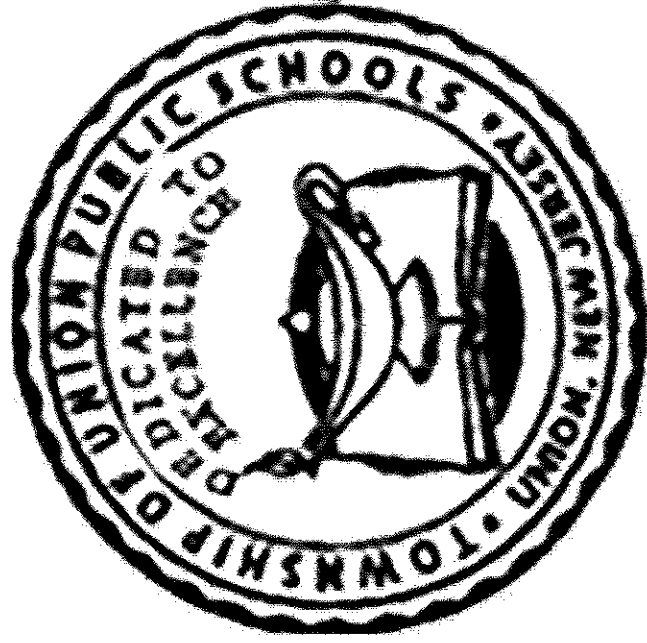
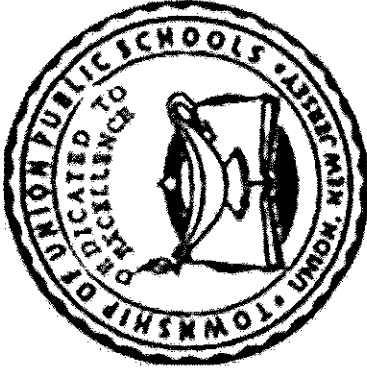


TOWNSHIP OF UNION PUBLIC SCHOOLS



College Marketing
Curriculum Guide 2016

Curriculum Guide Approved June 2016



Board Members

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David Arminio, Vice President

Guy Francis

Steven Le

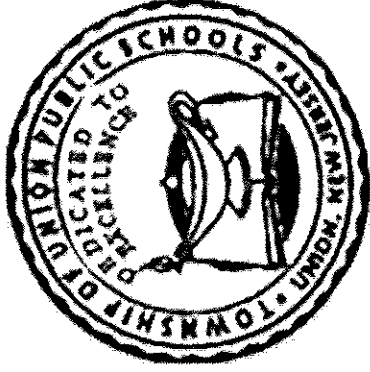
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Curriculum Committee

**Frank Napolitano
Katie Snyder**

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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 principles.
- 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

College Marketing provides an in-depth analysis of the foundations and functions of Marketing. Students will explore and analyze the world of marketing, strategic planning, marketing ethics, consumer decision making, target marketing, market research, product development and management, distribution, promotion, advertising, public relations, pricing concepts, and the impact of technology on marketing. The focus of the course will be on applied learning methodologies. The course will utilize video case studies and on-line internet activities to analyze the specific marketing topics so students have an understanding of how the concepts are implemented by contemporary businesses. Students will also create a comprehensive marketing plan, design a product, conduct market research, and design an advertising campaign for their own business idea. Additionally, students will explore the varied career opportunities commensurate with their interests, aptitudes, and abilities. Students will be able to utilize multi-media technology for presentations of their marketing projects that can be applied to real work experience. This course lays a firm foundation for students who wish to study marketing in college.

Content Workplace Readiness Skills/Standards as dictated by the Core Curriculum Content Standards are infused into this curriculum.

Recommended Textbooks

Hartley, Steven W., Roger Kerin, and William Rudelius. *Marketing The Core*. NY, NY, McGraw Hill/Irwin. 2009

Course Proficiencies

Students will be able to:

- Demonstrate appropriate, meaningful study skills such as listening, note taking, productive study environment, test preparation, efficient use of time, and prioritization of tasks.
- Demonstrate knowledge regarding cyber safety utilizing internet safety guidelines.
- Develop the marketing concept and specify the importance of the 4 P's of Marketing.
- Compile examples of how marketing is everywhere and explain the meaning of exchange.
- Recommend the benefits of studying marketing with respect to the individual as a consumer and as a career path.
- Compare and contrast the differences between the sales, marketing, and production orientation.
- Defend the importance of strategic planning, mission statements, marketing objectives, situational analyses, and marketing strategy development.
- Categorize the different types of competitive advantage.
- Create a marketing plan for a new business idea.
- Evaluate how the external environment and other factors affect marketing of the firm.
- Analyze market segmentation strategies and construct a customer profile.
- Interpret the impact and importance of demographic trends and factors such as multiculturalism and the growth in ethnic markets.

Evaluate consumer and marketer reactions to the economy.

Assess the impact of technology on a firm.

Critique businesses that demonstrate corporate social responsibility and ethical behavior.

Support the importance of global marketing and estimate the impact of multinational firms on the economy.

Compile the steps in the consumer decision making process.

Construct the characteristics of markets and market segmentation strategies.

Recommend examples of the varied market research methodologies and evaluate appropriate usage of each methodology.

Demonstrate problem-solving skills in designing a successful marketing research project by testing, modeling, modifying, and creating solutions.

Interpret the strategic difference between product items, product line, and product mix.

Compare and contrast the various branding strategies and how they fit within the marketing strategy.

Differentiate services from goods and explain the concept of service quality.

Integrate the use of packaging and labeling into overall marketing strategy.

Defend the steps in the new product development process and prescribe the six categories of new products.

Justify various marketing strategies used during each of the four phases of the product life cycle.

Assemble and critique the key elements in the communications process.

Analyze the different types of promotion and create examples of advertising, publicity, sales promotion, and personal selling.

Construct and critique the advantages and disadvantages of various media types.

Support and recommend different pricing strategies.

Design an effective integrated marketing communications plan for a new business.

Employ positive work behaviors in ethics as they relate to success in a diverse marketplace.

Curriculum Units

Unit 1: Initiating the Marketing Process

Unit 2: Understanding Buyers and Markets

Unit 3: Target Marketing Opportunities

Unit 4: Satisfying Marketing Opportunities

Pacing Guide – Course

Unit 1: <u>Initiating the Marketing Process</u>	45 Days
Unit 2: <u>Understanding Buyers and Markets</u>	45 Days
Unit 3: <u>Target Marketing Opportunities</u>	45 Days
Unit 4: <u>Satisfying Marketing Opportunities</u>	45 Days

Unit 1:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Explain how marketing discovers and satisfies consumer needs.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
2.	Describe how organizations build strong customer relationships and customer value through marketing.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
3.	Identify the core values, mission, organizational culture, business and goals of an organization.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
4.	Analyze the three steps of the planning phase of the strategic marketing process.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
5.	Describe how social forces such as demographics and culture can have an impact on marketing strategy.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
6.	Analyze how technological changes can affect marketing.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
7.	Explain the differences between legal and ethical behavior in marketing.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
8.	Describe the different concepts of social responsibility.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C

Unit 2:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Describe the stages in the consumer purchase decision process.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
2.	Identify major psychological & sociocultural influences on consumer behavior.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
3.	Explain the key characteristics of organizational buying that make it different from consumer buying.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
4.	Recognize the importance and nature of online buying in industrial, reseller and government organizational markets.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
5.	Identify the environmental forces that shape global marketing.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
6.	Analyze the alternative approaches companies use to enter global markets.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
7.	Identify the reason for conducting marketing research.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
8.	Describe three approaches to developing a sales forecast for a company.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C

Unit 3:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Identify the five steps involved in segmenting and targeting markets.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
2.	Explain how marketing managers position products in the market place.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
3.	Recognize the various terms that pertain to products and services.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
4.	Analyze the factors that contribute to a new product's or service's success or failure.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
5.	Explain the product life-cycle concept and the ways that marketing executives manage a product's life cycle.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
6.	Discuss the role of packaging and labeling in the marketing of a product	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
7.	Describe the nature and importance of pricing and the approaches for selecting an approximate price level.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
8.	Analyze the steps taken in setting a final price.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C

Unit 4

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Identify retailers in terms of the utilities they provide.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
2.	Explain changes in retailing with the wheel of retailing and the retail life-cycle concepts.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
3.	Describe the promotional mix and the uniqueness of each component.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
4.	Analyze the value of direct marketing for consumers and sellers.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
5.	Recognize public relations as an important form of communication	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
6.	Compare the advantages and disadvantages of alternative advertising media.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
7.	Discuss the nature and scope of personal selling and sales management in marketing.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C
8.	Analyze why consumers shop and buy online and how marketers influence online purchasing behavior.	Handout, Text Book, Internet	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
	May lack opening and/or closing	May lack opening and/or closing	May lack opening and/or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus Sense of unity and coherence Key ideas developed	Single, distinct focus Unified and coherent Well-developed
Content and Organization	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Logical progression of ideas Moderately fluent Attempts compositional risks	Logical progression of ideas Fluent, cohesive Compositional risks successful
	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/or pertinent
Usage	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors

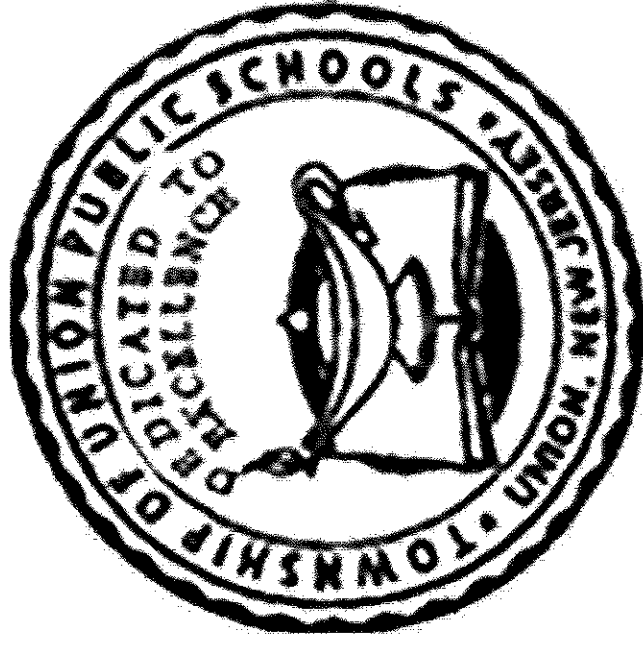
Sentence Construction	Assortment of incomplete and/ or incorrect sentences	Excessive monotony/ same structure Numerous errors	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors
	NR	No Response	Student wrote too little to allow a reliable judgement of his/her writing.			
	OT	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.			
	NE	Not English	Student wrote in a language other than English.			
	WF	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.			
Non-Scorable Responses						
Content/ Organization		Usage		Sentence Construction		Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/ agreement Word choice/ meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation 			

Language Arts Literacy Open-Ended Scoring Rubric

Points Criteria

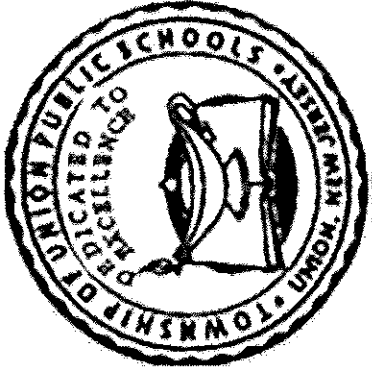
- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.

TOWNSHIP OF UNION PUBLIC SCHOOLS



Business Management
Curriculum Guide 2016

Curriculum Guide Approved June 2016



Board Members

Vito Nufrio, President

David Arminio, Vice President

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Steven Le

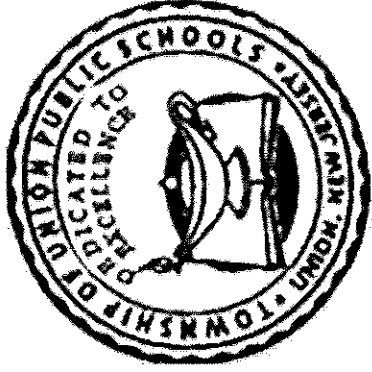
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Curriculum Committee

Business Department

Arlene Eckert

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

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 the formulation of 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 principles.
- 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

Students will be able to describe the history and function of management and understand the importance of effective communication skills. They will learn how businesses define their mission and utilize strategic planning in order to accomplish goals and objectives for the business. They will practice and demonstrate how businesses utilize effective decision making and problem solving skills to accomplish goals and resolve issues. Students will learn how businesses uncover environmental factors that could affect them and how to prepare to be competitive. Various forms of organizational structures will be examined to evaluate how businesses operate efficiently. Comparing and contrasting the different management and leadership styles will also be discussed. Students will also assess financial and operational controls business managers utilize to ensure profitability. Evaluating and motivating employees in order to achieve the business mission and objectives will be examined as will the legal and social responsibilities that businesses encounter. And finally, students will get an understanding of how technology has transformed the workplace and identify the ways that businesses utilize the various forms of technology to remain competitive in a global economy.

Recommended Sources

Ghiller, A.W. (2012). *Management Now*. New York, NY: McGraw-Hill Companies, Inc.

EverFi.com – Venture – Entrepreneur computer simulation

The Tip of the Iceberg – Managing the Hidden Forces That Can Make or Break Your Organization By David Hitchens

Shadows of the Neanderthal – Illuminating the Beliefs That Limit Our Organizations

Course Proficiencies

Students will be able to...

- Describe the history and function of management
- Explain why effective communication skills are critical in business
- Identify why businesses engage in the planning process and how objectives are set
- Describe the decision making and problem resolution process utilized by business managers
- Define the business mission and discuss the stages of strategic planning necessary to achieve the mission
- Identify environmental factors that impact the operations of a business
- Describe the various forms and effective use of different organizational structures
- Compare and contrast the components of effective managers and leaders
- Identify the financial controls used to manage business operations
- Describe the major performance appraisal methods utilized in business
- Classify the legal requirements and social responsibility of business
- Identify how technology has transformed the workplace and identify how businesses stay competitive in a global economy

Curriculum Units

Unit 1: MANAGEMENT/HISTORY

Unit 2: COMMUNICATION

Unit 3: PLANNING AND DECISION MAKING

Unit 4: STRATEGIC PLANNING

Unit 5: GLOBAL MANAGEMENT

Unit 6: LEADERSHIP CULTURE

Unit 7: STAYING LEGAL & ETHICAL

Unit 8: ENTREPRENEURSHIP

Unit 9: SYSTEMS MANAGEMENT

Unit 10: MENTAL MODELS

Pacing Guide – Course

Unit 1: MANAGEMENT/HISTORY	18 Days
Unit 2: COMMUNICATION	18 Days
Unit 3: PLANNING AND DECISION MAKING	18 Days
Unit 4: COMMUNICATION	18 Days
Unit 5: STRATEGIC PLANNING	18 Days
Unit 6: GLOBAL MANAGEMENT	18 Days
Unit 7: LEADERSHIP CULTURE	18 Days
Unit 8: STAYING LEGAL & ETHICAL	18 Days
Unit 9: ENTREPRENEURSHIP	18 Days
Unit 10: SYSTEMS MANAGEMENT	18 Days
Unit 11: MENTAL MODELS	18 Days

Unit 1: Management

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Define management	Text/Internet	9.2.12 9.3.12
2.	Identify and explain the levels of management.	Text/Internet	9.2.12 9.3.12
3.	. Explain the management process	Text/Internet	9.2.12 9.3.12
4.	Understand the different perspectives of scientific management and the human relations movement.	Text/Internet	9.2.12 9.3.12

Unit 2: Communication

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Define communication.	Text/Internet	9.2.12 9.3.12
2.	Explain why effective communication is an important management skill.	Text/Internet	9.2.12 9.3.12

3.	Explain the significance of networking and social media in management communications.	Text/Internet	9.2.12 9.3.12
4.	Understand why it's still possible to communicate poorly.	Text/Internet	9.2.12 9.3.12
5.	Understand the challenges of communication in international business activities.	Text/Internet	9.2.12 9.3.12

Unit 3: PLANNING AND DECISION MAKING

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Define planning, and distinguish between formal and functional plans.	Text/Internet	9.2.12 9.3.12
2.	Contrast strategic planning with operational planning.	Text/Internet	9.2.12 9.3.12
3.	Understand different types of objectives.	Text/Internet	9.2.12 9.3.12
4.	Explain how decision making differs from problem solving and compare and contrast rational and intuitive approaches to decision making.	Text/Internet	9.2.12 9.3.12
5.	Explain the decision makers' environment and the conditions for making a decision.	Text/Internet	9.2.12 9.3.12

Unit 4: STRATEGIC PLANNING

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Define strategy, and explain its importance to organizational success.	<i>Text/Internet</i>	9.2.12 9.3.12
2.	Explain the three levels of strategy that exist in an organization.	<i>Text/Internet</i>	9.2.12 9.3.12
3.	Discuss the stages of the strategic management process.	<i>Text/Internet</i>	9.2.12 9.3.12
4.	Define organizational mission, and explain how mission relates to long and short range objectives.	<i>Text/Internet</i>	9.2.12 9.3.12
5.	Explain how strategic alternatives are identified and selected.	<i>Text/Internet</i>	9.2.12 9.3.12

Unit 5: GLOBAL MANAGEMENT

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Define global management.	<i>Text/Internet</i>	9.2.12 9.3.12
2.	Compare and contrast importing and exporting.	<i>Text/Internet</i>	9.2.12 9.3.12
3.	Explain the advantages and disadvantages of protectionism.	<i>Text/Internet</i>	9.2.12 9.3.12
4.	Discuss the challenges of doing business globally.	<i>Text/Internet</i>	9.2.12 9.3.12

Unit 6: LEADERSHIP CULTURE

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Define leadership, power, and authority.	Text/Internet	9.2.12 9.3.12
2.	Discuss leadership as it relates to management.	Text/Internet	9.2.12 9.3.12
3.	Explain leadership attitudes.	Text/Internet	9.2.12 9.3.12
4.	Describe the differences between a Theory X and Theory Y manager.	Text/Internet	9.2.12 9.3.12
5.	Explain the differences between transactional, transformational, and charismatic leadership styles.	Text/Internet	9.2.12 9.3.12
6.	Identify strategies for effectively managing corporate culture.	Text/Internet	9.2.12 9.3.12

Unit 7: STAYING LEGAL & ETHICAL

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Discuss the legal environment of business.	<i>Text/Internet</i>	9.2.12 9.3.12
2.	Explain the appropriate legislation governing operational and employment practices in a business.	<i>Text/Internet</i>	9.2.12 9.3.12
3.	Discuss an organization's code of ethics.	<i>Text/Internet</i>	9.2.12 9.3.12
4.	Explain an ethical dilemma.	<i>Text/Internet</i>	9.2.12 9.3.12
5.	Classify and measure an organization's social responsibility.	<i>Text/Internet</i>	9.2.12 9.3.12
6.	Understand the steps involved in conducting a social audit.	<i>Text/Internet</i>	9.2.12 9.3.12

Unit 8: ENTREPRENEURSHIP

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	<p>Understand the common characteristics of entrepreneurs</p> <p>Self-reflect on personal strengths</p> <p>Link personal characteristics with a potential future in entrepreneurship</p>	<p><i>EverFi.com</i> <i>computer simulation</i></p> <p>Notes</p> <p><i>Internet</i></p>	<p>9.2.12</p> <p>9.3.12</p>
2.	<p>Define the internal entrepreneur and external entrepreneur</p> <p>Differentiate between business ideas and business opportunities</p> <p>Identify creative thinking techniques for generating ideas</p>	<p><i>EverFi.com</i> <i>computer simulation</i></p> <p>Notes</p> <p><i>Internet</i></p>	<p>9.2.12</p> <p>9.3.12</p>
3.	<p>Understanding personal strength and weaknesses within the business in order to be able to hire complementary employees</p> <p>Understand the advantages and disadvantages of hiring employees</p> <p>Think critically about strategic questions to ask when hiring</p>	<p><i>EverFi.com</i> <i>computer simulation</i></p> <p>Notes</p> <p><i>Internet</i></p>	<p>9.2.12</p> <p>9.3.12</p>
4.	<p>Define line organization and project organization structures</p> <p>Think critically about which organizational structure would be best for</p>	<p><i>EverFi.com</i> <i>computer simulation</i></p>	<p>9.2.12</p> <p>9.3.12</p>

	their business and understand that this may change	Notes <i>Internet</i>	
5.	<p>Define financial portion of business</p> <p>Understand the relationship between manufacturer, wholesaler, retailer and service provider</p> <p>Identify the steps to preparing a sales forecast</p> <p>Identify the four parts of a SWOT Analysis</p>	<p><i>EverFi.com</i> computer simulation</p> <p>Notes <i>Internet</i></p>	<p>9.2.12</p> <p>9.3.12</p>
6.	<p>Define business pitch, what makes it effective</p> <p>Four parts of a business pitch</p>	<p><i>EverFi.com</i> computer simulation</p> <p>Notes <i>Internet</i></p>	<p>9.2.12</p> <p>9.3.12</p>

Unit 9: SYSTEMS MANAGEMENT

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	What does systems thinking do for organizations?	Book: <i>Tip of the Iceberg</i> Internet Reading questions	9.2.12 9.3.12
2.	From a strategic point of view what does systems thinking create	Book: <i>Tip of the Iceberg</i> Internet Reading questions	9.2.12 9.3.12
3.	Define system	Book: <i>Tip of the Iceberg</i> Internet Reading questions	9.2.12 9.3.12
4.	What do all systems have in common	Book: <i>Tip of the Iceberg</i> Internet Reading questions	9.2.12 9.3.12

Unit 10: MENTAL MODELS

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	<p>Define metaphor</p> <p>Examine how people perceive and interpret the world</p> <p>Explore the different mental models</p>	<p>Book: <i>Shadows of the Neanderthal: Illuminating the Beliefs that Limit Our Organizations</i></p> <p>Reading questions</p> <p>Internet</p>	<p>9.2.12</p> <p>9.3.12</p>
2.	<p>What are the implication of the different mental models in the business world</p> <p>Why do mental models limit our organizations</p> <p>What produces change within an organization</p>	<p>Book: <i>Shadows of the Neanderthal: Illuminating the Beliefs that Limit Our Organizations</i></p> <p>Reading questions</p> <p>Internet</p>	<p>9.2.12</p> <p>9.3.12</p>

<p>3.</p>	<p>How to deal with difficult and threatening problems in our organization</p> <p>The importance of paraphrasing in business</p> <p>The importance of interpreting data within an organization</p>	<p>Book: <i>Shadows of the Neanderthal: Illuminating the Beliefs that Limit Our Organizations</i></p> <p>Reading questions</p> <p>Internet</p>	<p>9.2.12 9.3.12</p>
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New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric

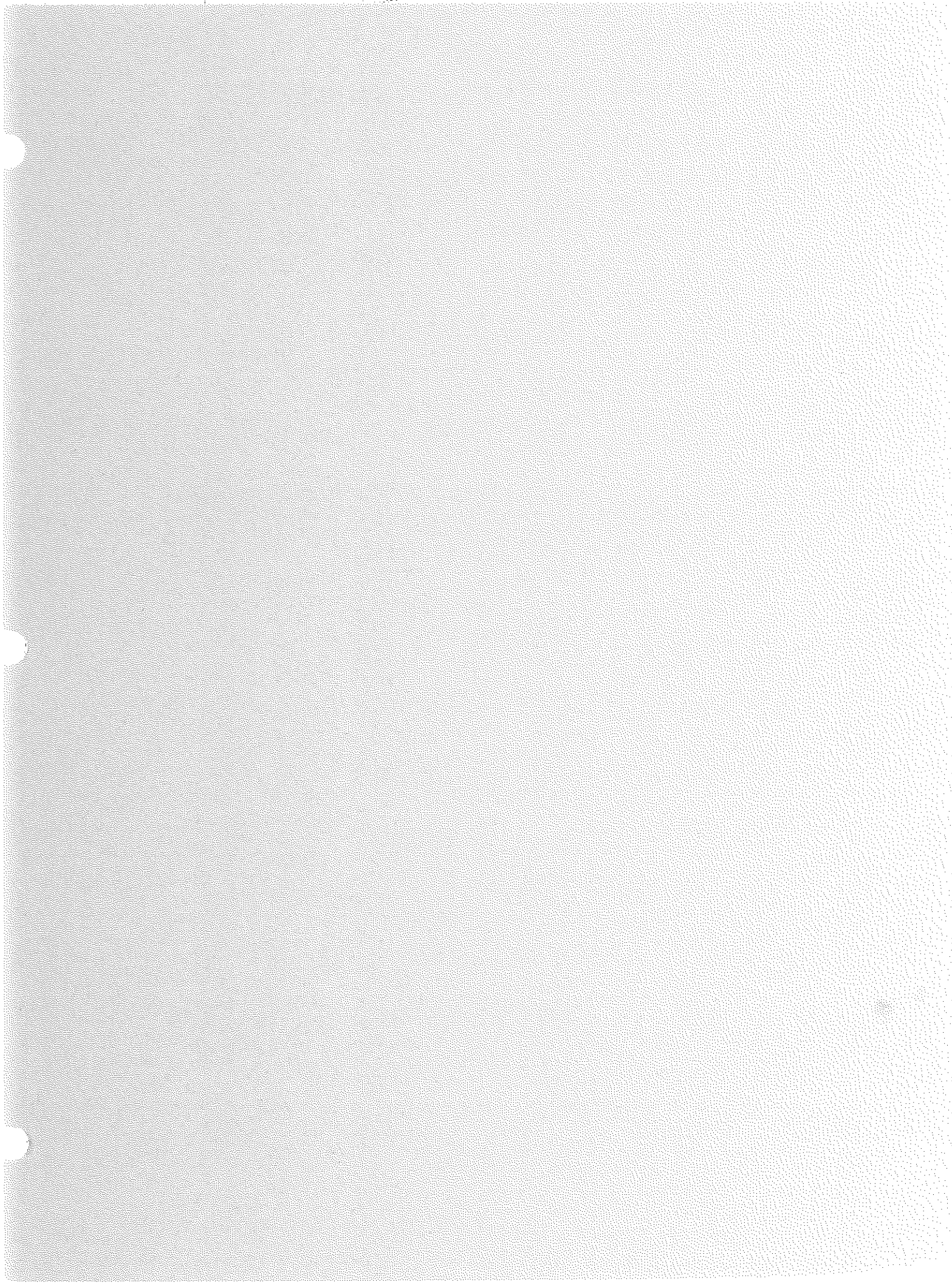
	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
	May lack opening and/ or closing	May lack opening and/ or closing	May lack opening and/ or closing	Generally has opening and/ or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus Sense of unity and coherence Key ideas developed	Single, distinct focus Unified and coherent Well-developed
Content and Organization	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Logical progression of ideas Moderately fluent Attempts compositional risks	Logical progression of ideas Fluent, cohesive Compositional risks successful
	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/ or pertinent
Usage	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors

Sentence Construction	Excessive monotony/ same structure Numerous errors	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors
NR	No Response	Student wrote too little to allow a reliable judgement of his/her writing.			
OT	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.			
NE	Not English	Student wrote in a language other than English.			
WF	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.			
Content/ Organization	Usage	Sentence Construction		Mechanics	
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/ agreement Word choice/ meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation 		

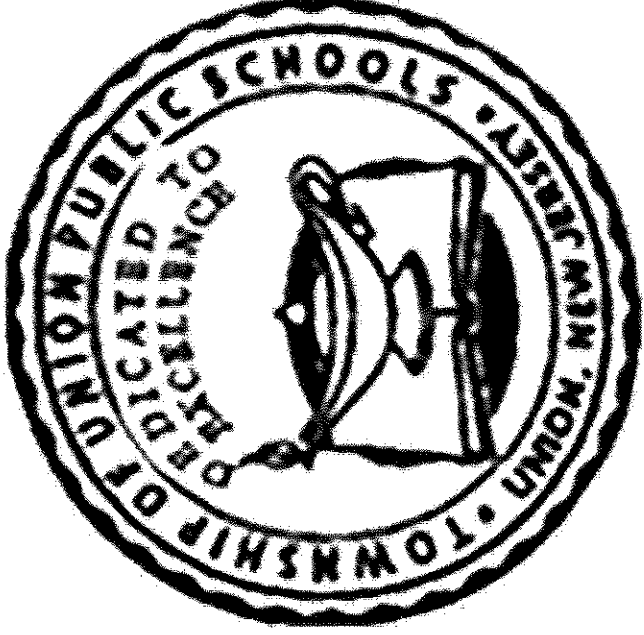
Language Arts Literacy Open-Ended Scoring Rubric

Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.

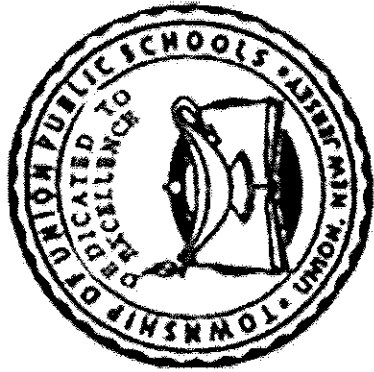


TOWNSHIP OF UNION PUBLIC SCHOOLS



Cultural Studies (SS 330) Curriculum Guide 2015

Curriculum Guide Approved



Board Members

Vito Nunfrio, President

Dave Arminio, Vice President

Guy Francis

Steven Le

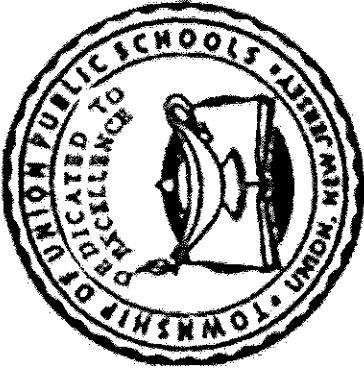
Ron McDowell

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TOWNSHIP OF UNION PUBLIC SCHOOLS

Administration

District Superintendent	Mr. Gregory Tatum
Assistant Superintendent	Dr. Noreen Lishak
Assistant Superintendent	Annie Moses
Director of Student Information/Technology	Ms. Ann M. Hart
Director of Athletics, Health, Physical Education and Nurses.....	Ms. Linda Ionta

DEPARTMENT SUPERVISORS

Pre K -2 English/Math/Science/Social Studies	Maureen Corbett
English 2-5/Social Studies 2-5	Mr. Robert Ghiretti
Mathematics 2-5/Science 2-5	Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts 7-12/.....	Ms. Randi Moran
Math 7-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies 7-12/Business 9-12.....	Ms. Libby Galante
WorldLanguage/ESL/CareerEducation/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music	Mr. Ronald Rago

Curriculum Committee
Suzanne Whitley

Academic Area
History

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

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 principles.
- 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 Cultural Studies course was designed to explore four topics including African American Studies, Women's History, the experience of Latinas in America as well as the Asian experience focusing on the Chinese and Japanese experiences. The course will examine the barriers they faced to secure full citizenship. The students will evaluate institutionalized racism from the inception of America to the present and evaluate the changes that have occurred and the work that still must occur to correct it using current events.

Recommended Textbooks

Hine, Darlene Clark. African-American History. Prentice Hall. Upper Saddle River: Pearson Education Company, 2006.
Everything You Need to Know About Latino History
Reimers, David, Other Immigrants: The Global Origins of the American People, New York University Press, NY, 2005
Collins, Gail. America's Women: 400 Years of Dolls, Drudges, Helpmates, and Heroines. New York: HarperCollins, 2004.

Course Proficiencies

Students will be able to...

1. Write for a variety of reasons including but not limited to debate, cause and effect, expository, literary reaction/analysis, and persuasive essays.
2. Analyze the cultural history of ethnic and gender groups and the challenges they faced in the United States.
3. Describe barriers to the inclusion of ethnic cultures with the American culture.
4. Explain and understand the impact of European colonialism and imperialism on ethnic groups and gender in American society
5. Explain and understand how ethnic groups and women in the U.S. attempted to become full participating citizens of the United States.
6. Explain the importance of education and political participation and the impact they have on the advancement of ethnic and gender groups in the U.S.
7. Consider the relationship the United States has politically with various countries and how that impacts the immigrant experience in the United States.
8. Be able to articulate verbally or inform with written text so as to defend or persuade a position.
9. Trace the history of the origins of slavery through the Civil Rights Movement, the passage of the Nineteenth Amendment and the continued fight for equality through the ERA legislation. Analyze the impact of the Mexican War on Mexican citizens living in the United States after the Treaty of Guadalupe Hidalgo through the Mendez case in 1948 and recognize how the Gold Rush encouraged Asian immigration.

10. Analyze and evaluate primary sources and reading texts which build upon previously learned skills

Curriculum Units

Unit I: African American History

Unit II: Asian American History

Unit III: Women's History

Unit IV: Latino American History

Pacing Guide- Course

<u>Content</u>	
<u>Unit I:</u>	
African American History	40 Days (approximately)
<u>Unit II:</u>	
Women's History	40 Days (approximately)
<u>Unit III:</u>	
Asian American History	40 Days (approximately)
<u>Unit IV:</u>	
Latino History	40 Days (approximately)

Unit 1: African American History

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
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<p>African Diaspora:</p> <ol style="list-style-type: none"> 1. How did the arrival of Europeans affect Africa? 2. How did the slave trade in Africa differ from the Atlantic slave trade? 3. How did European expansion contribute to the growth of the Atlantic slave trade? 4. What was the destiny of the captured Africans? 5. What was the Middle Passage and how did it reflect economic decisions? 6. How did religion and Social Darwinism play a role in slavery and racism? 7. How does economic competition fuel the actions of people? 	<p>African Diaspora:</p> <ol style="list-style-type: none"> 1. Determine the extent to which natural resources, labor systems, and entrepreneurship contributed to economic development in the American colonies. 6.1.12.C.1.b 2. Analyze the various rationale provided as a justification for slavery 6.1.12.A.3.h 3. Compare slavery practices and other forms of coerced labor or social bondage common in East and West Africa and Europe 6.2.12.D.1.b 4. Analyze the various motivations for and the impact of the Atlantic slave trade on Europeans and Africans. 6.2.12.D.1.c 	<p>African Diaspora:</p> <ol style="list-style-type: none"> 1. Discuss the definition of an American in context of the African during early colonial America. Evaluate the different treatment dependent upon the region and the master if there was one. 2. Write a dialogue between a shipbuilder from New England a plantation owner from the South, in which you discuss the financial benefits of slavery. 3. Write an essay summarizing <i>when</i> the origins of slavery during the Atlantic Slave trade and compare that type of slavery to earlier slavery either in 	<p>African Diaspora:</p> <ol style="list-style-type: none"> 1. Write a journal of the three stages of enslavement capture, middle passage and auction from the perspective of an enslaved person or a ship's captain. 2. Write a poem from the experience of a daughter torn from her family, a son kidnapped or the grieving parents who lost a child to the African Slave Trade 3. Quizzes 4. Tests 5. Power Point Presentations
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6. Maps

Europe or Africa.

4. Map the triangular trade and chart the life expectancy of Africans who were bound for the Caribbean and South America versus Africans bound for North America
5. Identify the reasons and rationale for the enslavement of West Africans by Europeans.
6. Examine the African Slave Trade for the enslaved and determine the impact on the lives of Africans by reading a poem, *Many Thousand Gone*.
7. Analyze the middle passage experiences of Olaudah Equiano

by reading an excerpt of this biography and answering questions on a worksheet.

8. Read and analyze primary sources of the African Slave Trade to debate various positions including being for, against, or neutral about slavery.

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>Life in the New World/ Freedoms and Restrictions:</p> <ol style="list-style-type: none"> How has the U.S. Constitution restricted or granted the freedoms of African Americans? How have African Americans resisted the restrictions of American society and the U.S. government? How does art reflect one's political and social identity? How does citizenship affect one's political identity? 	<p>Life in the New World/Freedoms and Restrictions:</p> <ol style="list-style-type: none"> Relate the creation of African American advocacy organizations to the United States Supreme Court decisions and state and local governmental policies. 6.12.12.A.6.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against African Americans. 6.1.12.A.5.c Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on 	<p>Life in the New World/Freedoms and Restrictions:</p> <ol style="list-style-type: none"> Identify several laws and Constitution articles that have either restricted or granted the freedoms of African Americans. Summarize Frederick Douglass' narration of the dangers of slavery and the necessity of freed slaves to describe their experiences. Summarize the methods of American abolitionist . Analyze the impact of <i>Uncle Tom's Cabin</i> to the abolitionist cause and compare the character of Uncle Tom then and now. 	<p>Life in the New World/Freedoms and Restrictions:</p> <ol style="list-style-type: none"> Create a poster that displays Stono Rebellion, Vesey, Prosser, Turner, and Haitian Revolution and summarize how U.S. restriction on African Americans precipitated open rebellion. Write an editorial to a Black Newspaper arguing through legal documents why slavery

the relationship between the national and state governments.
6.1.12.D.4.e

6. Analyze Washington's address to the Atlanta Exposition in 1895 to determine his argument for newly freed slaves.
7. Analyze DuBois' concept of double consciousness of black in Americans via primary text and by examining a Langston Hughes poem, "I, too" to amplify the concept.
8. Identify Marcus Garvey's argument for Pan-Africanism and African American exodus from the U.S.
9. Determine the reason A. Philip Randolph rejects the Du Bois' premise of social and political emancipation by reading a primary

- should end.
3. Create a Venn diagram comparing the philosophical approach of W.E.B. Du Bois to Booker Washington.
 4. Analyze the creation of historically Black Schools and the mission, evaluate how White America accepted these schools.

	<p>4. Analyze prevailing attitudes, socio-economic factors, and government actions that led to the Civil War. 6.1.12.A.4.a</p> <p>5. Analyze the importance of the fundamental ideas found in historical documents in demanding equality for all. 6.1.12.A.4.b</p> <p>6. Judge the effectiveness of the 13th-15th Amendments in obtaining citizenship and equality for African Americans. 6.1.12.A.4.d</p> <p>7. Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values. 6.1.12.D.8.b</p>	<p>source of his speech "Our Reason for Being" and answering questions.</p> <p>10. Track the change blacks in America have made by examining Alain Locke's assessment of the 'New Negro'</p>	
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<p>Modern Era:</p> <ol style="list-style-type: none"> 1. What is the purpose of government? 2. How did the U.S. Constitution restrict and grant freedoms to African Americans? 3. How does citizenship affect one's political identity? 4. Analyze the various Civil Rights groups and determine what caused so many people to join them in spite of the dangers. 	<p>Modern Era:</p> <ol style="list-style-type: none"> 1. Analyze the effectiveness of national legislation, policies and Supreme Court decision in promoting civil liberties and equal opportunities 6.1.12.A.13.b 2. Determine the impetus for the Civil Rights Movement and explain why national governmental actions were needed to ensure civil rights for African Americans. 6.1.12.D.13.a 3. Compare the leadership and ideology of Martin Luther King, Jr., and El-Hajj Malik El-Shabazz during the civil Rights Movement and evaluate their legacies. 6.1.12.D.13.b 4. Assess the 	<p>Modern Era:</p> <ol style="list-style-type: none"> 1. Analyze Malcolm X's perspective of black identity by reading his speech "You Can't Hate the Roots of a Tree, and not Hate the Tree". 2. Summarize Martin Luther King, Jr.'s assessment of the need for all black leaders to unite by reading Letter from a Birmingham Jail 3. Identify the origins and methods of SNCC by examining Julian Bond's assessment and contributions. 4. Summarize Fanny Hamer's experiences in registering to vote in Mississippi 	<p>Modern Era:</p> <ol style="list-style-type: none"> 1. After reading the primary sources, briefly describe the content of each reading and explain the transformation of African Americans in the 21st century by using one of the readings to do so. 2. Respond to the short story "Flora Devine" by Anthony Grooms and compare the attitude of Southern Whites today using current events to the attitude of Southern Whites during the Civil Rights
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	<p>effectiveness of actions taken to address the causes of continuing urban tensions and violence.</p> <p>6.1.12.D.14.b</p> <p>5. Determine the influence of multicultural beliefs, products and practices in shaping contemporary American culture.</p> <p>6.1.12.D.14.f</p>	<p>5. Identify the reasons that Stokely Carmichael repudiated the non-violent path for white acceptance by reading a primary source.</p> <p>6. Identify the Kerner Commission's findings and the result of urban rioting looking at the Newark Riots.</p> <p>7. Evaluate New Jersey native, Toi Derracotte's analysis of social situations where she felt discrimination and/or prejudice by reading a primary source document and class discussion.</p> <p>8. View and judge the political impact of African American artists in prose,</p>	<p>movement.</p> <p>3. Read a short story "The Convert" by Lerone Bennet Jr. and write a review for a newspaper. Analyze the message it conveys.</p> <p>4. Compare the approaches of Malcom X and Martin Luther King in a T-Chart. How do the various approaches impact the Civil Rights Movement?</p> <p>5. Watch the documentary Selma and evaluate Dr. Martin Luther King's approach to civil disobedience.</p>
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		<p>poetry, music and film as black Americans express their experiences and frustration of being black in America via a PowerPoint presentation.</p> <p>9. Review the history of all of the Civil Rights bills that have been passed since the Civil War Amendments and analyze the need for so many bills.</p>	<p>6. Trace LBJ's voting record on Civil Rights legislation and the passage of the Civil Rights Act after the assassination of JFK.</p> <p>7. Trace the positions of political parties in reference to Civil Rights and the positions of them today.</p> <p>8. Essays</p> <p>9. Quizzes</p> <p>10. Tests</p> <p>11. Exit Tickets</p> <p>12. DBQ's</p>
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Unit 2: Latino American History

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
<p>Pre-Columbian Era:</p> <ol style="list-style-type: none"> How does an indigenous group incorporate its heritage with a conquering group? How does economic competition fuel the actions of people? 	<p>Pre-Columbian Era:</p> <ol style="list-style-type: none"> Explain the consequences to Native American groups of the loss of their land and people. 6.1.12.D.2.a Assess the political, social and economic impact of the Columbian exchange of plants, animals, ideas and pathogens on Europeans and Native Americans. 6.2.12. D.1.a Explain how the new social stratification created by voluntary and coerced interactions of Natives Americans in Spanish colonies laid the foundation for conflict 6.2.12.D.1.d Assess the economic, political and social policies and practices 	<p>Pre-Columbian Era:</p> <ol style="list-style-type: none"> Examine the rise and fall of Mesoamericans using journal articles and charts. Summarize the method of control used in Spain's new world colony by completing an introductory paragraph. Locate Spanish colonial settlements in the North America by completing a map. <p>U.S. & Immigration</p>	<p>Pre-Columbian Era:</p> <ol style="list-style-type: none"> Write an obituary on Montezuma II and Atahualpa. Express varying points of view of the social impact of Spanish conquest in the Americas. Illustration the route of conquest during the Inca and Aztec campaigns Create an encyclopedia entry to explain African people in the Americas. <p>U.S. & Immigration</p> <ol style="list-style-type: none"> Review the

<p>regarding indigenous peoples in Spanish colonies. 6.2.12. D.1.e</p> <p>5. Assess the political, social and economic impact of the Columbian exchange of plants, animals, ideas and pathogens on Europeans and Native Americans. 6.2.12. D.1.a</p> <p>6. Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights. 6.1.12.A.11.c</p> <p>7. Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce. 6.1.12.D.11.c</p> <p>8. Analyze the effectiveness of national</p>	<p>1. Identify the causes and effects of the Mexican American War via a PowerPoint presentation.</p> <p>2. Judge the impact of the inequities of the Treaty of Guadalupe Hidalgo by reading a primary source of the treaty. Analyze whether the Treaty was upheld by the U.S. government</p> <p>3. Summarize federal immigration policy and its impact by reading <i>Ain't That America</i> article and discussion of the Dream Act 2012</p> <p>4. Judge the impact of the U.S. Navy's tactical training exercises on Vieques Island on Puerto Rico's territorial status. Compare to current events of Puerto</p>	<p>U.S. Census Records to plot the states of highest immigrant populations on a U.S. map.</p> <p>2. Debate whether the wet-foot-dry-foot policy employed by the U.S. Citizenship and Immigration for Cubans immigrating to the U.S. is fair when compared to other Latino groups.</p> <p>3. Create a chart that differentiates between the different categories of immigrants in</p>
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<p>legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities. 6.1.12.A.13.b</p> <p>9. Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. 6.1.12.D.14.d</p> <p>10. Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities. 6.1.12.D.13.c</p> <p>11. Determine the impact of geography on decisions</p>	<p>Rico today and their economic plight.</p> <p>5. Identify the instruments, famous musical artists and how their Latin culture influences American music.</p> <p>6. Judge how the economic needs of the U.S. determined its immigration policies.</p> <p>7. Judge how the acculturation and assimilation to U.S. culture affected Mexican Americans by reading current news articles including the webpage of LaRaza and political offshoots.</p> <p>8. Identify and determine the impact of U.S. territorial changes post Mexican</p>	<p>the U.S.</p> <p>4. Write a journal entry of a Mexican affected by one of the following events: annexation of Texas, the Gadsden Purchase, and the Mexican War.</p> <p>5. Create a musicology of Latino American musician including Celia Cruz (Queen of Salsa), Selena, Marc Anthony (King of the baladas), Enrique Iglesias, mambo, and salsa.</p>
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<p>made by the Soviet Union and the United States to expand and protect their spheres of influence. 6.2.12.B.5.a</p> <p>12. Analyze ideological difference and other factors that contributed the Cold War and to United states involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. 6.1.12. A.12.a</p> <p>13. Judge the merit and effectiveness of recent legislation in addressing the citizenship status of individuals and groups. 6.1.12. A.14.c</p>	<p>American War by completing a historical map.</p> <p>9. Summarize how the Cold War determined U.S. immigration policies .</p> <p>10. Judge how the political relationship between the U.S. and Cuba created a political group in Miami via oral histories, primary sources and analyze the current state of Cuba.</p> <p>11. Examine the methodology of Cesar Chavez in achieving the improvement of worker's rights by reading a historical background and completing a worksheet.</p> <p>12. Summarize U.S. – Cuban relations effected U.S.</p>	<p>6. Critique the impact of Latino American baseball players and boxers including Alex Rodriguez, Sammy Sosa, and Oscar de la Hoya on American sports.</p> <p>7. Create a calendar of Latino holidays.</p>
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immigration via a PowerPoint presentation.

13. Examine the constitutionality of the Iran Contra Affair and the impact it had on Nicaraguan immigration to the U.S.

14. Examine the impact Trujillo's regime in the Dominican Republic had on U.S. immigration.

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

Unit 3: Women's History

	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
<ol style="list-style-type: none"> 1. What is the purpose of government? 2. What are the criteria of a citizen? 3. How does nationalism bind or separate its citizens? 4. What is freedom? 5. Why must a citizen fight in his/her own country for civil rights? 6. How do prevailing social norms, constructed by humans, prevent all members of society from full participation? 7. How does economics help create laws that protect or exclude certain groups of 	<ol style="list-style-type: none"> 1. Evaluate the extent to which women, minorities, individual with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society. 6.1.12.D.14.c 2. Relate the changing role of women in the labor force to changes in family structure. 6.1.12.D.13.f 3. Analyze the successes and failures of 	<ol style="list-style-type: none"> 1. Summarize the historical view of women in antiquity, Middle Ages and the modern era compared to the contemporary view by engaging in discussion of the contemporary view with a PowerPoint presentation of the historical view. 2. Summarize the impact the lack of social and religious power led in part to the Salem witch trials in Massachusetts by viewing a 	<ol style="list-style-type: none"> 1. Poll Union students of their willingness to vote for a woman as president of the United States. 2. Conduct a mock trial determining if Gloria Steinem's activism led to the breakdown of family life in America. 3. "Guest" Lecturer: Students teach the class for one class period on a gender related issue. 4. Analyze political cartoons as they relate to women especially in politics and business.

<p>people?</p>	<p>women's rights organizations in their pursuit of civil rights and equal opportunities. 6.1.12.D.13.c</p> <p>4. Analyze the effectiveness of national legislation policies, and Supreme Court decision in promoting civil liberties and equal opportunities. 6.1.12.A.13.b</p> <p>5. Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p>	<p>PowerPoint</p> <p>3. Analyze a primary source of Mary Cooper's journal to judge whether America's women were the weaker sex.</p> <p>4. Analyze the post-colonial and pre-Civil War era criteria of the "true woman" to determine the ideal woman of 19th century America by viewing a PowerPoint.</p> <p>5. Summarize how the bustle and corset were simultaneously fashion favorites of men and hazardous to a woman's health by reading a</p>	<p>5. Essays 6. Tests 7. Quizzes 8. Exit tickets 9. DBQ's</p>
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	<p>6.1.12.C.8.b</p> <p>6. Analyze the success and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment.</p> <p>6.1.12.D.6.c</p> <p>7. Evaluate the role of organized women in promoting government policies designed to address injustice, inequality, workplace safety, and immorality.</p> <p>6.1.12.A.6.b</p> <p>8. Analyze the importance of the fundamental ideas found in documents in</p>	<p>document.</p> <p>6. After reading an article titled <i>Body by Madison Avenue</i>, determine if advertisers contribute to the women's imagery</p> <p>7. Trace the evolution of medical treatments for women in America through the 20th century.</p> <p>8. Chart the transformation of women activist in the public sphere leading to the passage of the 19th Amendment</p> <p>9. Summarize the thesis of Betty Friedan's <i>Feminine</i></p>
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	<p>demanding equality for all. 6.1.12.A.4.b</p> <p>9. Analyze the arguments for new women's roles and rights and explain why 18th century society limited women's aspirations. 6.1.12.D.2.d</p> <p>10. Analyze how gender, property ownership, religion and legal status affected political rights. 6.1.12.A.1.b</p>	<p><i>Mystique</i> and compare it to advertisements of the 1950s.</p> <p>10. Compare and contrast primary source arguments regarding the 19th Amendment and analyze the use of gender stereotyping.</p> <p>11. Watch Iron Jawed Angels and recognize the social and political barriers to giving women full citizenship through suffrage.</p> <p>12. Analyze political cartoons to determine if women in politics are used as subject material more than men when accounting</p>
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for the percentage of women in politics versus the percentage of men.

13. Analyze the number of women in politics in comparison to 1920 and the barriers that still exist.

14. Read Shirley Chismom's short biography and determine if there were additional barriers for aspiring politicians of color.

Unit 4: Asian American History

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ol style="list-style-type: none"> 1. What is the purpose of government? 2. What are the criteria of a citizen? 3. How does nationalism bind or separate its citizens? 4. What is freedom? 5. How does economic competition fuel the actions of people? 	<ol style="list-style-type: none"> 1. The 1920s is characterized as a time of social, economic, technological, and political change as well as a time of emerging isolationism, racial and social tensions, and economic problems. 6.1.12.A.8.c 2. Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities. 6.1.12.D.9.b 3. Determine if the policies regarding Japanese internment and other minority groups were a denial of civil rights. 6.1.12.A.11.c 4. Analyze the decision to 	<ol style="list-style-type: none"> 1. Locate countries and landforms in four regions of the East by completing an outline map and question on a worksheet. 2. Compare US students to Asian students, find horoscope, and other factoids about Asia by navigating through stations and completing a worksheet. 3. Compare and contrast the origin stories of Zulu, Maya and China by completing a chart. 4. Compare the political position of Filipino leader and U.S. president and determine the response to post Spanish 	<p>Project: Asian American Magazine</p> <p>To get an in-depth look at the Asian American subgroups that were not discussed in class you will create a mini magazine while at the same time giving you a chance to use your creativity by answering the essential questions for an Asian subgroup. The remaining subgroups are South Asians, Southeast Asian, and</p>

	<p>use the atomic bomb and the consequences of doing so. 6.1.12.A.11.d</p> <p>5. Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. 6.1.12.A.12.a</p> <p>6. Examine the 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.b</p> <p>7. Relate varying immigrants' experiences to gender, race, ethnicity or occupation. 6.1.12.D.5.d</p> <p>8. Relate social</p>	<p>American War Philippines.</p> <p>5. Determine the impact WWII, Great Depression and political instability had on Japanese, Chinese, and Filipino immigration and citizenship through journal articles and primary sources to assess the conflicts created by economics..</p> <p>6. Examine the institutional discrimination faced by Japanese Americans and Filipino Americans. Presentation.</p> <p>7. View the movie <i>To Live</i> to examine the events that led Chinese to immigrate to the U.S. in the 20th century.</p> <p>8. Examine government discrimination of Japanese Americans via a small group work examining Executive Order 9066.</p>	<p>Pacific Islanders.</p>
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	<p>intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.</p> <p>6.1.12.A.8.c</p> <p>9. Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. 6.1.12D.12.b</p> <p>10. Assess the role of geopolitics in the development of American foreign relations during this period. 6.1.13.A.3.c</p>	<p>9. Complete a worksheet summarizing the stereotypes of Asian Americans.</p>	
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Appendix

New Jersey Core Curriculum Content Standards Academic Area

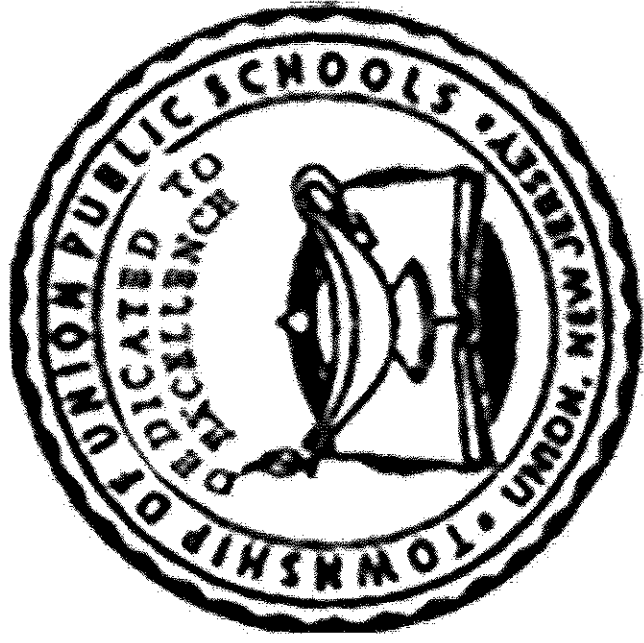
Listed within the CPIs.

NJ Holistic Scoring Rubric

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization	<ul style="list-style-type: none"> · May lack opening and/or closing · Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> · May lack opening and/or closing · Attempts to focus · May drift or shift focus 	<ul style="list-style-type: none"> · May lack opening and/or closing · Usually has single focus 	<ul style="list-style-type: none"> · Generally has opening and/or closing · Single focus 	<ul style="list-style-type: none"> · Opening and closing · Sense of unity and coherence · Key ideas developed 	<ul style="list-style-type: none"> · Opening and closing · Single, distinct focus · Unified and coherent · Well-developed
	<ul style="list-style-type: none"> · No planning evident; 	<ul style="list-style-type: none"> · Attempts 	<ul style="list-style-type: none"> · Some lapses or 	<ul style="list-style-type: none"> · Ideas loosely 	<ul style="list-style-type: none"> · Logical progression of 	<ul style="list-style-type: none"> · Logical progression of

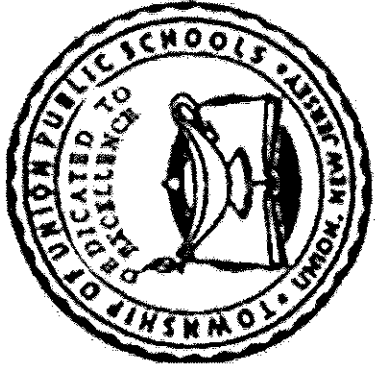
	disorganized	organization	flaws in organization	connected	Ideas	Ideas
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Few, if any, transitions between ideas Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> May lack some transitions between ideas Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Transition evident Uneven development of details 	<ul style="list-style-type: none"> Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Fluent, cohesive Compositional risks successful
Usage	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

TOWNSHIP OF UNION PUBLIC SCHOOLS



Academic Area
Curriculum Guide
2016

Curriculum Guide Approved June 2016



Board Members

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David Arminio, Vice President

Guy Francis

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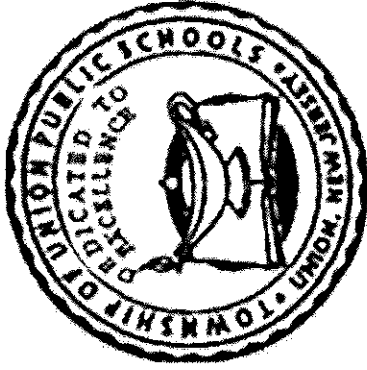
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TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

District Superintendent Mr. Gregory A. Tatum

Assistant Superintendent Mrs. Annie Moses

Director of Elementary Curriculum Ms. Tiffany Moutis

Director of Special Services Ms. Kim Conti

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

Director of Athletics, Health, Physical Education and Nurses Ms. Linda Ionta

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Mathematics K-5/Science K-5	Ms. Theresa Matthews
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts/Library Services 8-12	Ms. Mary Malyska
Math 8-12.....	Mr. Jeremy Cohen
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business.....	Ms. Libby Galante
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Art/Music	Mr. Ronald Rago

**Curriculum Committee
Academic Area**

**Colletta M. Liccardi
Marjorie E. Hargrave**

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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 study of criminal justice offers a view of social problems while supplying knowledge of criminality. This course offers practical insight into how our criminal justice functions within the United States. Students are provided with an understanding of their rights as citizens and how our criminal justice system fulfills American values such as liberty, privacy, and individual rights.

Research using the Internet and other technology/software applications will be infused into this curriculum.

Cross Content Workplace Readiness Standards as dictated by the Core Curriculum Content Standards are infused into this curriculum

Recommended Textbooks

Cole, George T. and Christopher E. Smith. The American System of Criminal Justice Twelfth Edition. Wadsworth, CA: Cengage Learning 2010, 2007

Course Proficiencies

Students will be able to...

1. Define crime and the elements of a crime.
2. Classify crimes by severity level (misdemeanors/felonies).
3. Classify crimes by the six major categories.
4. Describe the rights and resources available to victims of crime.
5. Explain accepted defenses under criminal law.
6. Differentiate between civil and criminal law.
7. Appraise the importance of due process; explain the criminal justice protections afforded under the Fourth, Fifth, Sixth and Eighth Amendments.
8. Explain rules of law enforcement according to the Constitution.
9. Describe the role of various actors within the criminal justice system including the prosecutor and the defense attorney.
10. Discuss the various types of sentencing.
11. Describe the operation of the juvenile justice system and the special challenges it faces in dealing with young people who commit serious and violent offenses.

Curriculum Units

Unit 1: Crime & Justice in America

Unit 2: Victimization and Criminal Behavior

Unit 4: Criminal Justice & The Rule of Law

Unit 8: Police and Constitutional Law

Units 10, 12: Prosecution and Defense, Sentencing

Unit 17: Juvenile Justice

Pacing Guide- Course

<u>Content</u>	Number of Days
<u>Unit 1:</u>	15
<u>Unit 2:</u>	10
<u>Unit 4</u>	20;
<u>Unit 8:</u>	20
<u>Units 10, 12:</u>	10
<u>Unit 17:</u>	15

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Define law	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
2.	Define crime.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
3.	Contrast the crime control and due process models of crime.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
4.	.Explain the differences between mala in se and mala prohibita crimes.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
5.	Define and explain the 6 major crime categories.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
6.	Differentiate between the UCR Uniform Crime Report and the NCVS National Crime Victimization Survey Method of crime reporting.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
7.	Identify some of the reasons given to explain the high rate of delinquent and criminal behavior by adolescents and young adults.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1

8.	Text book/ Internet/handouts	Identify laws that have domain over teen sexting and discuss underlying goals.	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
9.	Text book/ Internet/handouts	Explore societal problems related to punishments imposed for teen sexting.	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
10.	Text book/ Internet/handouts	Relate topics to current events.	

Unit 2:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Identify the justice system's responses to the needs of crime victims.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
2.	Explain the protections afforded by the Crime Victims Bill of Rights	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
3.	Explain the assistance provided to victims and their families by the Victims of Crime Compensation Office	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
4.	Discuss the rights and resources available to crime victims and their families on the Federal and State level.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
5.	Explain the main difference between the US criminal and civil justice system as it relates to victims.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
6.	Relate topics to current events.	Text book/ Internet/handouts	

Unit 4

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Identify and explain the 4 written sources of American criminal law.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
2.	Define law and the various kinds of laws	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
3.	Distinguish between a felony and a misdemeanor.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
4.	Distinguish between substantive and procedural criminal law.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
5.	Recognize the United State's Supreme Court rule in interpreting the criminal justice amendments to the Constitution.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
6.	Explain the criminal justice protections afforded citizens by The Bill of Rights:	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
7.	Appraise the importance of the due process clause in the criminal justice system.	Text book/ Internet/handouts	
8.	Discuss the primary goals of civil and criminal law and how these goals are realized.	Text book/ Internet/handouts	

9.	Explain the concept and purpose of tort liability:	
10.	Explain and contrast the burden of proof "beyond a reasonable doubt" in a criminal case and the burden of proof "preponderance of the evidence" in a civil case.	
11.	Identify and describe the elements of a crime and the requirements that prosecutors face in proving guilt.	
12.	Explain how the doctrine of strict liability applies to criminal law.	
13.	Develop an awareness of differences in criminal law in other countries. Identify Islamic Hudud offenses, required proofs and punishments.	
14.	List and briefly define the most important excuse defenses for crimes.	
15.	Relate topics to current events.	

Unit 8:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/JCCS
1.	Discuss police officers' responsibility to control crime under the rule of law.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
2.	Distinguish between a stop and a frisk	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
3.	Distinguish between an arrest and a stop.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
4.	Discuss the legal concepts contained in the Fourth Amendment and why they are important.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
5.	Discuss search and seizure issues.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
6.	Summarize the rights to which people accused of crimes are entitled.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
7.	Explore arrest and interrogation issues.	Text book/ Internet/handouts	
8.	Identify circumstances justifying a warrantless search.	Text book/ Internet/handouts	
9.	Explain the exclusionary rule, its application to the states, and exceptions to the rule.	Text book/ Internet/handouts	

10.	Indicate situations in which a Miranda warning is unnecessary.	<i>Text book/ Internet/handouts</i>	
11.	Identify your rights when dealing with law enforcement.	<i>Text book/ Internet/handouts</i>	
12.	Relate topics to current events.	<i>Text book/ Internet/handouts</i>	

Units 10, 12:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Describe the roles of the prosecuting attorney.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
2.	Analyze the process by which criminal charges are filed, and what role the prosecutor's discretion plays in that process.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
3.	Identify those with whom the prosecutor interacts in decision making.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
4.	Understand the day-to-day reality of criminal defense work in the United States.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
5.	Identify how counsel is provided for defendants who cannot afford a private attorney.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
6.	Understand the defense attorney's role in the system and the nature of the attorney-client relationship. Recognize the goals of punishment and the assumptions on which each theory is based.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
7.	Identify the types of sentencing judges can impose.	Text book/ Internet/handouts	
8.	Relate topics to current events.	Text book/ Internet/handouts	

Chapter 17:

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Describe the one variable that always correlates highly with juvenile crime	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
2.	Describe the child saving movement and its relationship to the doctrine of <i>parens patriae</i> .	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
3.	Describe how the treatment of juveniles involved with the law has evolved during American history:	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
4.	State the major differences between juvenile courts and adult courts.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
5.	Identify and briefly describe the single most important Supreme Court case with respect to juvenile justice.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
6.	List the factors that normally determine what police do with juvenile offenders. Describe the primary stages of the pretrial juvenile justice procedure.	Text book/ Internet/handouts	9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.D 9.1.12.E 9.1.12.F 9.2.12.A 9.2.12.E 9.2.12.F 9.3.12.C 6.1
7.	Explain the distinction between an adjudicatory hearing and a disposition hearing.	Text book/ Internet/handouts	
8.	List the four categories of residential treatment programs.	Text book/ Internet/handouts	

	Relate topics to current events.	
9.	Text book/ Internet/handouts	

New Jersey Core Curriculum Content Standards
Academic Area

9.4 Career and Technical Education

Content Area	21st-Century Life and Careers	Cumulative Progress Indicator (CPI)
Standard	<p>9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the Career Clusters Table.)</p>	
Strand	L. Law, Public Safety, Corrections, & Security Career Cluster	
Pathway	(4) Law Enforcement Services	
By the end of grade	Content Statement	CPI#
12	<p>Academic Foundations: Academic concepts lay the foundation for the full range of career and</p>	<p>9.4.12.L.(4).1 Demonstrate knowledge of the U.S. legal system and legal responsibilities related to law enforcement services.</p> <p>9.4.12.L.(4).11 Examine and summarize Fourth Amendment concerns in the areas of search and seizure and probable cause.</p>

<p>postsecondary education opportunities within the career cluster.</p>	<p>9.4.12.L.(4).12 Examine and summarize the rights of an individual being interrogated under the Fifth and Sixth Amendments in order to ensure trial, jury, and due process rights for individuals in the law enforcement environments.</p> <p>9.4.12.L.(4).11 Examine and summarize Fourth Amendment concerns in the areas of search and seizure and probable cause.</p> <p>9.4.12.L.(4).12 Examine and summarize the rights of an individual being interrogated under the Fifth and Sixth Amendments in order to ensure trial, jury, and due process rights for individuals in the law enforcement environments</p> <p>9.4.12.L.(4).13 Examine and summarize the impact of the Fourteenth Amendment as it relates to due process and equal protection, with a focus on both current events and historical accounts in order to ensure that law enforcement professionals respect the constitutional rights of individuals they encounter.</p> <p>9.4.12.L.(4).14 Examine and summarize limits on and types of interrogation procedures, with a focus on Miranda rights and the Fifth Amendment, in order to protect the rights of both U.S. and non-U.S. citizens in the course of providing law enforcement services.</p> <p>9.4.12.L.(4).17 Describe how to ensure compliance with established procedures to avoid the violation of constitutional rights.</p>
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		9.4.12.L.(4).18	Describe how to ensure compliance with established procedures to avoid the violation of constitutional protections regarding search and seizure, with a focus on the Terry stop (stop and frisk) and attaining warrants.
		9.4.12.L.(4).24	Describe established procedures and laws affecting motor vehicle traffic stops in order to enhance compliance and enforcement
		9.4.12.L.(4).27	Describe how to conduct interviews and interrogations using appropriate law enforcement procedures in order to ensure the protection of individual rights and effective information gathering.
		9.4.12.L.(4).30	Examine and summarize protocols and procedures intended to protect the rights of juvenile victims and offenders.
		9.4.12.L.(4).40	Examine and summarize the rights of victims and witnesses as well as procedures for protecting them.

Content Area	21st-Century Life and Careers		
Standard	9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.		
Strand	A. Critical Thinking and Problem Solving		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
	The ability to recognize a problem and apply critical	9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.

	thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
Strand B. Creativity and Innovation			
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
12	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
		9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
Strand C. Collaboration, Teamwork, and Leadership			
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
12	Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive	9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
		9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to

activities.	successful completion of a challenging task or project.
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F. Accountability, Productivity, and Ethics		
Strand By the end of grade	Content Statement	CPI#
	Ethical behaviors support human rights and dignity in all aspects of life.	9.1.12.F.2
		Cumulative Progress Indicator (CPI) Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

A. Income and Careers		
Strand By the end of grade	Content Statement	CPI#
12	Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.	9.2.12.A.1 9.2.12.A.2
		Cumulative Progress Indicator (CPI) Analyze the relationship between various careers and personal earning goals. Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

C. Career Preparation		
Strand By the end of grade	Content Statement	CPI#
12	Career preparation requires purposeful planning based on	9.3.12.C.2
		Cumulative Progress Indicator (CPI) Characterize education and skills needed to achieve career goals, and take steps to prepare for

	<p>research, self-knowledge, and informed choices.</p>	<p>postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.</p> <p>9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.</p> <p>9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.</p> <p>9.3.12.C.8 Interpret how changing economic and societal needs influence employment trends and future education.</p> <p>9.3.12.C.9 Investigate career opportunities in the United States or abroad that involve working with people from diverse cultures and that require knowledge of other languages or cultures.</p> <p>9.3.12.C.10 Differentiate entrepreneurship opportunities as options for career planning, and identify the knowledge, skills, abilities, and resources required for owning a business.</p>
<p>12</p>	<p>There is a relationship between personal behavior and employability.</p>	<p>9.3.12.C.21 Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.</p> <p>9.3.12.C.22 Compare and contrast New Jersey school district policies with employer policies related to individual behavior and responsibilities (e.g., absenteeism and tardiness, plagiarism, harassment).</p>

6.1.12.A.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
6.1.12.A.16.b	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

D. History, Culture, and Perspectives	6.3.12.D.1	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.
6.1.12.A.2.b		Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.
6.1.12.D.2.b		Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
6.1.12.A.14.b		Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.

New Jersey Core Curriculum Content Standards
Academic Area

The following are hyperlinks to the appropriate Core Curriculum Content Standard.

Standard 8.1 Educational Technology

- A. Technology Operations and Concepts
- C. Communication and Collaboration
- D. Digital Citizenship
- F. Critical Thinking, Problem Solving, and Decision Making

9.1.21st Century Life Skills

- A. Critical Thinking & Problem Solving
- B. Creativity and Innovation
- C. Collaboration, Teamwork and Leadership
- D. Cross-Cultural Understanding and Interpersonal Communications
- E. Communication and Media Fluency
- F. Accountability, Productivity and Ethics
- 9.4.D Business, Management & Administration Career Cluster
 - 9.4.D(1) Administrative Services

New Jersey Scoring Rubric

**New Jersey Department of Education
New Jersey Registered Holistic Scoring Rubric**

In Scoring, consider the grid of written language	Score	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Content & Organization (see below)	1	<ul style="list-style-type: none"> May lack opening and/or closing Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> May lack opening and/or closing Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> May lack opening and/or closing Usually has single focus 	<ul style="list-style-type: none"> Generally has opening and/or closing Single focus 	<ul style="list-style-type: none"> Opening and closing Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Opening and closing Single, distinct focus Unified and coherent Well-developed
	2	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transition evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
Usage (see below)	3	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent
	4	<ul style="list-style-type: none"> No apparent control Severe/ numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

Sentence Construction (see below)	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics (see below)	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

NR = No Response Student wrote too little to allow reliable judgment of his/her writing.

OT = Off Topic/ Off Task Student did not write on the assigned topic/task, or the student attempted to copy the prompt.

NE = Not English Student wrote in a language other than English.

WF = Wrong Format Student refused to write on the topic, or the writing task folder was blank.

Content & Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation

Grade Scale:

6 = A

5 = B

4 = C

3 = D

2 = F

1 = 0

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

Language Arts Literacy Open-Ended Scoring Rubric

Points Criteria

- 4 A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3 A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2 A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1 A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0 A 0-point response is irrelevant or off-topic.