probabilities of compour	value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
when arguments based on data are flawed).data are flawed).determine if they are independent.S-ID.A1S-ID.A1S-ID.A1S-IC.A1Represent data with plotsS-CP.B9Understand statistics as a process for making inferences abouton the real number line and box plots).Use permutations and probabilities of compour probabilities of compour	sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
data are flawed).independent.S-ID.A1S-ID.A1S-IC.A1Represent data with plotsUnderstand statistics as a process for making inferences abouton the real number line (dot plots, histograms, and box plots).Use permutations and probabilities of compour probabilities of compour probabilities of compour	corresponding probability distribution using the same graphical displays as for data distributions.
S-ID.A1S-ID.A1S-IC.A1Represent data with plotsS-CP.B9Understand statistics as a process for making inferences abouton the real number lineUse permutations and combinations to comput probabilities of compour	distribution using the same graphical displays as for data distributions.
S-IC.A1Represent data with plotsS-CP.B9Understand statistics as a process for making inferences abouton the real number lineUse permutations and combinations to comput probabilities of compout	same graphical displays as for data distributions.
Understand statistics as a process for making inferences abouton the real number line (dot plots, histograms, and box plots).Use permutations and combinations to compu- probabilities of compou-	for data distributions.
process for making (dot plots, histograms, combinations to compute inferences about and box plots).	
inferences about and box plots). probabilities of compou	te
	nd S-MD.A2
population parameters events and solve	Calculate the expected
based on a random S-ID.A.2 problems.	value of a random
sample from that Use statistics appropriate	variable; interpret it as
population. to the shape of the data S-IC.A2	the mean of the
distribution to compare Decide if a specified	probability distribution.
S-ID.A2 center (median, mean) model is consistent with	1
Use statistics appropriate and spread (interquartile results from a given data	a-
to the shape of the data range, standard deviation) generating process, e.g.	,
distribution to compare of two or more different using simulation.	
center (median, mean) data sets.	
and spread (interquartile S-ID.B5	
range, standard deviation) S-ID.A.3 Summarize categorical	
of two or more different Interpret differences in data for two categories	in
data sets. shape, center, and spread two-way frequency	
in the context of the data tables. Interpret relative	
sets, accounting for frequencies in the conte	ext
possible effects of of the data (including	
extreme data points joint, marginal, and	
(outliers). conditional relative	
frequencies). Recognize	
S-ID.A4 possible associations an	

		Liss the mean and	tranda in the data	
		Use the mean and	trends in the data.	
		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-ID.B6		
		Represent data on two		
		quantitative variables on a		
		scatter plot and describe		
		how the variables are		
		related.		
		S-ID.C7		
		Interpret the slope (rate		
		of change) and the		
		intercept (constant term)		
		of a linear model in the		
		context of the data.		
Standards for	MP.1 Make sense of probler	ms and persevere in solving t	hem.	1

Mathematical Practice						
Mathematical Fractice	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	e of structure.				
	MP.8 Look for and express r	regularity in repeated reason	ing.			
Content	variables in a statistical	interquartile range	counting principle	interquartile range		
	study					
		percentiles	permutations	percentiles		
	quantitative and					
	qualitative variables	deciles	combinations	deciles		
	population and sample	quartiles	odds	quartiles		
	data					
		outliers		outliers		
	discrete and continuous					
	data	histogram	compound events	histogram		
	descriptive and inferential statistics	box-whiskers plots	dependent	box-whiskers plots		
		frequency and cumulative	independent	frequency and cumulative		
	mean, median, mode	frequency		frequency		

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

		probability of an event	
	drawing a scatterplot and		
	the line of best fit	determine probabilities	
		for compound events.	
	calculate the variance and	using tree diagrams to	
	standard deviation using	calculate probabilities	
	formulas and Google		
	Sheets, analyze and		
	interpret the standard		
	deviation		

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:**

# Union County Educational Services Commission Curriculum Mapping: Consumer Math

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

	A-SSE.A.1 - Interpret	A-SSE.A.1 - Interpret	arise in applications in
F-IF Understand the	expressions that	expressions that	terms of the context;
concept of a function and	represent a quantity in	represent a quantity in	Analyze functions using
use function notation;	terms of its context.	terms of its context.	different representations
Interpret functions that			
arise in applications in	S-ID Interpret linear	F-IF Understand the	F-IF.C.8 - Write a function
terms of the context;	models	concept of a function and	defined by an expression
Analyze functions using		use function notation;	in different but
different representations	S-ID.B3 - Make Inferences	Interpret functions that	equivalent forms to
	And Justify Conclusions	arise in applications in	reveal and explain
F-IF.C.8 - Write a function	, From Sample Surveys,	terms of the context;	different properties of
defined by an expression in	Experiments, And	Analyze functions using	the function.
different but equivalent	Observational Studies	different representations	
forms to reveal and explain			S-ID Interpret linear
different properties of the	F-BF Build a function that	F-IF.C.8 - Write a function	models
function.	models a relationship	defined by an expression	S-ID.B3 - Make Inferences
	between two quantities	in different but	And Justify Conclusions
N-Q Reason quantitatively		equivalent forms to	From Sample Surveys,
and use units to solve	F-IF Understand the	reveal and explain	Experiments, And
problems	concept of a function and	different properties of	Observational Studies
	use function notation;	the function.	
S-ID Interpret linear models	Interpret functions that		F-BF Build a function that
	arise in applications in	S-ID Interpret linear	models a relationship
S-ID.B3 - Make Inferences	terms of the context;	models	between two quantities
And Justify Conclusions	Analyze functions using		
From Sample Surveys,	different representations	S-ID.B3 - Make Inferences	F-LE Construct and
Experiments, And		And Justify Conclusions	compare linear, quadratic
Observational Studies	F-IF.C.8 - Write a function	From Sample Surveys,	and exponential models
	defined by an expression	Experiments, And	and solve problems
	in different but	Observational Studies	

		equivalent forms to				
		reveal and explain	F-BF Build a function that			
		•				
		different properties of	models a relationship			
		the function.	between two quantities			
			F-LE Construct and			
			compare linear, quadratic			
			and exponential models			
			and solve problems			
Standards for	MP.1 Make sense of problem	is and persevere in solving the	nem.			
Mathematical Practice						
	MP.2 Reason abstractly and o	quantitatively.				
	MP.3 Construct viable arguments & critique the reasoning of others.					
	MP.4 Model with mathematics.					
	MP.5 Use appropriate tools strategically.					
	wr.5 Ose appropriate tools strategically.					
	MP.6 Attend to precision.					
	MP.7 Look for and make use of structure.					
	MP.8 Express regularity in rep	peated reasoning.				
Content	Fractions	Wages	Bank Accounts	Renting vs Buying		
	Decimals	Hourly vs Salary vs	Credit	Traditional Loans		
		Commission				
	Percents		Checks	Automotive Loans		
	1	1				

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

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

Consumer Math AGS Workbook
Consumer Math Worksheets
Khan Academy Resources
The Ramsey Show Video Clips
Next Generation

Science

Title: Environmental Science

**Timeline:** Full Year; 5 Credits

### **Course Description:**

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

#### Scope and Sequence:

- I. 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:**

# Union County Educational Services Commission Curriculum Mapping– Environmental Science

	Unit 1	Unit 2	Unit 3	Unit 4
Number of Weeks	approx. 10	approx. 10	approx. 10	approx. 10
Торіс	Human Impact: Cause and Effect	Populations and Ecology	Energy - Thermodynamics	Earth and Human Activity
Standards	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.
Content/ Disciplinary Core Ideas	<ul> <li>What Is Environmental Science?</li> <li>What is the Goal of</li> <li>Environmental Science?</li> <li>Ecology - Ecological Footprint</li> <li>Biodiversity</li> <li>Natural Resources - Sustainability</li> <li>Population crisis - Consumption</li> <li>crisis</li> <li>Developed country - Developing</li> <li>Country</li> </ul>	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			
Skills/	Constructing Explanations and	Constructing Explanations and	Constructing Explanations and		
Science and	Designing Solutions	Designing Solutions	Designing Solutions		
Engineering	Using Mathematical &	Analyzing and Interpreting Data	Using Mathematical and		
Practices	Computational Thinking		Computational Thinking		
	Engaging in Argument from		Analyzing and Interpreting Data		
	Evidence				
Crosscutting	Stability and Change	Stability and Change	Stability and Change		
Concepts	Systems and System Models	Cause and Effect	Cause and Effect		
	, ,		Systems and System Models		
Resources	https://ed.ted.com/lessons?cate	gory=earth-and-space-science			
	https://ngss.nsta.org/Classroom	-Resources.aspx			
	https://www.nasa.gov/offices/education/programs/national/summer/education_resources/earthspacescience_grades7-9/index.html				
	https://www.state.nj.us/education/modelcurriculum/sci/capstone.shtml				
	https://scienceteachertribe.s3.amazonaws.com/Earth+Science/Earth-and-Space-Science-Pacing-Guidepdf				

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:**

# Union County Educational Services Commission Curriculum Mapping– Biology

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

HS-LS1-5 - Use a model to	explanations that	of energy among
illustrate how	organisms with an	organisms in an
photosynthesis	advantageous heritable	ecosystem.
transforms light energy	trait tend to increase in	HS-LS2-5 - Develop a
into stored chemical	proportion to organisms	model to illustrate the
energy.	lacking this trait.	role of photosynthesis
HS-LS1-6 - Construct and	HS-LS4-4 - Construct an	and cellular respiration in
revise an explanation	explanation based on	the cycling of carbon
based on evidence for	evidence for how natural	among the biosphere,
how carbon, hydrogen,	selection leads to	atmosphere,
and oxygen from sugar	adaptation of	hydrosphere, and
molecules may combine	populations.	geosphere.
with other elements to	HS-LS4-5 - Evaluate the	HS-LS2-6 - Evaluate the
form amino acids and/or	evidence supporting	claims, evidence, and
other large carbon-based	claims that changes in	reasoning that the
molecules.	environmental conditions	complex interactions in
HS-LS1-7 - Use a model to	may result in (1) increases	ecosystems maintain
illustrate that cellular	in the number of	relatively consistent
respiration is a chemical	individuals of some	numbers and types of
process whereby the	species, (2) the	organisms in stable
bonds of food molecules	emergence of new	conditions, but changing
and oxygen molecules are	species over time, and (3)	conditions may result in a
broken and the bonds in	the extinction of other	new ecosystem.
new compounds are	species.	HS-LS2-7 - Design,
formed resulting in a net	HS-LS4-6 - Create or	evaluate, and refine a
transfer of energy.	revise a simulation to test	solution for reducing the
	a solution to mitigate	impacts of human
	adverse impacts of human	activities on the
	activity on biodiversity.	environment and
		biodiversity.
		HS-LS2-8 - Evaluate
		evidence for the role of
		group behavior on
		individual and species'
		chances to survive and
		reproduce.

Content/Disciplinary Core Ideas Skills/ Science and Engineering Principles	Structure and Function Growth and Development of Organisms Organization for Matter and Energy Flow in Organisms Constructing Explanations and Designing Solutions Developing and Using Models Planning and Carrying Out Investigations	Structure and Function Inheritance of Traits Variation of Traits Asking Questions and Defining Problems Analyzing and Interpreting Data Engaging in Argument from Evidence	Evidence of Common Ancestry and Diversity Natural Selection Adaptation Biodiversity and Humans Developing Possible Solutions Obtaining, Evaluating, and Communicating Information Constructing Explanations and Designing Solutions Analyzing and Interpreting Data Engaging in Argument	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 Using Mathematics and Computational Thinking Constructing Explanations and Designing Solutions Developing and Using Models Engaging in Argument from Evidence
Crosscutting Concepts	Structure and Function Systems and System Models Stability and Change Energy and Matter	Cause and Effect Scale, Proportion, and Quantity	Patterns Cause and Effect	Scale, Proportion, and Quantity Energy and Matter Stability and Change Systems and System Models Cause and Effect
Project Based Assessment	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

	· .		
determines the structure	chromosomes in coding	evolution are supported	factors that affect the
of proteins; Develop and	the instructions for	by multiple lines of	carrying capacity of
use a model to illustrate	characteristic traits	empirical evidence;	ecosystems at different
the hierarchical	passed from parents to	Construct an explanation	scales; use mathematical
organization of interactive	offspring; Make and	based on evidence that	representations to
cell systems; Plan and	defend a claim based on	the process of evolution	support and revise
conduct an investigation	evidence that inheritable	primarily results from four	explanations based on
to provide evidence that	genetic variations may	factors: (1) the potential	evidence about factors
feedback mechanisms	result from (1) new	for a species to increase in	affecting biodiversity and
maintain homeostasis;	genetic combinations	number, (2) the heritable	populations in ecosystems
Use a model to illustrate	through meiosis, (2)	genetic variation of	of different scales;
the role of cellular	viable errors occurring	individuals in a species	construct and revise an
division in producing and	during replication, and/or	due to mutation and	explanation based on
maintaining complex	(3) mutations caused by	sexual reproduction, (3)	evidence for the cycling of
organisms; Model how	environmental factors;	competition for limited	matter and flow of energy
photosynthesis	Apply concepts of	resources, and (4) the	in aerobic and anaerobic
transforms light energy	statistics and probability	proliferation of those	conditions; use
into stored chemical	to explain the variation	organisms that are better	mathematical
energy; Construct and	and distribution of	able to survive and	representations to
revise an explanation	expressed traits in a	reproduce in the	support claims for the
based on evidence for	population.	environment; Apply	cycling of matter and flow
how C, H, and O from		concepts of statistics and	of energy among
sugar molecules may		probability to support	organisms in an
combine with other		explanations that	ecosystem; develop a
molecules to form		organisms with an	model to illustrate the
complex amino acids and		advantageous heritable	role of photosynthesis
proteins; Use a model to		trait tend to increase in	and cellular respiration in
illustrate that cellular		proportion to organisms	the cycling of carbon
respiration is a chemical		lacking this trait;	among the biosphere,
process that results in		Construct an explanation	atmosphere,
broken bonds, new		based on evidence for	hydrosphere, and
compounds, and the		how natural selection	geosphere; evaluate
release of energy.		leads to adaptation of	claims, evidence, and
		populations; Evaluate the	reasoning that the
		evidence supporting	complex interactions in
		claims that changes in	ecosystems maintain
		environmental conditions	relatively consistent
1	1	1	,

		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.
Resources	ucation/modelcurriculum/sci /nova/article/everything-you oom-resources.aspx /classroom/biology.jsp		

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:

# Union County Educational Services Commission Curriculum Mapping – Chemistry

	UNIT 1	UNIT 2	UNIT 3	UNIT 4
Length of Unit	approx. 10	approx. 10	approx. 10	approx. 10
Essential Question(s)	What is the structure and	What is the structure and	What is the structure and	What is the structure and
and/or Big Idea(s)	properties of matter?	properties of matter?	properties of matter?	properties of matter??
Topics / Reading Focus /	Atomic Theory and	The Periodic Table	Nuclear Chemistry	Bonding and Chemical
Writing Focus	Structure			Formulae
Target Standards (a)	HS-PS1-1 - Use the	HS-PS1-1 - Use the	HS-PS1-1 - Use the	HS-PS1-1 - Use the
	periodic table as a model	periodic table as a model	periodic table as a model	periodic table as a model
	to predict the relative	to predict the relative	to predict the relative	to predict the relative
	properties of elements	properties of elements	properties of elements	properties of elements
	based on the patterns of	based on the patterns of	based on the patterns of	based on the patterns of
	electrons in the	electrons in the	electrons in the	electrons in the
	outermost energy level of	outermost energy level of	outermost energy level of	outermost energy level of
	atoms.	atoms.	atoms.	atoms.
	HS-PS1-2 - Construct and	HS-PS1-2 - Construct and	HS-PS1-2 - Construct and	HS-PS1-2 - Construct and
	revise an explanation for	revise an explanation for	revise an explanation for	revise an explanation for
	the outcome of a simple	the outcome of a simple	the outcome of a simple	the outcome of a simple
	chemical reaction based	chemical reaction based	chemical reaction based	chemical reaction based
	on the outermost electron	on the outermost electron	on the outermost electron	on the outermost electron
	states of atoms, trends in	states of atoms, trends in	states of atoms, trends in	states of atoms, trends in
	the periodic table, and	the periodic table, and	the periodic table, and	the periodic table, and
	knowledge of the patterns	knowledge of the patterns	knowledge of the patterns	knowledge of the patterns
	of chemical properties.	of chemical properties.	of chemical properties.	of chemical properties.
	HS-PS1-3 - Plan and	HS-PS1-3 - Plan and	HS-PS1-3 - Plan and	HS-PS1-4 - Develop a
	conduct an investigation	conduct an investigation	conduct an investigation	model to illustrate that
	to gather evidence to	to gather evidence to	to gather evidence to	the release or absorption
	compare the structure of	compare the structure of	compare the structure of	of energy from a chemical
	substances at the bulk	substances at the bulk	substances at the bulk	reaction system depends
	scale to infer the strength	scale to infer the strength	scale to infer the strength	upon the changes in total

of electrical forces	of electrical forces	of electrical forces	bond energy.
between particles.	between particles.	between particles.	HS-PS1-5 - Apply
	HS-PS1-4 - Develop a	HS-PS1-4 - Develop a	scientific principles and
	model to illustrate that	model to illustrate that	evidence to provide an
	the release or absorption	the release or absorption	explanation about the
	of energy from a chemical	of energy from a chemical	effects of changing the
	reaction system depends	reaction system depends	temperature or
	upon the changes in total	upon the changes in total	concentration of the
	bond energy.	bond energy.	reacting particles on the
	HS-PS1-5 - Apply	HS-PS1-5 - Apply	rate at which a reaction
	scientific principles and	scientific principles and	occurs.
	evidence to provide an	evidence to provide an	HS-PS1-6 - Refine the
	explanation about the	explanation about the	design of a chemical
	effects of changing the	effects of changing the	system by specifying a
	temperature or	temperature or	change in conditions that
	concentration of the	concentration of the	would produce increased
	reacting particles on the	reacting particles on the	amounts of products at
	rate at which a reaction	rate at which a reaction	equilibrium.
	occurs.	occurs.	HS-PS1-7 - Use
	HS-PS1-6 - Refine the	HS-PS1-6 - Refine the	mathematical
	design of a chemical	design of a chemical	representations to
	system by specifying a	system by specifying a	support the claim that
	change in conditions that	change in conditions that	atoms, and therefore
	would produce increased	would produce increased	mass, are conserved
	amounts of products at	amounts of products at	during a chemical
	equilibrium.	equilibrium.	reaction.
	HS-PS1-7 - Use	HS-PS1-7 - Use	
	mathematical	mathematical	
	representations to	representations to	
	support the claim that	support the claim that	
	atoms, and therefore	atoms, and therefore	
	mass, are conserved	mass, are conserved	
	during a chemical	during a chemical	

		reaction.	reaction.	
		HS-PS1-8 - Develop	HS-PS1-8 - Develop	
		models to illustrate the	models to illustrate the	
		changes in the	changes in the	
		composition of the	composition of the	
		nucleus of the atom and	nucleus of the atom and	
		the energy released	the energy released	
		during the processes of	during the processes of	
		fission, fusion, and	fission, fusion, and	
		radioactive decay.	radioactive decay.	
Content	Structure and Properties	Structure and Properties	Structure and Properties	Structure and Properties
	of Matter	of Matter	of Matter	of Matter
	Chemical Reactions	Chemical Reactions	Chemical Reactions	Chemical Reactions
	Types of Interactions	Types of Interactions	Types of Interactions	Types of Interactions
		Optimizing the Design	Optimizing the Design	Optimizing the Design
		Solution	Solution	Solution
		Nuclear Processes	Nuclear Processes	Nuclear Processes
Skills	Researching	Researching	Researching	Researching
	Forecasting	Forecasting	Forecasting	Forecasting
	Predicting	Predicting	Predicting	Predicting
	Analyzing	Analyzing	Analyzing	Analyzing
		Using Mathematical and	Using Mathematical and	Using Mathematical and
		Computational Thinking	Computational Thinking	Computational Thinking
Assessment	Research-Based Projects	Research-Based Projects	Research-Based Projects	Research-Based Projects
	Writing Samples	Writing Samples	Writing Samples	Writing Samples

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:**

# Union County Educational Services Commission

Curriculum Mapping– Forensics

	Unit 1	Unit 2	Unit 3	Unit 4
Number of Weeks	approx. 10	approx. 10	approx. 10	approx. 10
Topics	Investigation and Evidence	Blood spatter Death - Manner, Mechanism, and Cause	Forensic entomology and forensic anthropology	Forensic Psychology (only taught in full-year class)
Standards	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.
Content/ Disciplinary Core Ideas	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
Skills/ Science and Engineering Principles	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

Crosscutting Concepts	Cause and Effect Scale, Proportion, and Quantity	Asking Questions and Defining Problems Planning and Carrying Out Investigations Engaging in Argument from Evidence Cause and Effect Patterns Stability and Change	Asking Questions and Defining Problems Planning and Carrying Out Investigations Engaging in Argument from Evidence Cause and Effect Patterns Stability and Change	from Evidence Obtaining, Evaluating, and Communicating Information Constructing Explanations and Designing Solutions Cause and Effect Patterns Stability and Change
Resources		u/online-bachelors-degrees/fc pjects/10-crime-scene-investig		<u>cience-lessons-students/</u>

Title: Marine Biology

Timeline: Full Year; 5 Credits

#### **Course Description:**

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

#### Scope and Sequence:

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

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

#### **Curriculum Alignment:**

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

#### **Grading Procedures:**

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

#### **Adoption Date:**

# Union County Educational Services Commission Curriculum Mapping - Marine Biology

	Unit 1	Unit 2	Unit 3	Unit 4
Number of Weeks	9 weeks	11 weeks	11 weeks	9 weeks
Topics	Ocean Environment	Marine Organisms	Marine Ecosystems	Humans and the Seas
Standards	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. HS-LS1-5 - Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. 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. HS-LS2-4 - Use	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. HS-LS1-5 - Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. 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. HS-LS 3-2 - Make and	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). 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. HS-LS2-6 - Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain	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. HS-LS 1-2- Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. HS-LS3-3 - Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. HS-LS2-4 - Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

	mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. 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. HS-ESS2-5 - Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.	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. 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.	relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. HS-LS1-2 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. 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. HS-ESS2-3 - Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.	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. HS-ESS3-2 - Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios HS-ESS2-3 - Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.
Content/ Disciplinary Core Ideas	Science & Marine Biology Fundamentals of Ecology Geology of the Oceans Water Waves and Tides Organization for Matter and Energy Flow in	Biological Concepts Marine Fish Marine Reptiles Marine Mammals Shark Week Chemical Reactions Structure and	Intertidal Communities Estuaries Coral Reef Communities Continental Shelves & Netic zone Electromagnetic Radiation	Harvesting the Oceans Oceans in Jeopardy Variation of Traits Evidence of Common Ancestry and Diversity Structure and Function Definitions of Energy

	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
Skills/ Science and Engineering Principles	Developing and Using Models Using Mathematics and Computational Thinking Planning and Carrying Out Investigations Constructing Explanations and Designing Solutions	Developing and Using Models Constructing Explanations and Designing Solutions Engaging in Argument from Evidence	Constructing Explanations and Designing Solutions Analyzing and Interpreting Data Developing and Using Models Planning and Carrying Out Investigations Engaging in Argument from Evidence	Analyzing and Interpreting Data Obtaining, Evaluating, and Communicating Information Developing and Using Models Constructing Explanations and Designing Solutions Engaging in Argument from Evidence
Crosscutting Cncepts	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
		Stubility and change

Social Studies

Title: World History

Timeline: Full Year; 5 Credits

## **Course Description:**

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

### Scope and Sequence:

- I. Geography; 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:**

# Union County Educational Services Commission Curriculum Mapping – World History

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

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

6.2.8.A.3.a - Compare and	conquest, and colonization.	governments to pressure for	the organization's ability to
contrast the methods (i.e.,		self-government or self-	solve or mediate
autocratic rule, philosophies,	6.2.12.D.1.a - Assess the	determination to subsequent	international conflicts.
and bureaucratic structures)	political, social, and	reform or revolution.	
used by the rulers of Rome,	economic impact of the		6.2.12.A.5.d - Analyze the
China, and India to control	Columbian Exchange (e.g.,	6.2.12.A.3.c - Analyze the	causes and consequences of
and unify their expanding	plants, animals, ideas,	relationship between	mass killings (e.g., Cambodia,
empires.	pathogens) on Europeans	industrialization and the rise	Rwanda, Bosnia-Herzegovina,
	and Native Americans.	of democratic and social	Somalia, Sudan), and
6.2.8.A.3.c - Determine the		reforms, including the	evaluate the responsibilities
foundational concepts and	6.2.12.D.1.b - Compare	expansion of parliamentary	of the world community in
principles of Athenian	slavery practices and other	government.	response to such events.
democracy and the Roman	forms of coerced labor or		
Republic that later influenced	social bondage common in	6.2.12.A.3.d - Compare and	6.2.12.B.5.c - Determine the
the development of the	East Africa, West Africa,	contrast the struggles for	impact of migration on the
United States Constitution.	Southwest Asia, Europe, and	women's suffrage and	way of life (e.g., social,
	the Americas.	workers' rights in Europe and	economic, and political
6.2.8.D.3.d - Compare and		North America, and evaluate	structures) in countries of
contrast the tenets of various	6.2.12.D.1.c - Analyze various	the degree to which each	origin and in adopted
world religions that	motivations for the Atlantic	movement achieved its goals.	countries.
developed in or around this	slave trade and the impact on		
time period (i.e., Buddhism,	Europeans, Africans, and	6.2.12.C.3.b - Analyze	6.2.12.C.5.b - Compare and
Christianity, Confucianism,	Americans.	interrelationships among the	contrast free market
Hinduism, Islam, Judaism,		Industrial Revolution,	capitalism, Western
Sikhism, and Taoism), their	6.2.12.D.1.e - Assess the	nationalism, competition for	European democratic
patterns of expansion, and	impact of economic, political,	global markets, imperialism,	socialism, and Soviet
their responses to the	and social policies and	and natural resources.	communism.
current challenges of	practices regarding African		
globalization.	slaves, indigenous peoples,	6.2.12.C.3.c - Compare the	6.2.12.D.5.a - Relate the
	and Europeans in the Spanish	characteristics of capitalism,	lingering effects of
	and Portuguese colonies.	communism, and socialism to	colonialism to the efforts of
		determine why each system	Latin American, African, and
	6.2.12.D.1.f - Analyze the	emerged in different world	Asian nations to build stable
	political, cultural, and moral	regions.	economies and national
	role of Catholic and		identities.
	Protestant Christianity in the	6.2.12.C.3.d - Determine	
	European colonies	how, and the extent to	

	which, scientific and
6.2.12.A.2.a - Compare the	technological changes,
principle ideas of the	transportation, and new
Enlightenment in Europe	forms of energy brought
(e.g., political, social, gender,	about massive social,
education) with similar ideas	economic, and cultural
in Asia and the Muslim	changes.
empires of the Middle East	
and North Africa	6.2.12.D.3.b - Explain how
	industrialization and
6.2.12.A.2.b - Determine the	urbanization affected class
reasons for, and the	structure, family life, the
consequences of, the rise of	daily lives of men, women,
powerful, centralized nation	and children, and the
states in Europe (i.e., the	environment.
French absolute monarchy	
and the English limited	6.2.12.D.3.d - Analyze the
monarchy).	extent to which racism was
	both a cause and
6.2.12.D.2.a - Determine the	consequence of imperialism,
factors that led to the	and evaluate the impact of
Renaissance, the significance	imperialism from multiple
of the location of the Italian	perspectives.
city-states as the center of	
the Renaissance, and the	6.2.12.A.4.a - Explain the
impact on the arts.	differences between
	socialism, communism, and
6.2.12.D.2.b - Determine the	fascism and explain the
factors that led to the	reasons for their spread in
Reformation and the impact	Europe and Asia.
on European politics.	
	6.2.12.A.4.c - Analyze the
6.2.12.D.2.d - Analyze the	motivations, causes, and
impact of new intellectual,	consequences of the
philosophical, and scientific	genocides of Armenians,
ideas on how humans viewed	Roma (gypsies), and Jews, as
themselves and how they	well as the mass
themselves and now they	

viewed their physical and spiritual worlds.exterminations of Ukrainians and Chinese.6.2.12.D.2.e - Assess the impact of the printing press and other technologies developed on the dissemination of ideas.6.2.12.A.4.d - Assess govermment responses to incidents of ethnic cleansing and genocide.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 1939.6.2.12.B.4.a - Explain how the disintegration of the ord in tout and the mandate system led to the creation of new nations in the Middle East.6.2.12.C.4.a - Analyze government responses to the Great Depression and their consequences, including the growth of fascits, socialist, and communist movements and the effects on capitalist economic theory and practice.	 · · · · · · · · · · · · · · · · · · ·	
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economic theory and		
practice.		
		practice.
6.2.12.C.4.c - Assess the		
short- and long-term		-
demographic, social,		
economic, and		
environmental consequences		environmental consequences

of the violence and destruction of the two World Wars.         6.2.12.D.4.a - Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.         6.2.12.D.4.b - Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.	
Wars.         6.2.12.D.4.a - Analyze the         extent to which nationalism,         industrialization, territory         disputes, imperialism,         militarism, and alliances led         to World War I.         6.2.12.D.4.b - Analyze the         Treaty of Versailles and the         League of Nations from the         perspectives of different	
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perspectives of different	
nations.	
6.2.12.D.4.d - Analyze the	
extent to which the legacy of	
World War I, the global	
depression, ethnic and	
ideological conflicts,	
imperialism, and traditional	
political or economic rivalries	
caused World War II.	
6.2.12.D.4.e - Compare how	
Allied countries responded to	
the expansionist actions of	
Germany and Italy.	
6.2.12.D.4.g - Analyze the	
role of racial bias,	
nationalism, and propaganda	
in mobilizing civilian	
populations in support of	
"total war".	

			<ul> <li>6.2.12.D.4.h - Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.</li> <li>6.2.12.D.4.i - Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.</li> </ul>	
Content	Physical Geography: Landmasses and oceans	Abrahamic and Eastern Religions	The Causes and Effects of: - World War I	Cold War
	Political Geography:	The Crusades	- World War II - The Holocaust	Korean War
	Countries, borders, and			Conflicts in the Middle East
	boundaries	Syrian Civil War	Government Responses to	
	Cultural Geography: How	Slavery Practices	Genocide and Ethnic Cleansing	United Nations
	geography impacts society		cicularia	Modern Day Genocides
	and culture	Christianity in the European	Effects of the Disintegration	
	Classical civilizations (i.e.,	colonies	of the Ottoman Empire	Migration
	Greece, Rome, India, and	Enlightenment in Different		Capitalism, Democratic
	China) Cultural Exchange and Diffusion	Regions of the World		Socialism, and Communism LGBTQ+ Issues
	World Religions	Rise of Power in European		

		Nations		
		Causes and Effects of the		
		Renaissance		
		Causes and Effects of the		
		Reformation		
		The Printing Press		
		S S		
Skills	-Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.			
	-Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and			
	changes in the political and economic landscape.			
	-Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.			
	-Relate current events to the physical and human characteristics of places and regions.			
	-Distinguish valid arguments from false arguments when interpreting current and historical events.			
	<ul> <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</li> </ul>			
				ng historians and experts)
				ll-organized manner taking
	into consider the appropriate use of language for the task and audience.			
Holocaust / Amistad		Origins of slavery and	Transatlantic Slave Trade	Rwandan Genocide, Bosnian
Requirement Topic(s)		genocide	Holocaust	Genocide, Africa's role in the
			African-American Role in War	world today
			Effort	

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:**

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

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

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

6.1.12.B.1.a - Explain how	and Anti-Federalists	opportunities for some	6.1.12.A.6.c - Relate the
geographic variations (e.g.,	during the ratification	and hardships for others	creation of African
climate, soil conditions,	debates, and assess their	by considering multiple	American advocacy
and other natural	continuing relevance.	perspectives.	organizations (i.e., the
resources) impacted	Ŭ	· · ·	National Association for
economic development in	6.1.12.A.2.d - Explain how	6.1.12.D.3.b - Explain how	the Advancement of
the New World.	judicial review made the	immigration intensified	Colored People) to United
	Supreme Court an	ethnic and cultural	States Supreme Court
6.1.12.C.1.a - Explain how	influential branch of	conflicts and complicated	decisions (i.e., Plessy v.
economic ideas and the	government, and assess	the forging of a national	Ferguson) and state and
practices of mercantilism	the continuing impact of	identity.	local governmental
and capitalism conflicted	the Supreme Court today.		policies.
during this time period.		6.1.12.D.3.c - Assess how	
	6.1.12.A.2.e - Examine the	states' rights (i.e.,	6.1.12.D.8.b - Assess the
6.1.12.C.1.b - Determine	emergence of early	Nullification) and sectional	impact of artists, writers,
the extent to which natural	political parties and their	interests influenced party	and musicians of the
resources, labor systems	views on centralized	politics and shaped	1920s, including the
(i.e., the use of indentured	government and foreign	national policies (i.e., the	Harlem Renaissance, on
servants, African slaves,	affairs, and compare these	Missouri Compromise and	American culture and
and immigrant labor), and	positions with those of	the Compromise of 1850).	values.
entrepreneurship	today's political parties.		
contributed to economic		6.1.12.A.4.a - Analyze the	6.1.12.A.13.b - Analyze the
development in the	6.1.12.B.2.b - Evaluate the	ways in which prevailing	effectiveness of national
American colonies.	effectiveness of the	attitudes, socioeconomic	legislation, policies, and
	Northwest Ordinance in	factors, and government	Supreme Court decisions
6.1.12.D.1.a - Assess the	resolving disputes over	actions (i.e., the Fugitive	(i.e., the Civil Rights Act,
impact of the interactions	Western lands and the	Slave Act and Dred Scott	the Voting Rights Act, the
and conflicts between	expansion of slavery.	Decision) in the North and	Equal Rights Amendment,
native groups and North		South (i.e., Secession) led	Title VII, Title IX,
American settlers.	6.1.12.D.2.a - Analyze	to the Civil War.	Affirmative Action, Brown
	contributions and	C112A4b Analyzahaw	v. Board of Education, and
	perspectives of African	6.1.12.A.4.b - Analyze how	Roe v. Wade) in promoting
	Americans, Native	ideas found in key documents (i.e., the	civil liberties and equal
	Americans, and women	Declaration of	opportunities.
	during the American Revolution.	Independence, the Seneca	6.1.12.B.13.a - Determine
		Falls Declaration of	the factors that led to

6.1.12.D.2.b - Explain why	Sentiments and	migration from American
American ideals put forth	Resolutions, the	cities to suburbs in the
in the Constitution (i.e.,	Emancipation	1950s and 1960s, and
due process, rule of law,	Proclamation, and the	describe how this
and individual rights) have	Gettysburg Address)	movement impacted cities.
been denied to different	contributed to demanding	6.1.12.C.13.a - Explain how
groups of people	equality for all.	individuals and
throughout time.		organizations used
throughout time.	6.1.12.A.4.c - Judge the	economic measures (e.g.,
6.1.12.D.2.d - Analyze	effectiveness of the 13th,	the Montgomery Bus
-	,	
arguments for new	14th, and 15th	Boycott, sit downs, etc.) as
women's roles and rights,	Amendments in obtaining	weapons in the struggle
and explain why 18th-	citizenship and equality for	for civil and human rights.
century society limited	African Americans.	
women's aspirations.		6.1.12.D.13.a - Determine
	6.1.12.B.4.b - Analyze the	the impetus for the Civil
6.1.12.D.2.e - Determine	impact of population shifts	Rights Movement, and
the impact of African	and migration patterns	explain why national
American leaders and	during the Reconstruction	governmental actions
institutions in shaping free	period.	were needed to ensure
Black communities in the		civil rights for African
North.	6.1.12.C.4.a - Assess the	Americans.
	role that economics played	
6.1.12.A.3.a - Assess the	in enabling the North and	6.1.12.D.13.b - Compare
influence of Manifest	South to wage war.	and contrast the
Destiny on foreign policy		leadership and ideology of
during different time	6.1.12.C.4.b - Compare	Martin Luther King, Jr., and
periods in American	and contrast the	Malcolm X during the Civil
history.	immediate and long-term	Rights Movement, and
	effects of the Civil War on	evaluate their legacies.
6.1.12.A.3.b - Determine	the economies of the	-
the extent to which	North and South.	
America's foreign policy		
(i.e., Tripoli pirates, the	6.1.12.D.4.a - Compare	
Louisiana Purchase, the	and contrast the roles of	
War of 1812, the Monroe	African Americans who	
Doctrine, the War with	lived in Union and	
		<u> </u>

	Colonization/Geography of the Colonies	Constitutional Conventions	Economies	Jim Crow Laws
			Northern v. Southern	
	Americans	Independence		Harlem Renaissance
	Impact on Native	Declaration of	North v. South Geography	
			VVESLIVATU LAPATISIUTI	Great Migration
	European Exploration	Economic, Social)	Westward Expansion	washington
Content	SIdVE ITAUE	Revolution (Political,		WEB DUBOIS V. BOOKER I Washington
Contont	Slave Trade	Causes and Effects of the	governments. Causes of the Civil War	WEB DuBois v. Booker T
			national and state	
			relationship between the	
			country and on the	
			the development of the	
			the 14th Amendment on	
			impact of the Civil War and	
			6.1.12.D.4.e - Analyze the	
			states.	
			Southern individuals and	
			Reconstruction to the resistance of some	
			sectional perspectives on	
			economic, social, and	
			conflicting political,	
			6.1.12.D.4.d - Relate	
		and removal.		
		Native American migration	achieved their goals.	
		actions that resulted in	Reconstruction policies	
		treaties, policies, and	which enacted	
		fairness of government	determine the extent to	
		6.1.12.A.3.e - Judge the	reunite the country, and	
			debate about how to	
		national interest.	6.1.12.D.4.c - Analyze the	
		influenced by perceived		
		Mexico, and Native American removal) was	Confederate states during the Civil War.	

			Debate on Slavery	Causes and Effects of The	
		Role of Different Societal		Civil Rights Movement	
			State Rights vs. Federal		
		Groups	Control		
		Covernment (Domographic	Control		
		Government (Democratic	Life During the Civil Mor		
		Republic, Bill of Rights, 3	Life During the Civil War		
	B	Branches of Government)	Linderson d Deilneed		
			Underground Railroad		
		ewis and Clark			
			Life on the Battlefield		
		Frail of Tears			
			Life at Home		
			Emancipation		
			Proclamation		
			Results of Civil		
			War/Reconstruction		
			13th, 14th, & 15th		
			Amendments		
			Franklin anda Dumanu		
			Freedmen's Bureau		
			ККК		
Skills			consequences of past decision		
		-	hifting values and beliefs as v	vell as technological	
		anges in the political and eco	-		
		is of geographic representa	tions to show the spatial patt	erns of physical and human	
	phenomena.				
			characteristics of places and r	-	
	0 0	0	when interpreting current ar		
			etect propaganda, censorship		
	Gather relevant information from multiple sources representing a wide range of views (including historians				
		-	rroborative value of the sour	-	
			enting information in a clear,	_	
	manner taking into con	nsider the appropriate use o	of language for the task and a	udience.	

Assessment Skills	Point of view using primary sources (writing)				
Holocaust / Amistad	Trans-Atlantic Slave Trade	Trans-Atlantic Slave Trade African-American role in Indian Removal Act The Political, Social,			
Requirement Topic(s)		war effort		Economic, and Geographic	
	Life of a Slave		Native American Genocide	changes in the African	
		3/5 Compromise		American Community from	
			Sectionalism	Reconstruction through	
				the Civil Rights Movement	
			Jim Crow		
			Rise of KKK		
			Amistad Agreement		

Title: United States History II

Timeline: Full Year; 5 Credits

#### **Course Description:**

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

#### Scope and Sequence:

- I. 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:**

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

	Unit 1	Unit 2	Unit 3	Unit 4
Length of Unit	10 Weeks	10 Weeks	10 Weeks	10 Weeks
Topics	Industrial Revolution and The Progressive Era	The Early 1900s	The World at War	Contemporary US History
Essential Question(s)	How does technology impact society and socio-economics?	How does power impact political, social, economic, and geographic change?	What rights do all humans deserve? Do we have an obligation to humanity beyond our borders?	Does might make right? Who are the winners and losers of globalization?
Big Idea <sup>8</sup>	The Impact of Industrialization on Society	Understanding Human Ambition	Conflicting Ideologies Affect the Human Experience	Globalization
Standards	<ul> <li>6.1.12.A.5.a - Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</li> <li>6.1.12.A.5.b - Analyze the effectiveness of governmental policies and of estimate by groups and</li> </ul>	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.	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.	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
	actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. 6.1.12.B.5.b - Assess the impact of rapid urbanization on the environment and on the quality of life in cities.	<ul> <li>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.</li> <li>6.1.12.A.7.b - Evaluate the impact of government policies designed to promote</li> </ul>	<ul> <li>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.</li> <li>6.1.12.A.11.c - Determine if American policies regarding Japanese internment and</li> </ul>	Vietnam War. 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. 6.1.12.A.12.c - Explain how

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

6.1.12.C.5.a - Analyze the economic practices of corporations and monopolies (i.e., the Espionage Act 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.attions against other attions and monopolies (i.e., the Espionage Act and the Seliton Amendment).attions against other attions and monopolies (i.e., the Espionage Act and the Seliton Amendment).attions against other attions and the need for a the positive or of all 12.A.7.c - Analyze the the response of the attions and the need for prosperity of the rations from the perspectives of different impact of Aurican Selitons from the perspectives of different impact of worme and African Advectament of the North South, and West in the post- Civil War period.6.1.12.C.7.b - Assess the immediate and long-term impact of worme and African Americans entering the work fore in large numbers during World War I.6.1.12.D.11.d - Compare the varying perspectives of survivors, by industrialized organizations that protect prosperity of the country during the 1920s, and the sepolicies on business and the consumer.attes and other development of nuclear warying perspectives of victims, survivors, by industrialized organizations that protect international relations.6.1.12.D.1.1.d - Compare the victims, survivors, by industrialized organizations that protect international relations.6.1.12.D.1.2.c - Evaluate how determine the impact of international relations.6.1.12.D.1.2.e - Analyze the determine the impact of international relations.6.1.12.D.5.d - Relate tworying enforts to eliminate reforms in preventing unfair promoting social justice.6.1				
economic practices of corporations and monopolies (i.e., the Espionage Act and the Sedition Amendment).denial of civil rights.policy.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.6.1.12.A.1.1.d - Analyze the decision to use the atomic bomb and the consequences of doing so.6.1.12.A.1.2.A.1.d - Analyze the decision to use the atomic bomb and the consequences of doing so.6.1.12.A.1.2.A.1.d - Analyze the decision to use the atomic bomb and the consequences of doing so.6.1.12.A.1.2.A.1.e - Assess the imdet and long-term immediate and long-term the violation of human rights that occurred during the Vortig war period.6.1.12.D.1.2 Analyze that occurred during the Vortig the Violation of human rights that occurred during the Vortig war period.6.1.12.D.1.1.d - Compare the vortig perspectives of victims, surviors, bystanders, rescuers, and propertivor of uclear wapons by industrialized comtries and developing counties affected international relations.6.1.12.D.1.2 Evaluate how the development of nuclear wapons by industrialized comtries and developing counties affected international relations.6.1.12.D.1.2 Evaluate how the development of nuclear wapons by industrialized comtries and developing counties affected international relations.6.1.12.D.1.2 Evaluate how the development of nuclear wapons by industrialized counties and the consumer.6.1.12.D.5. d - Relate varying immi		patriotism and to protect	actions against other	the Arab-Israeli conflict
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.(i.e., the Espionage Act and the Sedition Amendment).(i.1.12.A.11.d - Analyze the decision to use the atomic bomb and the consequences of doing so.(i.a., the American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.6.1.12.C.5.b - Compare and contrast economic development of the North, South, and West in the post- Civil War period.6.1.12.A.7.c - Analyze the Treaty of Versailles and the perspectives of different countries.6.1.12.A.11.e - Assess the immediate and long-term immediate and long-term immediate and long-term immediate and long-term impact of workers.6.1.12.D.5.b - Compare and countries.6.1.12.D.12.b - Analyze the impact of Muman rights that occurred during the youring sprespectives of victims, survivors, survivors, survivors, survivors, survivors, south and the creation of labor and agricultural erforms in preventing unfair business practices and political corruption and in promoting social justice.1.12.D.18.a - Relate and the consumer.6.1.12.D.11.e - Explain how world War II and the organizations, and the development of the subsequent impact of artists, writers, and political corruption and in promoting social justice.6.1.12.D.12.e - Analyze the independence movements in Africa, Asia, the Caribbean, and the Kithe genocides.6.1.12.D.12.e - Analyze the impact of American (a.1.12.D.12.e - Analyze the vieth wations to the development of nuclear warying gerspectives of victims, survivors, 	-			-
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effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.restrictive laws, a rise in repressive organizations, and an increase in violence.describe the subsequent impact of these organizations.other conflicts.6.1.12.D.12.e - Analyze the role that media played in bringing information to the American public and shaping6.1.12.D.8.b - Assess the impact of artists, writers, andother conflicts.		Great Migration led to	(i.e., the United Nations) to	and military during the
reforms in preventing unfair business practices and political corruption and in promoting social justice.repressive organizations, and an increase in violence.impact of these organizations.6.1.12.D.12.e - Analyze the role that media played in bringing information to the American public and shaping	6.1.12.A.6.a - Evaluate the	heightened racial tensions,	protect human rights, and	Vietnam War with that of
business practices and political corruption and in promoting social justice.an increase in violence.organizations.6.1.12.D.12.e - Analyze the role that media played in bringing information to the American public and shaping	effectiveness of Progressive	restrictive laws, a rise in	describe the subsequent	other conflicts.
political corruption and in promoting social justice.6.1.12.D.8.b - Assess the impact of artists, writers, androle that media played in bringing information to the American public and shaping	reforms in preventing unfair	repressive organizations, and	impact of these	
promoting social justice. 6.1.12.D.8.b - Assess the impact of artists, writers, and American public and shaping	-	an increase in violence.	organizations.	-
impact of artists, writers, and American public and shaping	political corruption and in			
	promoting social justice.			
6.1.12.A.6.c - Relate the musicians of the 1920s, public attitudes toward the		• • •		
	6.1.12.A.6.c - Relate the	musicians of the 1920s,		public attitudes toward the

creation of African American	including the Harlem	Vietnam War.
advocacy organizations (i.e.,	Renaissance, on American	
the National Association for	culture and values.	6.1.12.A.13.b - Analyze the
the Advancement of Colored		effectiveness of national
People) to United States	6.1.12.A.9.a - Analyze how	legislation, policies, and
Supreme Court decisions	the actions and policies of	Supreme Court decisions
(i.e., Plessy v. Ferguson) and	the United States	(i.e., the Civil Rights Act, the
state and local governmental	government contributed to	Voting Rights Act, the Equal
policies.	the Great Depression.	Rights Amendment, Title VII,
		Title IX, Affirmative Action,
6.1.12.C.6.a - Evaluate the	6.1.12.B.9.a - Determine how	Brown v. Board of Education,
effectiveness of labor and	agricultural practices,	and Roe v. Wade) in
agricultural organizations in	overproduction, and the Dust	promoting civil liberties and
improving economic	Bowl intensified the	equal opportunities.
opportunities for various	worsening economic	
groups.	situation during the Great	6.1.12.D.15.a - Compare
	Depression.	United Nations policies and
		goals (i.e., the International
	6.1.12.D.9.a - Explore the	Declaration of Human Rights
	global context of the Great	and the United Nations
	Depression and the reasons	Millennium Development
	for the worldwide economic	Goals) intended to promote
	collapse.	human rights and prevent
		the violation of human rights
	6.1.12.D.9.b - Analyze the	with actions taken by the
	impact of the Great	United States.
	Depression on the American	
	family, migratory groups, and	6.1.12.D.15.b - Compare the
	ethnic and racial minorities.	perspectives of other nations
		and the United States
	6.1.12.A.10.a - Evaluate the	regarding United States
	arguments regarding the role	foreign policy.
	of the federal government	
	during the New Deal era.	6.1.12.D.15.c - Explain how
		and why religious tensions
	6.1.12.A.10.b - Assess the	and historic differences in
	effectiveness of	the Middle East have led to

		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.
Content	Mass Production Monopolies and Economic Changes Immigration (3 Great Migrations)	World War I (Political Social and Economic Causes and Effects) - Treaty of Versailles - Militarism, Alliances, Imperialism, Nationalism	World War II (Political Social and Economic Causes and Effects) - Isolationism - Pearl Harbor - Atomic Bomb - Homefront	Cold War - The UN - Competition USA V. USSR - Effect on other nations. - Nuclearization
	Life of Workers in the North v. South Muckrakers Jacob Riis Worker Strikes and Unions	Trench Warfare Black Migration and Harlem Renaissance Women's Movement (during the war, right to vote)	<ul> <li>Capitalism v.</li> <li>Communism v.</li> <li>Fascism</li> <li>Japanese Internment</li> <li>War Atrocities and Genocide</li> </ul>	America as the lone superpower - The rise of modern terrorism - 9/11 - America's wars
	Capitalism and Communism	1920s Great Depression	Holocaust - Growth of Nazism - Personal Experiences	
	Urbanization	Dust Bowl	<ul> <li>Nuremberg Laws</li> <li>Concentration camps</li> </ul>	

		The New Deal		
Skills	<ul> <li>Analyze how change changes in the politi</li> <li>Construct various for phenomena.</li> <li>Relate current even</li> <li>Distinguish valid arg</li> <li>Evaluate sources for</li> <li>Gather relevant infor experts) while using</li> <li>Demonstrate effection</li> </ul>	nd past events to evaluate the consideration of the consideration of the conomic landscape. Forms of geographic representations of the physical and human chara suments from false arguments when a realidity and credibility and detect formation from multiple sources representations are the date, context, and corroborations of the presentation skills by presenting the sources are the presentation skills by presenting the date.	to show the spatial patterns of cteristics of places and regions. n interpreting current and histor propaganda, censorship, and bia resenting a wide range of views ve value of the sources to guide g information in a clear, concise,	echnological advancements and physical and human rical events. as. (including historians and the selection.
Holocaust / Amistad Requirement Topic(s)	Fredrick Douglas	the appropriate use of language forAfrican-American Role in WarEffortHarlem RenaissanceRace RiotsInequalities (social, financial, etc)		Newark Race Riots Martin Luther King, Jr. Malcolm X Civil Rights Movement Black Lives Matter Movement

Title: Economics

Timeline: Full Year; 5 Credits

### **Course Description:**

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

### Scope and Sequence:

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

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

## **Curriculum Alignment:**

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

### **Grading Procedures:**

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

### **Adoption Date:**

# Union County Educational Services Commission Curriculum Mapping – Economics

Unit 1	Unit 2	Unit 3	Unit 4
10	10	10	10
Economic Ideologies	Business	Personal Economics	Career Planning
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?
Capitalism and Communism	Supply and Demand	Financial Planning	Career Planning
<ul> <li>6.1.12.C.6.a - Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.</li> <li>6.1.12.C.6.b - Determine how supply and demand influence price and output during the Industrial Revolution</li> <li>6.1.12.C.7.a - Determine how technological advancements affected the nature of World War I on land, on water, and in the air.</li> <li>6.1.12.C.7.b - Assess the immediate and long-term impact of women and African Americans entering the workforce in</li> </ul>	<ul> <li>9.2.12.C.4 - Analyze how economic conditions and societal changes influence employment trends and future education.</li> <li>9.2.12.C.6 - Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</li> <li>9.2.12.C.7 - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</li> <li>9.2.12.C.8 - Assess the impact of litigation and</li> </ul>	9.2.12.C.9 - Analyze the correlation between personal and financial behavior and employability.	<ul> <li>9.2.12.C.1 - Review career goals and determine steps necessary for attainment.</li> <li>9.2.12.C.2 - Modify Personalized Student Learning plans to support declared career goals.</li> <li>9.2.12.C.3 - Identify transferable career skills and design alternate career plans.</li> <li>9.2.12.C.5 - Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</li> </ul>
\ & <b>FOOF</b> & a i o & @ Fi o F & d t o t & e i i / e	10 Economic Ideologies What responsibilities does a government have to its beople? Capitalism and Communism 5.1.12.C.6.a - Evaluate the effectiveness of labor and agricultural organizations n improving economic opportunities for various groups. 5.1.12.C.6.b - Determine now supply and demand nfluence price and output during the Industrial Revolution 5.1.12.C.7.a - Determine now technological advancements affected the nature of World War I on land, on water, and in the air. 5.1.12.C.7.b - Assess the mmediate and long-term mpact of women and African Americans	1010Economic IdeologiesBusinessWhat responsibilities does a government have to its beople?Who or what decides what you get?Capitalism and CommunismSupply and Demand5.1.12.C.6.a - Evaluate the effectiveness of labor and agricultural organizations n improving economic opportunities for various groups.9.2.12.C.4 - Analyze how economic conditions and societal changes influence employment trends and future education.5.1.12.C.6.b - Determine now supply and demand nfluence price and output during the Industrial Revolution9.2.12.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.5.1.12.C.7.a - Determine now technological advancements affected the nature of World War I on land, on water, and in the air.9.2.12.C.7 - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.5.1.12.C.7.b - Assess the mmediate and long-term mpact of women and African Americans entering the workforce in9.2.12.C.8 - Assess the impact of litigation and	101010Economic IdeologiesBusinessPersonal EconomicsWhat responsibilities does a government have to its beople?Who or what decides what you get?How do you control your future?Capitalism and CommunismSupply and DemandFinancial PlanningCapitalism and CommunismSupply and DemandFinancial PlanningCapitalism and CommunismSupply and Demand9.2.12.C.9 - Analyze the economic conditions and societal changes influence employment trends and future education.9.2.12.C.9 - Analyze the correlation between personal and financial behavior and employability.5.1.12.C.6. b - Determine onw supply and demand nfluence price and output during the Industrial advancements affected the nature of World War I on land, on water, and in the air.9.2.12.C.7 - Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.9.2.12.C.8 - Assess the impact of women and 9.2.12.C.8 - Assess the impact of women and

	<ul> <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 a experts) while using the date, context, and corroborative value of the sources to guide the selection.</li> </ul>			d bias.
	<ul> <li>-Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</li> <li>-Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.</li> <li>-Relate current events to the physical and human characteristics of places and regions.</li> </ul>			
Skills	-Compare present and past	events to evaluate the cons	Credit sequences of past decisions	and to apply lessons learned.
	Economic Change throughout History	Employment Law	Budgeting Debt	
	Socialism	Supply and Demand	Financial Planning	Career Opportunities
	Capitalism	Economic Change	Business Finances	Career Skills
Content	World War I. 6.1.12.C.8.a - Analyze the push-pull factors that led to the Great Migration. 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. Communism	employment laws and practices. The Cost of Education	Personal Finances	Career Goals

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:**

# Union County Educational Services Commission Curriculum Mapping – Sociology

Unit / Topics	Unit I: The Sociological Perspective, Culture, Socialization and Social Structure	Unit II: Deviance and Conformity, Sociology of Poverty and Politics
Length of Unit	approx. 10 weeks	approx. 10 weeks
Essential Question(s)		dual shaped by society? haped by the individual?
Big Ideas	Development, structure, and function of society Culture Social Structure Socialization	Deviance and Power Social Mobility/ Social Action
Topics / Reading Focus / Writing Focus	Social structure	Conformity
	Sociological perspectives: Functionalist, social interactionist, conflict	Deviance
	Research methods	Formal Norm/Ideal Norm
	Norms, Mores, Folkways	Shaming/Stigma
	Subcultures, Countercultures	Types of Government Globalization
	Four components of culture (normative, material, symbolic, cognitive. )	Theories of Social Change
	Nature vs. Nurture	Dominant Ideology
	Spheres of Influence	Alienation
	Gender and Sexuality	
	Total Institutions	
Target Standards (a)	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

	<ul> <li>expanded role of government on economic policy, capitalism, and society.</li> <li>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.</li> <li>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</li> <li>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.</li> <li>6.1.12. HistoryCC.3.b: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</li> <li>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.</li> </ul>	<ul> <li>stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.</li> <li>6.1.12.HistoryCC.3.b: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>
Skills	Compare and contrast the different sociological perspectives	Identify norms in our society Evaluate the impact and necessity of societal norms
	Analyze the impact of social structure on both individuals and groups of people	Analyze causes of conformity and deviance
	Identify which research methods would best fit specific projects	Distinguish valid arguments from false arguments when interpreting current and historical events.

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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:**

# Union County Educational Services Commission Curriculum Mapping – Criminal Justice

Unit/Topics	Unit I: The Varied Aspects Of Crime & Causes of	Unit II: The American Judicial System & the Role of
	and Solutions to Crime	Police in the Judicial System
Length of Unit	approx. 10 weeks	approx. 10 weeks
Essential Question(s)	•	a government have to its people?
	What rights do	all humans deserve?
Topics / Reading Focus / Writing Focus	History of Crime in America	Bill of Rights and Rights of the American People
-	Victims & Perpetrators of Crime	The American Judicial System and the Mechanics of Criminal Courts
	Essential Components of a Crime	History of Policing in America
	Evaluate Various Defenses of Crime	The Role of Police in Our Society
	History of Criminal Prevention Measures in America	Law Enforcement and Investigation Techniques
	Sociological and Psychological Causes of Crime	
	Retributive and Restorative justice	
Target Standards (a)	6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	6.1.2.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.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.
	6.1.12.CivicsPD.14.a: Draw from multiple	6.1.2.CivicsPD.2: Establish a process for how individuals

perspectives and cite evidence to explain the conflicting ideologies and actions of political parties	can effectively work together to make decisions.
regarding spending priorities, the role of government in the economy, and social reforms	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
6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions	around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
taken to address the causes of continuing racial tensions and violence	6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential
6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.	branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
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.	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).
	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
	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.
	6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which non

		governmental organizations, special interest groups, third party political groups, and the media affects public policy.
		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.
		6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing (societal issues)
Skills	Understand the origins of crime in our society	Outline of Rights as an American Citizen
	Identify motives for committing crimes	Assess the difference between jurisdictions
	Assess various defenses for committing crimes	Examine roles of judges and attorneys in criminal courts
	Compare criminal types to criminal activity	Examine public attitudes to law enforcement (discussion of current events)
	Evaluate methods for victim assistance	
	Identify the essential components of a crime	Understand the development of law enforcement (why do we have police?)
	Identify root causes of criminal activity	Examine different units and positions in local police departments
	Debate the nature vs. nurture causes to crime	
	Analyze actions taken to reduce crime in America	Describe the investigation process
	Compare and Contrast retributive and restorative	Explore the use of force in policy activities
	justice	Identify obstacles police face

		Evaluate the limits of police power
Assessment	Why do people commit crimes? Essay	Citizens Rights Project
	Evaluate the Sociological and Psychological Causes of a crime of your choice	Law Enforcement Current Event Presentation
		Summative Assessments
	Summative Assessments	
Amistad and Holocaust	Assess Race-Crime Relationship in America	Analyze how the rights of minority groups in America
Connections		differed from those guaranteed to majority groups
		Compare and contrast the treatment of different racial
		groups by law enforcement (racial profiling, stop and
		frisk, etc.)

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:

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

	Unit 1	Unit 2	Unit 3	Unit 4
Number of Weeks	approx. 9 weeks	approx. 9 weeks	approx. 8 weeks	approx. 14 weeks
Topics	Life under the Jim Crow South/ Life under Nazi Germany	Women's Rights Movement / Civil Rights	Law and Order	Hate Groups & Modern-Day (American) Social Issues / Environmental Racism
Standards	D2.His.16.9-12. Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.	D2.His.16.9-12. Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.	D2.His.16.9-12. Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.	D2.His.16.9-12. Integrate evidence from relevant historical sources and interpretations into a reasoned argument about the past.
	<ul> <li>D2.Geo.5.9-12. Evaluate</li> <li>how political and</li> <li>economic</li> <li>decisions throughout time</li> <li>have influenced cultural</li> <li>and</li> <li>environmental</li> <li>characteristics</li> <li>of various places and</li> <li>regions.</li> <li>D2.Geo.10.9-12. Evaluate</li> <li>how changes in the</li> <li>environmental and</li> <li>cultural characteristics of</li> <li>a place or region</li> <li>influence spatial patterns</li> <li>of trade and land use.</li> </ul>	D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.	D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.	D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
	6.3.4.A.1. Determine what makes a good rule or law	6.3.4.D.1. Identify actions that are unfair or	6.3.12.A.2. Compare current case studies	6.2.12.A.6.d. Assess the effectiveness of responses by governments and

Skills
Content
Big Ideas

Holocaust / Amistad	Nuremberg Laws	Montgomery Bus Boycott	Mass Shootings	apply previously learned skills to modern-day issues. Students will learn how to navigate quality news- gathering sources. KKK
Requirement Topic(s)		Malcolm X Gun Control PETA 1,000,000 Man March	Chicago Democratic Convention Lizzie Borden Richard Speck murders Charles Manson Lindbergh Kidnapping Boston Marathon Bombing Columbine Mass Shooting Las Vegas Mass Shooting	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

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:

١.	1900-1924
١١.	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:

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

	Unit 1	Unit 2	Unit 3	Unit 4
Length of Unit	10 Weeks	10 Weeks	10 Weeks	10 Weeks
Topics	1900-1924	1925-1949	1950-1974	1975-1999
Essential Question(s)	How would our world be	What made the Second	Why is the Korean War	What do you believe to be
	different today is Archduke	World War different than the	known as the "Forgotten	the most significant event in
	Franz Ferdinand was never shot?	first?	War?"	the 20 <sup>th</sup> Century, and why?
		What can be learned about	Why was the Cold War	Do you believe the United
	What makes a war among	World War II and the nature	labeled as being "cold," and	States should have a role in
	nations a "world" war?	of humanity?	was it ever a threat to	all major global affairs and
			humanity?	conflicts? Why or why not?
Standards	6.1.12.A.5.a - Assess the	6.1.12.D.6.c - Analyze the	6.1.12.A.11.a - Evaluate the	6.1.12.A.12.a - Analyze
	impact of governmental	successes and failures of	effectiveness of international	ideological differences and
	efforts to regulate industrial	efforts to expand women's	agreements following World	other factors that
	and financial systems in	rights, including the work of	War I (e.g., League of	contributed to the Cold War
	order to provide economic	important leaders (i.e.,	Nations, Treaty of Versailles,	and to United States
	stability.	Elizabeth Cady Stanton,	Washington Naval	involvement in conflicts
		Susan B. Anthony, Alice Paul,	Conference, Kellogg- Briand	intended to contain
	6.1.12.A.5.b - Analyze the	and Lucy Stone) and the	Pact) in preventing	communism, including the
	effectiveness of	eventual ratification of the	international disputes.	Korean War, the Cuban
	governmental policies and of	19th Amendment.		Missile Crisis, and the
	actions by groups and		6.1.12.A.11.b - Compare and	Vietnam War.
	individuals to address	6.1.12.A.7.a - Analyze the	contrast different	
	discrimination against new	reasons for the policy of	perspectives about how the	6.1.12.A.12.b - Examine
	immigrants, Native	neutrality regarding World	United States should respond	constitutional issues
	Americans, and African	War I, and explain why the	to aggressive policies and	involving war powers, as they
	Americans.	United States eventually	actions taken by other	relate to United States
		entered the war.	nations at this time.	military intervention in the
	6.1.12.B.5.b - Assess the			Korean War, the Vietnam
	impact of rapid urbanization	6.1.12.A.7.b - Evaluate the	6.1.12.A.11.c - Determine if	War, and other conflicts.
	on the environment and on	impact of government	American policies regarding	
	the quality of life in cities.	policies designed to promote	Japanese internment and	6.1.12.A.12.c - Explain how
		patriotism and to protect	actions against other	the Arab-Israeli conflict
Ĺ	6.1.12.C.5.a - Analyze the	national security during times	minority groups were a	influenced American foreign

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	economic practices of	of war on individual rights	denial of civil rights.	policy.
	corporations and monopolies	(i.e., the Espionage Act and		
	regarding the production and	the Sedition Amendment).	6.1.12.A.11.d - Analyze the	6.1.12.D.12.a - Analyze the
	marketing of goods, and		decision to use the atomic	impact of American
	determine the positive or	6.1.12.A.7.c - Analyze the	bomb and the consequences	governmental policies on
	negative impact of these	Treaty of Versailles and the	of doing so.	independence movements in
	practices on individuals and	League of Nations from the		Africa, Asia, the Caribbean,
	the nation and the need for	perspectives of different	6.1.12.A.11.e - Assess the	and the Middle East.
	government regulations.	countries.	responses of the United	
			States and other nations to	6.1.12.D.12.b - Analyze
	6.1.12.C.5.b - Compare and	6.1.12.C.7.b - Assess the	the violation of human rights	efforts to eliminate
	contrast economic	immediate and long-term	that occurred during the	communism, such as
	development of the North,	impact of women and African	Holocaust and other	McCarthyism, and their
	South, and West in the post-	Americans entering the work	genocides.	impact on individual civil
	Civil War period.	force in large numbers during		liberties.
		World War I.	6.1.12.D.11.d - Compare the	
	6.1.12.D.5.b - Evaluate how		varying perspectives of	6.1.12.D.12.c - Evaluate how
	events led to the creation of	6.1.12.A.8.a - Relate	victims, survivors,	the development of nuclear
	labor and agricultural	government policies to the	bystanders, rescuers, and	weapons by industrialized
	organizations that protect	prosperity of the country	perpetrators during the	countries and developing
	the rights of workers.	during the 1920s, and	Holocaust.	counties affected
		determine the impact of		international relations.
	6.1.12.D.5.d - Relate varying	these policies on business	6.1.12.D.11.e - Explain how	
	immigrants' experiences to	and the consumer.	World War II and the	6.1.12.D.12.d - Compare and
	gender, race, ethnicity, or		Holocaust led to the creation	contrast American public
	occupation.	6.1.12.D.8.a - Explain why the	of international organizations	support of the government
		Great Migration led to	(i.e., the United Nations) to	and military during the
	6.1.12.A.6.a - Evaluate the	heightened racial tensions,	protect human rights, and	Vietnam War with that of
	effectiveness of Progressive	restrictive laws, a rise in	describe the subsequent	other conflicts.
	reforms in preventing unfair	repressive organizations, and	impact of these	
	business practices and	an increase in violence.	organizations.	6.1.12.D.12.e - Analyze the
	political corruption and in			role that media played in
	promoting social justice.	6.1.12.D.8.b - Assess the		bringing information to the
	-	impact of artists, writers, and		American public and shaping
	6.1.12.A.6.c - Relate the	musicians of the 1920s,		public attitudes toward the
	creation of African American	including the Harlem		Vietnam War.
	advocacy organizations (i.e.,	Renaissance, on American		
		· · · · · · · · · · · · · · · · · · ·	1	·]

	ational Accordiation for	oulture and values	 C 1 1 2 A 1 2 b Arabia the
	ational Association for	culture and values.	6.1.12.A.13.b - Analyze the
	dvancement of Colored		effectiveness of national
	e) to United States	6.1.12.A.9.a - Analyze how	legislation, policies, and
	me Court decisions	the actions and policies of	Supreme Court decisions
	Plessy v. Ferguson) and	the United States	(i.e., the Civil Rights Act, the
	and local governmental	government contributed to	Voting Rights Act, the Equal
policie	es.	the Great Depression.	Rights Amendment, Title VII,
			Title IX, Affirmative Action,
	2.C.6.a - Evaluate the	6.1.12.B.9.a - Determine how	Brown v. Board of Education,
effect	iveness of labor and	agricultural practices,	and Roe v. Wade) in
agricu	ultural organizations in	overproduction, and the Dust	promoting civil liberties and
impro	oving economic	Bowl intensified the	equal opportunities.
oppor	rtunities for various	worsening economic	
group	os.	situation during the Great	6.1.12.D.15.a - Compare
		Depression.	United Nations policies and
			goals (i.e., the International
		6.1.12.D.9.a - Explore the	Declaration of Human Rights
		global context of the Great	and the United Nations
		Depression and the reasons	Millennium Development
		for the worldwide economic	Goals) intended to promote
		collapse.	human rights and prevent
			the violation of human rights
		6.1.12.D.9.b - Analyze the	with actions taken by the
		impact of the Great	United States.
		Depression on the American	
		family, migratory groups, and	6.1.12.D.15.b - Compare the
		ethnic and racial minorities.	perspectives of other nations
			and the United States
		6.1.12.A.10.a - Evaluate the	regarding United States
		arguments regarding the role	foreign policy.
		of the federal government	
		during the New Deal era.	6.1.12.D.15.c - Explain how
		<b>C</b>	and why religious tensions
		6.1.12.A.10.b - Assess the	and historic differences in
		effectiveness of	the Middle East have led to
		governmental policies	international conflicts, and
		enacted during the New Deal	analyze the effectiveness of

		period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.		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.
Content	The Second Boer War (1899-1902)The Wright Brothers and the Airplane (1909)The Titanic (1912)The Titanic (1912)The Great War (World War I) Begins / The Assassination of Archduke Franz Ferdinand (1914)The Sinking of the Lusitania (1915)The Russian Revolution (1917-1925)World War I Ends (1918)The League of Nations (1920)	<ul> <li>World War II (1939 - 1945)</li> <li>The Holocaust (1941-1945)</li> <li>Pearl Harbor (1941)</li> <li>The Atomic Bomb: Hiroshima &amp; Nagasaki (1945)</li> <li>The Truman Doctrine (1947)</li> <li>The Cold War Begins (1947)</li> <li>The Marshall Plan &amp; Post-War Europe (1948)</li> </ul>	The Korean War (1950-1953) The Death of Stalin (1953) Brown v. Board of Education of Topeka (1954) The Warsaw Pact (1955) The Hungarian Revolution (1956) Sputnik & The Space Race (1957) China & the Great Leap Forward (1958) Seeds of The Vietnam War	The Vietnam War Ends (1975) Ford is Elected President (1976) The Iranian Revolution (1979) Attempted Assassination of Reagan / Election of Reagan (1980, 1981) The War in the Falkland Islands (1982) Stanislov Petrov & the Threat of Nuclear War (1983) The Iran-Contra Affair Begins (1985-1987) The End of the Iran-Irao War
	The League of Nations (1920)		Seeds of The Vietnam War (1959)	The End of the Iran-Iraq War (1988)

	Disc of Adolph Littler (1021)			
	Rise of Adolph Hitler (1921) The Roots of World War II /		JFK is Elected (1960)	The Berlin Wall Falls (1988)
	Germany (1919 - 1939)		Construction Begins on the Berlin War (1961)	Mandela is Released from Prison (1990)
			Conflict Escalates in Vietnam (1962)	The Fall of the Soviet Union (1990)
			JFK is Assassinated (1963)	Clinton Becomes President (1993)
			The Civil Rights Act (1964)	Apartheid Ends in South Africa (1994)
			Winston Churchill Dies (1965)	Northern Island Conflict (1996)
			Operation Beaver Cage: Vietnam War (1967)	Putin Invades Chechnya (1999)
			Nixon is Elected President (1969)	
Skills	- Analyze how change of changes in the political	ccurs through time due to shiftin and economic landscape.	equences of past decisions and t ng values and beliefs as well as te	chnological advancements and
	phenomena. - Relate current events t	o the physical and human chara		
	<ul><li>Evaluate sources for va</li><li>Gather relevant inform</li></ul>	lidity and credibility and detect ation from multiple sources rep	n interpreting current and histor propaganda, censorship, and bia resenting a wide range of views	is. (including historians and
	- Demonstrate effective		ve value of the sources to guide g information in a clear, concise, age for the task and audience.	

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

World Language

Title: Spanish l

Timeline: Full Year; 5 Credits

#### **Course Description:**

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

#### **Course Outline:**

- I. Personal Identity / 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:

# Union County Educational Services Commission Curriculum Mapping – Spanish I

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

		School supplies		and/or practice conversations appropriate for a given situation or theme. Describing characters in context TPR (Total Physical
Target Standards (a)	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.	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.	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.	Response 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.
	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. 7.1.NM.A1 7.1.NM.A2	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. 7.1.NH.A.1 7.1.NH.B.3 7.1.NM.C.2	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. 7.1.NH.A.1 7.1.NH.B.3 7.1.NM.B.4 7.1.NM.B.4 7.1.NM.C.2	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. 7.1.NM.A1 7.1.NM.B2 7.1.NM.C.2

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

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:**

# Union County Educational Services Commission Curriculum Mapping – Spanish II

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

	Spanish descriptions.			context
				TPR (Total Physical Response
Target Standards (a)	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.	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.	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.	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.
	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.	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.	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.	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.
	7.1.NM.A1 7.1.NM.A2 7.1.NH.B.3 7.1.NH.A1	7.1.NH.A1 7.1.NH.A2 7.1.NH.A.1 7.1.NH.B.3 7.1.NM.C.2	7.1.NM.A2 7.1.NH.A.1 7.1.NH.B.3 7.1.NM.B.4 7.1.NM.C.2	7.1.NM.A1 7.1.NM.A2 7.1.NM.B2 7.1.NM.C.2
Content or Skills	Speaking activities	State basic school information	Interpersonal Mode Work in pairs to develop	State basic family information

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

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:**

# Union County Educational Services Commission Curriculum Mapping – Spanish III

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

la ir c a u p	spoken and written anguage, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.	spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.	spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.	spoken and written language, and to preser information, concepts, and ideas, wh also gaining an understanding of the perspectives of other cultures.
ti c c ti ti 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.	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.	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.	Through language study they will make connections with other content areas, compare the language and cultur studied on their own, an participated in home ar global communities.
7	7.1.NM.A1 7.1.NM.A2 7.1.NH.B.3 7.1.NH.A1	7.1.NH.A1 7.1.NH.A2 7.1.NH.A.1 7.1.NH.B.3 7.1.NM.C.2	7.1.NM.A2 7.1.NH.A.1 7.1.NH.B.3 7.1.NM.B.4 7.1.NM.C.2	7.1.NM.A1 7.1.NM.A2 7.1.NM.B2 7.1.NM.C.2
r ب ا ا ا ا ا ا ا ا ا ا ا ا ا ا ا ا ا ا	Speaking activities Introduction: Work in pairs to develop and/or practice conversations appropriate for a given situation or theme. Ask questions and provide responses (ie Self, dates, simple math) Vocabulary "Quien soy yo"	State basic school information Ask questions and provide responses Describe the classroom in Spanish Descriptions Describing characters in context Recognize basic sound distinctions and intonation patterns and	Interpersonal Mode Work in pairs to develop and/or practice conversations appropriate for a given situation or theme. Perform a skit or short play for a class, the school, or the community. La Familia Writing about different Spanish families.	State basic family information Ask questions and provi responses Describe the family in Spanish Descriptions "Verbs to be" Descriptions Unit vocabulary." La familia"
	Subject pronouns and adjectives	their effects on communicating meaning "Verbs to be" Descriptions	Reading different Spanish stories and answering questions.	La Comida

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

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

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

Skills	Represent different emotions and energies using only drawn line	Create a 3D design based on hands that expresses a message Using/wrapping plaster cast
	Using angles, horizon lines and vanishing point to create Interiors and Exteriors in One-Point perspective	Special Project (will vary based on the year) Examples: Hand sewing Stuffed characters Sewing machine Silk Screening Cricut design Iron-Ons & stickers
	Objects must be lower on the page if they are to appear closer to the viewer. Solid objects have no interior lines, just outer Contour	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,
	Line Representing 3 Dimensions on a 2D Plane is an illusion;	Geometric vs organic forms/pattern Natural vs unnatural color
	Color	Sculpture Example 1 - Paper mâché Abstract sculpture
Content	<ul> <li>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.</li> <li>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.</li> <li>Symbolism</li> </ul>	artworks. 3D Design
	methods, techniques, and cultural understanding. 1.3.12.D.4 - Analyze the syntax and compositional and	multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the

	Creating molds
Create a non-representational drawing based on music;	Filling/releasing molds
Create a non-representational painting based on music;	
Associate different feelings and energies with colors	A selection of the following may be included:
Holding a pencil and using a drawing board	Design a plan for a piece of artwork
Form, Use cylinders to create rounded forms	
Overlapping forms	Putting together pieces/ construction
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	
Painting procedures (supplies, set-up, etc.)	
Properties of paint	
Paint strokes/ painterly and smooth	
Mixing colors and color theory	
 Using different styles of brushes	

## 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

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

	<ul> <li>artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</li> <li>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.</li> </ul>	
Content	Symbolism Color Line Representing 3 Dimensions on a 2D Plane is an illusion; Objects must be lower on the page if they are to appear closer to the viewer. Solid objects have no interior lines, just outer Contour Using angles, horizon lines and vanishing point to create Interiors and Exteriors in One-Point perspective	<ul> <li>3D Design</li> <li>Sculpture <ul> <li>Example 1 - Paper mâché Abstract sculpture</li> </ul> </li> <li>Geometric vs organic forms/pattern <ul> <li>Natural vs unnatural color</li> </ul> </li> <li>Example 2 - Plaster cast/ Plaster of Paris <ul> <li>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,</li> </ul> </li> <li>Special Project (will vary based on the year) <ul> <li>Examples:</li> <li>Hand sewing</li> <li>Stuffed characters</li> <li>Sewing machine</li> <li>Silk Screening</li> <li>Cricut design Iron-Ons &amp; stickers</li> </ul> </li> </ul>
Skills	Represent different emotions and energies using only drawn line Create a non-representational drawing based on music; Create a non-representational painting based on music; Associate different feelings and energies with colors Holding a pencil and using a drawing board	Create a 3D design based on hands that expresses a message Using/wrapping plaster cast Creating molds Filling/releasing molds A selection of the following may be included: Design a plan for a piece of artwork

Form, Use cylinders to create rounded forms	
Overlapping forms	Putting together pieces/ construction
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	
Painting procedures (supplies, set-up, etc.)	
Properties of paint	
Paint strokes/ painterly and smooth	
Mixing colors and color theory	
Using different styles of brushes	

## 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

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

statements of select	ted statements of selected	composition.	simple forms (e.g., one
extended experience		1.3B.12adv.Re7b: Analyze	part, cyclical, binary).
abstract ideas.	abstract ideas.	aurally and by reading the	1.3B.12prof.Pr4a: Identify
		scores of musical works	and select specific
1.3B.12adv.Cr2b: Ar	nalyze 1.3B.12adv.Cr2b: Analyze	the elements of music	excerpts,
and demonstrate th		(including form),	passages, or sections in
development of sou		compositional techniques	musical works that
and extended music		and procedures, relating	express a personal
ideas in drafts of mu		them to aesthetic	experience, mood, visual
within a variety of	within a variety of	effectiveness, style, mood	image, or storyline in
moderately complex	,	and context. Explain how	simple forms (e.g., one-
complex forms.	complex forms.	the analysis provides	part, cyclical, binary).
1.3A.5.Pr4b: Demon	•		1.3B.12prof.Pr4b: Analyze
		•	
an understanding of	-	growth as a composer,	how the elements of
structure and expan		performer and/or listener.	music (including form) of
music concepts (eg.	music concepts (eg.	2.3A.8.C2a: Demonstrate	selected works relate to
rhythm, pitch, form,		understanding of	style and mood and
harmony) in music	harmony) in music	relationships between	explain the implications
selected for perform			for rehearsal or
2.3A.8.CR1a: Genera		other disciplines, varied	performance.
and improvise rhyth		contexts, and daily life.	1.3B.12acc.Pr4b: Analyze
melodic and harmor		1.3A.5.Re7a: Demonstrate	how the elements of
phrases and harmor	nic phrases and harmonic	and explain, citing	music (including form) of
accompaniments wi	thin accompaniments within	evidence, how selected	selected works relate to
basic forms (e.g., AB	B, ABA, basic forms (e.g., AB, ABA	, music connects to and is	the style, function and
Theme & Variations	) and Theme & Variations) and	influenced by specific	context, and explain the
expanded forms (e.	g., expanded forms (e.g.,	interests, experiences,	implications for rehearsal
introductions, trans	itions, introductions, transitions,	purposes, or contexts.	and performance.
and codas) that con-	vey and codas) that convey	1.3A.5.Pr4b: Demonstrate	1.3B.12prof.Pr6a: Share
expressive intent. Ex	xplain expressive intent. Explain	an understanding of the	live or recorded

connection to specific	connection to specific	structure and expanded	performances of works
purpose and context (e.g.,	purpose and context (e.g.,	music concepts (eg.	(both personal and
social, cultural, historical).	social, cultural, historical).	rhythm, pitch, form,	others') and explain how
, , ,	, , , ,	harmony) in music	the elements of music are
		selected for performance.	used to convey intent.
		2.3A.8.CR1a: Generate	1.3B.12prof.Re8a:
		and improvise rhythmic,	Develop and explain
		melodic and harmonic	interpretations of varied
		phrases and harmonic	works, demonstrating an
		accompaniments within	understanding of the
		basic forms (e.g., AB, ABA,	composer's intent by
		Theme & Variations) and	citing technical and
		expanded forms (e.g.,	expressive aspects as well
		introductions, transitions,	as the style/genre of each
		and codas) that convey	work.
		expressive intent. Explain	
		connection to specific	1.3B.12prof.Re9a:
		purpose and context (e.g.,	Describe the effectiveness
		social, cultural, historical).	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

		choices and intent when
		creating, performing, and
		responding to music.
		1.3B.12prof.Cn11a:
		Demonstrate
		understanding of
		relationships between
		music and the other arts,
		other disciplines, varied
		contexts, and daily life.
		2.3A.8.C2a: Demonstrate
		understanding of
		relationships between
		music and the other arts,
		other disciplines, varied
		contexts, and daily life.
		1.3A.5.Re7a: Demonstrate
		and explain, citing
		evidence, how selected
		music connects to and is
		influenced by specific
		interests, experiences,
		purposes, or contexts.
		1.3A.5.Pr4b: Demonstrate
		an understanding of the
		structure and expanded
		music concepts (eg.
		rhythm, pitch, form,
		harmony) in music
		selected for performance.
		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).
Content	Rhythms	Major scales	Instruments	(M1) Latin America and
	Meters	minor scales	Woodwinds	the Caribbean
	Clefs (treble and bass)	Arpeggios	Brass	(M2) Europe (Greece,
	Note names	Chords	Percussion	Spain, Ireland, Hungary,
	Staff	Chord progressions (I, IV,	Strings	Italy, Russia)
	Grand Staff	V)	Electronic instruments	(M3) Africa (Nigeria,
	Leger lines		Orchestra	Ghana, Uganda)
	Rhythms		Ensemble	(M4) Asia (China, India,
	Notes		Chorus	Tibet)
	Eighth note and rest		Musical Theater	(M5) Middle East (Islam
	Quarter note and rest		Jukebox musical	and Arabic nations, Iran,
	Half note and rest		Operetta	Egypt, Israel and Judaism)
	Whole note and rest		Opera	
	Note names (A, B, C, D, E,		Bands	
	F, G)		Duo/Trios	
	Middle C		Composers	

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

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