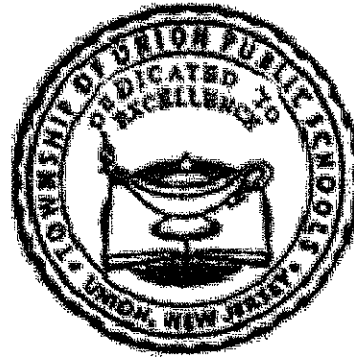


TOWNSHIP OF UNION PUBLIC SCHOOLS



Academic Area
Curriculum Guide
2014



Board Members

Mr. Francis R. Perkins

Mr. David Arminio

Mr. Vito Nufrio

Dr. Guy Francis

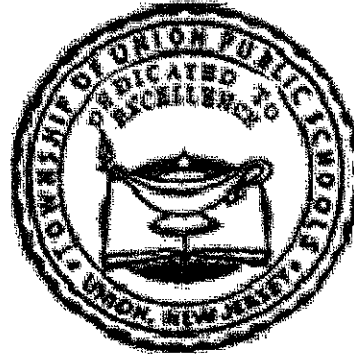
Ms. Lois Jackson

Mr. Angel Salcedo

Mrs. Susana Vitale

Mr. Richard J. Galante

Mr. Thomas Layden



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent (Acting).....Mr. Greg Tatum

Assistant Superintendent (Interim).....Dr. Noreen Lishak

Director of Student Information/Technology Ms. Ann M. Hart

DEPARTMENT SUPERVISORS

Math/Science 9-12Ms. Maureen Guilfoyle
Career EducationMs. Yvonne Lorenzo
Art/MusicMr. Ronald Rago
Physical Education/Health Ms. Linda Ionta

**Curriculum Committee
Academic Area
Strategies for Success**

Table of Contents

Title Page

Board Members

Administration

Department Supervisors

Curriculum Committee

Table of Content

District Mission/Philosophy Statement

District Goals

Course Description

Recommended Texts

Course Proficiencies

Curriculum Units

Appendix: New Jersey Core Curriculum Content Standards

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any

disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**

- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

The purpose of Strategies for Success is setting to promote and enhance the learning process for all students. Students will be taught the attitudes,

knowledge and skills that contribute to effective learning, enhance interpersonal abilities, and will understand the relationship of academics to everyday life.

1. Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

2. Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training and the world of work.

3. Personal/Social Development

Standard A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Recommended Textbooks

Course Proficiencies

Students will be able to...

- **identify and express feelings**
- **understand the need for self-control and how to practice it**
- **respect alternative points of view**
- **use effective communication skills**
- **know that communication involves speaking, listening and non-verbal behavior**
- **understand the consequences of decisions and choices**
- **develop coping skills for dealing with problems**
- **develop pro-active conflict resolution skills**
- **implement techniques for managing stress**
- **use coping strategies for managing life events**
- **identify attitudes and behaviors which lead to successful learning**
- **acquire skills for improving learning**
- **use problem solving and decision making models to assess progress**
- **understand the relationship between classroom performance, attitude and behavior, and success in school**
- **understand how school success and academic achievement enhance future career and vocational opportunities**
- **students will understand the relationship between personal qualities, education, training and the world of work and life**
- **use conflict management skills with peers and adults**

Pacing Guide- Course

Content

Number of Days

Unit 1: Academic Development

10

Unit 2: Career Development

10

Unit 3: Personal/Social Development

10

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<u>How do students acquire the attitudes, knowledge and skills that contribute to effective learning?</u>	<u>Identify strengths and weaknesses as a learner.</u> <u>Identify their personal learning style. What does this mean to you as a learner?</u>	<u>Learning styles inventory.</u> <u>Additional lesson plans in appendix.</u>	<u>Learning styles inventory.</u> <u>Exit card.</u> <u>Teacher observations.</u>

<p><u>What is the relationship between classroom performance, behavior and attitude, and success in school?</u></p>	<p><u>Demonstrate how effort and persistence positively affect learning.</u></p> <p><u>Use communication skills to know when and how to ask for help when needed.</u></p>	<p><u>Lesson plans in appendix.</u></p>	<p><u>Class discussion.</u> <u>Teacher observation.</u></p> <p><u>Exit card – give an example of how you can ask for help.</u></p>
<p>Essential Questions</p>	<p>Instructional Objectives/ Skills and Benchmarks (CPIs)</p>	<p>Activities</p>	<p>Assessments</p>
<p><u>What constitutes effective time management?</u></p>	<p><u>Apply time management and task management skills</u></p>	<p><u>Evaluate daily activities by identifying time spent on academics, recreation, etc.</u></p>	<p><u>Schedule.</u></p>

--	--	--	--

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<u>How does school success and academic achievement enhance</u>	<u>Learn how to interact and work cooperatively in teams.</u>	<u>Career interest inventory.</u> <u>(see appendix for sample lesson plans)</u>	<u>Exit card – identify careers that match the interest on the inventory.</u>

<p><u>future career and vocational opportunities?</u></p>	<p><u>Understand the importance of planning.</u></p> <p><u>Develop an awareness of personal abilities, skills, interests and motivations.</u></p>		<p><u>Teacher observation.</u></p>
--	---	--	---

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>What is the relationship between personal</u></p>	<p><u>Demonstrate the motivation to achieve individual potential.</u></p>	<p><u>See lesson plans in appendix.</u></p>	

qualities, education, training, and the world of work?

Learn and apply critical thinking skills.

Develop and implement a problem solving model.

Role play – students will role play a problem solving model to a provided scenario.

Essential Questions

Instructional Objectives/
Skills and Benchmarks
(CPIs)

Activities

Assessments

What are the strategies to

Establish emotion

See lesson plans in

Exit cards.

identify feelings and to express them in a pro-social manner?

vocabulary.

Learn to use "I" messages.

Learn that communication involves speaking, listening, and non-verbal behavior.

Develop coping skills for dealing with problems.

Establish pro-active conflict resolution skills.

Understand consequences of decision and choices.

appendix.

Teacher observation.

Students will create a poster illustrating risks, consequences and precautions/preventions.

Essential Questions

Instructional Objectives/
Skills and Benchmarks
(CPIs)

Activities

Assessments

--	--	--	--

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments

--	--	--	--

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments

--	--	--	--

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments

--	--	--	--

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments

--	--	--	--

Essential Questions	Activities	Assessments

--	--	--

References

The ASCA National Model: A Framework for School Counseling Programs; www.ascanationalmodel.org, accessed July 14, 2014.

Life Planning Education, A Youth Development Program, Advocates for Youth, Washington, D.C., <http://www.advocatesforyouth.org/component/content/article/555-life-planning-education-a-youth-development-program>, accessed July 7, 2014.

Nelson, Mark D.: The Guide: Middle School Guidance Curriculum Activities, Hyalite, LLC, Bozeman, MT, 2005.