

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

AMERICAN STUDIES: COURSE 2431/2432

School Westfield High School
Department.....English and Social Studies
Length of Course Full Year
Credit10.0
Grade Level.....11
Prerequisites.....English II or English II honors
..... & USI or USI honors
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

American Studies is an interdisciplinary course co-taught by English and Social Studies teachers. Teachers work collaboratively in a two-period block to execute activities and assignments to meet the course’s objectives. Students, who meet the criteria, may elect for an honors option in American Studies. The honors option offers students the opportunity to take advantage of this unique interdisciplinary learning experience, while challenging them to earn honors credit. College preparatory and honors American Studies is offered concurrently with students learning and working together in the same classroom. Students who elect to work at the honors level are expected to extend their work to a deeper level and take a more active leadership role in class discussions and debates. Over the course of the year honors students are expected to be self-sufficient learners who are self-motivated, to display the willingness to take intellectual risks by experimenting with a range of presentation and discussion techniques, to challenge commonly held beliefs in written work and discussion, to accurately assess his/her own learning, and to demonstrate effective time-management skills.*

The objective of the American Studies course is to develop students who are creative and analytical thinkers by challenging them to piece together multiple perspectives to gain a greater understanding of American History and American Literature. This course integrates the study of history, literature, music, the visual arts, philosophy, and the law to enrich students’ understanding of modern America. Students apply their understanding of the past to the complexities of contemporary society using primary and secondary sources. Students acquire and communicate an understanding of the growth and development of America’s people and influences, as they develop their own critical and creative skills through reading, writing, debating, listening, viewing, hands-on learning experiences, working collaboratively, and participating in full-class discussions.

Students explore the experience of individuals and groups from the post WWI period through the present. Emphasis is placed on analyzing American history and literature through the lens of four themes that are developed throughout the course of the year. Students question motives, influences, and consequences as they explore history, culture, and literature through various genres. Students develop their ability to weigh evidence, reason deductively, and approach current problems from multiple perspectives in order to become productive citizens within a democratic and global society.

In keeping with the New Jersey Student Learning Standards, this course fulfills the New Jersey State guidelines for 11th grade English and Social Studies requirements. After completion of American Studies, students may opt for any course offerings open to 12th graders in the English and Social Studies Departments.

*American Studies Honors Option Criteria: Course 2432

Honors option is recommended for students who demonstrate mature motivation, a genuine commitment to learning, and an appreciation for the subtleties of an author's craft. All established requirements and guidelines for the honors program, outlined in Westfield High School's program of studies apply to American Studies honors.

Students must meet the following criteria for American Studies honors option:

1. Teacher recommendation from previous English **and** Social Studies teacher
2. A or B+ average in previous Social Studies course and English course
3. Relative to the course expectations for American Studies, students must be able to achieve the following: read more extensively; study and discuss literature in greater depth; write more comprehensive, critical and varied compositions; complete more independent reading and analysis; experiment with more sophisticated elements of style and voice; and demonstrate a more profound understanding of the relationship between historical context and the literature of a given period.

II. **OBJECTIVES**

The following objectives align with the New Jersey Student Learning Standards for English Language Arts and Social Studies. These objectives also align with New Jersey Student Learning Standards for Visual & Performing Arts, World Languages, Technology, and Career Readiness, Life Literacies, and Key Skills, and the New Jersey Competencies for Social-Emotional Learning. The curriculum addresses inclusive history by incorporating events and contributions of marginalized groups outlined in the following laws; Amistad Law, Holocaust Law, and LGBTQ & Persons with Disabilities Law.

Students:

- A. Through a variety of **reading and learning experiences**, using an inquiry based approach to fiction, non-fiction, film, poetry, drama, primary sources, artwork, and other media
1. Develop perspective by studying American culture, and understand how diverse experiences of individuals shaped American society
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Competencies for SEL – Self-Awareness, Social-Awareness
 2. Examine and investigate perception and address its role in shaping the truths of an individual, a community and a country
NJ Student Learning Standards for English Language Arts RL.11-12.1, RL.11-12.4, RL.11-12.10, RI.11-12.2, RI.11-12.4, RI.11-12.6
NJ Student Learning Standards for Social Studies 6.1, 6.2
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacy & Key Skills 9.4
 3. Recognize and analyze the impact of economic, legislative, and military decisions made by the United States government from 1935-1945
NJ Student Learning Standards for English Language Arts RL.11-12.1, RL.11-12.3, RL.11-12.5, RL.11-12.7, RL.11-12.9
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Career Readiness, Life Literacies & Key Skills 9.4
 4. Evaluate the extent to which moral dilemmas impact socioeconomic, political, and military decision-making
NJ Student Learning Standards for English Language Arts RL.11-12.7
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Career Readiness, Life Literacies & Key Skills 9.4
NJ Competencies for SEL- Social Awareness, Responsible Decision Making
 5. Assess how intellectual, cultural, economic, and scientific advancements promoted the emergence of the Cold War and created conflicts between the United States and Soviet Union
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.3, RH.11-12.4, RH.11-12.7, RH.11-12.8, RH.11-12.9
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
 6. Evaluate the impact of cultural interactions, cultural diffusion, and globalization on cultures, institutions and societies
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.1, RH.11-12.2, RH.11-12.5, RH.11-12.6
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for World Languages 7.1
NJ Competencies for SEL- Social Awareness, Relationship Skills
 7. Examine the ways in which power shapes the experiences and opportunities of individuals in their communities and country
NJ Student Standards for Literacy in History/Social Studies RH.11-12.1, RH.9-11-12.6, RH.9-10.9, RH.9-10.10
NJ Student Learning Standards for Social Studies 6.1, 6.2
NJ Competencies for SEL- Social Awareness, Relationship Skills
 8. Assess the ways in which individuals and institutions hold power, and how policy makers balance national interests with individual needs and the common good
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.6
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Competencies for SEL- Social Awareness, Relationship Skills

9. Evaluate the ways in which racism has impacted minority groups in the United States
NJ Student Learning Standards for English Language Arts RL.11-12.6, RL.11-12.9
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.2, RH.11-12.3, RH.11-12.6
NJ Student Learning Standards for Social Studies 6.1,6.2, 6.3
NJ Student Learning Standards for World Languages 7.1
NJ Competencies for SEL- Self-Awareness, Social Awareness, Relationship Skills
10. Weigh historical evidence and draw informed conclusions about individuals and groups who sought to change the balance of power within the United States
NJ Student Learning Standards for English Language Arts RL.11-12.6, RL.11-12.9
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.2, RH.11-12.3, RH.11-12.6
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
11. Think conceptually about the persistence and prevention of human rights violations in the world today
NJ Student Learning Standards for English Language Arts RL.11-12.6, RL.11-12.9
NJ Student Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects RH.11-12.2, RH.11-12.3, RH.11-12.6
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for World Languages 7.1
NJ Competencies for SEL- Self-Awareness, Social Awareness, Relationship Skills
12. Analyze the extent to which conformity is a right, a burden, and a responsibility
NJ Student Learning Standards for English Language Arts RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.10
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.6, RH.11-12.9
NJ Student Learning Standards for Social Studies 6.1, 6.3
13. Compare, contrast, and evaluate contemporary attitudes, values, and philosophies with those of past generations
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.5, RH.11-12.10
NJ Student Standards for Social Studies 6.1, 6.2, 6.3
14. Examine the role of illusion and disillusionment in the development of new perceptions, ideas, and philosophies
NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.6
NJ Core Curriculum Content Standards for Social Studies 6.1, 6.2, 6.3
NJ Competencies for SEL- Self-Awareness, Social Awareness, Relationship Skills
15. Identify the social, economic, and political factors that contributed to the illusion of prosperity in the United States during the post WWI era
NJ Student Learning Standards for English Language Arts RL.11-12.7
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
16. Interpret the ways in which conflict and cooperation among diverse cultural, religious, political and social groups lead to the creation of a unique human and American experience
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects RH.1, 2, 3, 4, 5, 6, 7, 8, 9 WHST 1, 2
NJ Student Learning Standards for World Language 7.1
NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills
17. Identify the political, economic, and social contributions of persons with disabilities and LGBTQ communities
NJ Student Learning Standards for Social Studies 6.1 6.2, 6.3
NJ Competencies for SEL- Social Awareness, Responsible Decision-Making, and Relationship Skills
18. Explore a broad range of narrative and poetic forms and identify their relationships to an author’s purpose
NJ Student Learning Standards for English Language Arts RL.11-12.1, RL.11-12.4, RL.11-12.6, RL.11-12.7
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

19. Identify and analyze the elements of theme, plot, structure, setting, symbols, characterization, tone, and point of view and their relationship to the author’s purpose
NJ Student Learning Standards for English Language Arts RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5
20. Identify and analyze the relationship between form and content
NJ Student Learning Standards for English Language Arts RL.11-12.1, RL.11-12.4, RL.11-12.6, RI.11-12.4, RI.11-12.5, RI.11-12.6
21. Recognize the connections between the author’s language choices and the author’s purpose, and analyze the role of rhetoric, bias, and perspective
NJ Student Learning Standards for English Language Arts RL.11-12.4, RL.11-12.5, RL.11-12.6
22. Identify a writer’s techniques such as irony, foreshadowing, symbolism and figurative language and describe their relationship to the author’s tone, mood, diction choices and connotation
NJ Student Learning Standards for English Language Arts RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.10
23. Examine the relationship between the elements of literature and those of other art forms, such as film, music, and artwork
NJ Student Learning Standards for English Language Arts RL.11-12.3, RL.11-12.6, RL.11-12.7, RL.11-12.9, RL.11-12.10
NJ Student Learning Standards for Social Studies 6.1, 6.2
NJ Student Learning Standards for Visual and Performing Arts 1.3
NJ Student Learning Standards for Technology 8.1

B. Through a variety of **writing experiences**, such as argumentative and expository essays, personal narratives, journals, reading and learning logs, in-class writing, research-based writing and other forms, students:

1. Practice the writing process of brainstorming, pre-writing, drafting, revising and re-writing using a variety of writing forms and styles
NJ Student Learning Standards for English Language Arts W.11-12.1, W.11-12.2, W.11-12.3, W.11-12.4, W.11-12.5
NJ Competencies for SEL- Self-Awareness, Self-Management, Social-Awareness, Responsible Decision Making
2. Demonstrate an ability to vary tone, diction, purpose, mood, connotation, and other nuances of written language in their own writing
NJ Student Learning Standards for English Language Arts W.11-12.1, W.11-12.2, W.11-12.3
NJ Competencies for SEL- Self-Awareness, Self-Management
3. Write developed analytical essays which incorporate thesis, textual support, and concluding arguments
NJ Student Learning Standards for English Language Arts W.11-12.4, W.11-12.5, W.11-12.8
NJ Student Standards for Literacy in History/Social Studies WHST.11-12.1a-e, WHST.11-12.2a-f, WHST.11-12.10
4. Compose a thesis statement that presents an argument on a topic
NJ Student Learning Standards for English Language Arts W.11-12.1a-b, W.11-12.2a-b, W.11-12.4, W.11-12.5
NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.1a, WHST.11-12.1d, WHST.11-12.4
Compose body paragraphs that support a thesis using specific and appropriate textual evidence, including counter arguments and multiple perspectives
NJ Student Learning Standards for English Language Arts W.11-12.1a-d, W.11-12.2a-f, W.11-12.9a-b
NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.9
NJ Core Curriculum Content Standards for 21st Century Life & Careers 9.1
5. Construct paragraphs as a cohesive unit using transitional words and phrases within and between paragraphs
NJ Student Learning Standards for English Language Arts W.11-12.4, W.11-12.5, W.11-12.6, SL.11-12.1, SL.11-12.2, SL.11-12.3
6. Incorporate appropriate textual evidence by quoting, summarizing and paraphrasing
NJ Student Learning Standards for English Language Arts W.11-12.7, W.11-12.8, W.11-12.9
NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.7, WHST.11-12.8, WHST.11-12.9

Develop clear conclusion paragraphs, which not only reiterate the thesis but also examine the overall purpose for writing

NJ Student Learning Standards for English Language Arts W.11-12.2f, SL.11-12.1, SL.11-12.2, SL.11-12.3

NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.1e

7. Identify and correct errors in sentence structure such as sentence fragments, run-on sentences, sentence agreements, case, verb forms and modifiers

NJ Student Learning Standards for English Language Arts W.11-12.4, W.11-12.5, SL.11-12.1, SL.11-12.2, SL.11-12.3

NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.5, WHST.11-12.10

NJ Competencies for SEL- Self-Management

- C. Through a variety of **research-based projects** designed to build research and media literacy skills, students:

1. Define an appropriate scope for research, and apply relevant research skills to the production of a unified, thesis-driven research paper

NJ Student Learning Standards for English Language Arts W.11-12.8, RI.11-12.8

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

NJ Competencies for SEL- Self-Management, Responsible Decision Making

2. Select and evaluate a variety of scholarly sources, as well as an appropriate balance of primary and secondary sources, to conduct research

NJ Student Learning Standards for English Language Arts RI.11-12.1,2,7; W.11-12.7-8

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

NJ Competencies for SEL- Self-Management: Recognize, Responsible Decision Making, Relationship Skills

3. Compile notes in accordance with an established format; differentiate between fact and opinion, generalities and concrete evidence, primary and secondary sources, and pertinent and irrelevant information; organize and synthesize research data to construct a unifying thesis and develop a plan for a cohesive paper supporting that thesis

NJ Student Learning Standards for English Language Arts RI.11-12.7,8,9; W.11-12.9

NJ Student Learning Standards for Technology 8.1

NJ Competencies for SEL- Self-Management, Responsible Decision Making, Relationship Skills

4. Generate proper and appropriate MLA source citations in accordance with academic integrity and plagiarism policy

NJ Student Learning Standards for English Language Arts W.11-12.8

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

NJ Competencies for SEL- Self-Management, Responsible Decision Making, Relationship Skills

5. Use diverse digital formats to present research findings to an authentic audience

NJ Student Learning Standards for English Language Arts RI.11-12.1,2,7; W.11-12.6; SL.11-12.1,4,5; L.11-12.2

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills Standard 9.4

NJ Competencies for SEL- Self-Management, Responsible Decision Making, Relationship Skills

- D. Through a variety of **communication experiences**, students:

1. Demonstrate the ability to work cooperatively in both small and large groups by listening and responding to others

NJ Student Learning Standards for English Language Arts SL.11-12.1a-d

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

NJ Competencies for SEL- Self-Management, Social Awareness, Relationship Skills

2. Develop the ability to convey points of view through writing and speaking

Common Core State Standards for English Language Arts W.11-12.10, SL.11-12.4, SL.11-12.5, SL.11-12.6

NJ Career Education and Consumer, Family and Life Skills 9.1, 9.2

3. Make connections to or comment on an artist's interpretation of a text through the visual arts

NJ Student Learning Standards for English Language Arts SL.11-12.1d, SL.11-12.2, SL.11-12.3

NJ Student Learning Standards for Visual & Performing Arts 1.4

NJ Student Learning Standards for Technology 8.1

4. Work cooperatively and independently to utilize course content in the creation of relevant artifacts, dramatic productions, artwork, and other products

NJ Student Learning Standards for English Language Arts SL.11-12.1a-d, SL.11-12.5, SL.11-12.6

NJ Student Learning Standards for Visual & Performing Arts 1.2

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

NJ Competencies for SEL- Self-Awareness, Self-Management, Relationship Skills, Responsible Decision Making

E. Honors Learning Objectives- Through a variety of **learning opportunities**, to deepen content mastery and skill development, students:

1. Think conceptually about the American past and the impact of historical change over time on the lives and culture of a diverse United States society

NJ Student Learning Standards for English Language Arts RL.11-12.7

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

2. Analyze events and issues in United States history and connect them to the concerns of contemporary society

NJ Student Learning Standards for English Language Arts RL.11-12.7

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

NJ Competencies for SEL- Social Awareness

3. Synthesize content material and place the history of the United States into larger analytical contexts

NJ Student Learning Standards for English Language Arts RL.11-12.7

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9

4. Weigh historical evidence and draw informed conclusions about the course content

NJ Student Learning Standards for English Language Arts RL.11-12.7, W.11-12.7, W.11-12.8, W.11-12.9

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.7, WHST.9-10.8, WHST.11-12.9NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

NJ Competencies for SEL- Social Awareness

5. Explain and critique the writer's use of structural techniques and devices in various genres

NJ Student Learning Standards for English Language Arts RL.11-12.7, W.11-12.7, W.11-12.8, W.11-12.9

6. Identify, analyze and evaluate an author's use of rhetoric such as diction, style and syntax in order to convey theme, tone and point of view

NJ Student Learning Standards for English Language Arts RL.11-12.4, RL.11-12.5, RL.11-12.6

7. Use scholarly criticisms to explore multiple interpretations of a literary work and formulate a unique perspective

NJ Student Learning Standards for English Language Arts RL.11-12.4, RL.11-12.5, RL.11-12.6

8. Explore their own reading process and enhance analysis through practicing reading skills such as scanning, questioning, predicting, annotating, journaling and note-taking appropriate to the reading and nature of the text
NJ Student Learning Standards for English Language Arts RL.11-12.7, W.11-12.7, W.11-12.8, W.11-12.9
NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.7, WHST.9-10.8, WHST.11-12.9
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
NJ Competencies for SEL- Self-Awareness, Self-Management
9. Experiment with the writing process to improve their competency and efficiency with each stage of the process
NJ Student Learning Standards for English Language Arts RL.11-12.7, W.11-12.7, W.11-12.8, W.11-12.9
NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.7, WHST.9-10.8, WHST.11-12.9
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
NJ Competencies for SEL- Self-Awareness, Self-Management
10. Compose scholarly essays to support an original thesis derived from an independent reading of a text
NJ Student Learning Standards for English Language Arts RL.11-12.7, W.11-12.7, W.11-12.8, W.11-12.9
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.7, WHST.9-10.8, WHST.11-12.9
NJ Student Learning Standards for Technology 8.1
11. Demonstrate an ability to evaluate independently and to revise rigorously their own work and to evaluate the work of their peers.
NJ Student Learning Standards for English Language Arts RL.11-12.7, W.11-12.7, W.11-12.8, W.11-12.9
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.7, WHST.9-10.8, WHST.11-12.9
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
NJ Competencies for SEL- Self-Awareness, Self-Management, Social Awareness, Responsible Decision Making, Relationship Skills

III. CONTENT, SCOPE AND SEQUENCE

American Studies is explored through four themes: illusions, perception, conformity, and power. These themes foster a deeper understanding of the dynamic interplay between the unique and universal American experience. The themes are used as organizing principles in conjunction with essential questions. Students examine significant events, people, concepts, literature, philosophy, and art to question, critique, and make sense of the human and American experience. Paying particular attention to our diverse heritage, history, and traditions, teachers and students select research, artifacts, and case studies that reflect multiple perspectives and present a balanced view of the issues. Honors extensions include a variety of learning opportunities for the purpose of deepening content mastery and skill development. The recommended pacing for each unit is one marking period.

A. American Dream Mini-Unit- Preview to Illusions

Essential Question: How has the American Dream evolved to reflect America’s changing values throughout our nation’s history?

Guiding Content Questions:

1. How has the definition and characteristics of the term “American Dream” developed throughout the 20th century?
2. To what extent is conformity to societal expectations necessary for individuals to achieve the American Dream?
3. What factors determine which individuals hold enough power to access the American Dream?
4. To what extent is the American Dream an illusion and to what extent is it a reality today?

Potential Case Studies to Explore in this Mini-Unit:

1. The Origins of the American Dream: Examination and discussion of the Foundational Documents, historical excerpts depicting the early American character (e.g. excerpts from de Toqueville’s *Democracy in America*), and an overview article discussing the origins and development of the American Dream during the 20th century.
2. Poetic Portrayals of the American Dream: Reading and discussion of a variety of American perspectives on the American Dream as portrayed through poetry (e.g. Whitman’s “I Hear America Singing”; Hughes’ “I, Too”; Hoagland’s “America”).
3. Contemporary Currents Influencing Access to the American Dream: Reading a variety of contemporary periodical articles that address multiple perspectives on varying group’s access to the American Dream in the 21st century.

B. Illusions

Essential Question: How and why do people/groups develop illusions and why are some illusions maintained while others are broken down?

Guiding Content Questions:

1. What is an illusion and how and why do individuals and groups form them?
2. To what extent do new perceptions, ideas, philosophies or occurrences alter illusions?
3. Is maintaining an illusion oppressive or liberating?
4. What is disillusionment and how and why do individuals and groups become disillusioned?
5. Is disillusionment oppressive or liberating?
6. What are the consequences of illusions?
7. What are the consequences of disillusionment?
8. What is the relationship and dynamic between those who subscribe to illusions and those who are disillusioned?

Potential Case Studies to Explore in this Unit:

1. Prosperity of Post WWI America: Examining the novel *The Great Gatsby and Their Eyes Were Watching God* to highlight and develop the social, economic and political factors that contributed to the illusion of prosperity and invincibility of the time period
2. Great Depression: Studying the novel *The Grapes of Wrath* to highlight and develop the social, economic and political response to the disillusionment during the Great Depression

C. Perception

Essential Question: What role does perception play in shaping the truths of an individual, a community and a country?

Guiding Content Questions:

1. What contributes to the perception of an individual?
2. What contributes to the perception of a group or society?
3. To what extent do politics, economics and social factors shape perception?
4. How do we define and distinguish between “truth” and “fact”?
5. Is there a universal truth?
6. Can diverse perspectives of the same event be true simultaneously?
7. What happens when perspectives differ?
8. What role do the following institutions have in shaping and/or manipulating truth: government, media, social media, education, religion, culture and the economy?
9. To what extent are our actions a result of our truth?
10. How do we use the consequences of multiple truths, whether positive or negative, to inform our future choices and actions?

Potential Case Studies to Explore in this Unit:

1. WWII’s Impact on Americans’ Perception: Examining the novel *Snow Falling on Cedars* while studying and evaluating the impact of the economic, legislative and military decisions made by the US government between 1935-1945. Examining the novel *The Moon is Down* while studying and evaluating the impact of propaganda, fascism, capitalism, and the mindset of what it means to be an American.
2. The Emergence of the Growing Division between the USA and the USSR: Examining the play *The Crucible* while studying and debating the factors that contributed to the Cold War.
3. The Vietnam Conflict or the war in Afghanistan’s Impact on Americans’ Perception: Examining of the novel *The Things They Carried* while exploring the moral dilemmas that arise in military engagement

D. Conformity

Essential Question: To what extent is conformity a right, a burden, a responsibility?

Guiding Content Questions:

1. What is conformity?
2. To what extent is conformity necessary?
3. To what extent is rebellion necessary?
4. What values, traditions, beliefs and philosophies influence the consensus?
5. Why do individuals and groups deviate from the consensus?
6. Why do individuals and groups conform to the consensus?
7. What is the dynamic between the conformist and the nonconformist?
8. What are the consequences of conformity?
9. What are the consequences of rebellion?

10. To what extent does fear play a role in the decision of whether or not to join the consensus?
11. What is the result of existing in a society with both conformists and nonconformists?

Potential Case Studies to Explore in this Unit:

1. American, Literary and Cultural Movements: Investigating the work and philosophies of nonconformist literary groups and nonconformist cultural groups between the late 1800s and 1970s.
2. Social and Cultural Expectations Post WWII: Reading the play *Death of a Salesman* or *The Crucible* while studying the causes and effects of the 1950s façade including an examination of McCarthyism and the Cold War.
3. Journey to Enlightenment: Reading the book *Into the Wild* along with Thoreau and Emerson to examine the ways in which has transcendentalism challenged norms of conformity

E. Power

Essential Question: What role does power play in shaping the existence, experiences and opportunities of an individual, a community and a country?

Guiding Content Questions:

1. What is power?
2. What factors determine which individuals and institutions hold power and which do not?
3. What is the relationship and dynamic between the powerful and the powerless?
4. What are the effects or consequences of the relationship between the powerful and the powerless?
5. Are the powerful permanently powerful and the powerless permanently powerless?
6. What are the results or consequences of changing power dynamics?
7. To what extent will people or groups go to maintain power?
8. To what extent will people or groups go to shift from powerless to powerful?
9. How does power contribute to or inhibit change?
10. To what extent does fear perpetuate power dynamics?
11. How does power inform our choices and actions both consciously and subconsciously?

Potential Case Studies to Explore in this Unit:

1. The African American Civil Rights Movement: Reading the novel *The Bluest Eye* while analyzing the causes and the powerful effects of internalized racism on an individual and on a community
2. The African American Civil Rights Movement: Reading the novel *Native Son* while examining the causes and the effects of the power that institutions hold over minority groups.
3. Protest as a Part of American Culture: Examining the Vietnam conflict and anti-war movement while exploring the works and philosophies of various individuals and groups who sought to change the balance of power to be more consistent with the values that originally shaped the United States.

IV. INSTRUCTIONAL TECHNIQUES:

A variety of instructional techniques are employed to meet the needs of diverse students with respect to learning styles, interests, independence, and readiness levels. Instructional techniques including but not limited to:

- A. Lecture, Socratic questioning, teacher facilitated discussion
- B. Inquiry-oriented activities, cooperative learning in small and large groups, student-led discussions and/or presentations, independent and/or cooperative research
- C. Utilization of varied documentary and literary materials on the diverse influences in American society
- D. Direct and scaffold writing instruction such as thesis writing and development, analyzing of text and ideas, gathering and articulating support, creating clear topic sentences, infusing quotations into analysis
- E. Conferences with the student to assess progress, to discuss readings and compositions, and to explore effective learning strategies to meet the needs of the individual student
- F. Direct and scaffold reading instruction including identification of common themes present among multiple texts, analysis of a variety of texts including primary material, secondary material, fiction, nonfiction
- G. Incorporation of digital tools as a resource to access, manage, evaluate, create, and communicate knowledge of interdisciplinary concepts. Examples include research, evaluation of online resources, digital presentations that synthesize information and solve problems individually and collaboratively
- H. Co-plan and co-teach with cooperating teacher to design and execute lessons, assessments and activities
- I. Develop a common philosophy between cooperating teachers
- J. Co-teachers share classroom responsibilities: teaching, grading, disciplining, organizing, etc.
- K. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

A variety of techniques will be used to assess students' mastery of course objectives. These techniques may include the following:

- A. Tests and quizzes
- B. Timed writings
- C. Analytical, persuasive and personal essays
- D. Historical simulations, role-playing, debates
- E. Student self-assessments
- F. Class participation

- G. Group and individual presentations
- H. Creative expressions and performances
- I. Creative writing
- J. Research projects
- K. Student-teacher conferences
- L. Homework
- M. Reading comprehension exercises.

VI. PROFESSIONAL DEVELOPMENT

- A. Observe colleagues' classes and visit interdisciplinary classes in comparable school districts to gather and share ideas
- B. Attend professional development courses/workshops to learn about instructional strategies and new resources that can enrich course content
- C. Collaboration with colleagues, the American Studies teaching team, and supervisors to discuss and reflect upon unit plans, homework, and assessment
- D. Attend conferences/workshops relating to differentiated instruction, meaningful infusion of technology, interdisciplinary teaching, diversity of instruction/course content, and other instructional goals.

APPENDIX I

New Jersey Student Learning Standards for English Language Arts

ENGLISH LANGUAGE ARTS READING STANDARDS FOR LITERATURE

RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11-12.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.11-12.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.11-12.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.11-12.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.11-12.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

RL.11-12.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ENGLISH LANGUAGE ARTS READING STANDARDS FOR INFORMATIONAL TEXT

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.11-12.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.11-12.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.11-12.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.11-12.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.11-12.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.11-12.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI.11-12.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

RI.11-12.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ENGLISH LANGUAGE ARTS STANDARDS FOR WRITING

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 11-12 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
- b. Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.11-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

ENGLISH LANGUAGE ARTS STANDARDS FOR LANGUAGE

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II

New Jersey Student Learning Standards for Literacy in History/Social Studies

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.11-12.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.11-12.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.11-12.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.11-12.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.11-12.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.11-12.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

WHST9-12.1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter timeframes (a single sitting or a day or two) for arrangement of discipline-specific tasks, purposes, and audiences.

APPENDIX III

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1: (U.S. History: America in the World) all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2: (World History/Global Studies) all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3: (Active Citizenship in the 21st-Century) all students will acquire the knowledge and skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX IV

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX V

New Jersey Student Learning Standards for Visual & Performing Arts

STANDARD 1.3: (Connecting) all students will relate artistic ideas and works within society, culture, and history to deepen their understanding of the world.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX VI

New Jersey Student Learning Standards for Science

STANDARD 5.1: (Science Practices) embody the idea of “knowledge in use” and include understanding scientific explanations, generating scientific evidence, reflecting on scientific knowledge, and participating productively in science. Science practices are inextricably linked; science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge.

APPENDIX VII

New Jersey Student Learning Standards for World Languages

STANDARD 7.1: (World Languages): all students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VIII

New Jersey Student Learning Standards for Technology

STANDARD 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX IX

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

STANDARD 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

The entire standards document may be viewed at <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

APPENDIX X

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The entire standards document may be viewed at <https://www.state.nj.us/education/students/safety/sandp/sel/>

APPENDIX XI

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans **(N.J.A.C. 6A: 8)**

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps

Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT

Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts

Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION

Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing

Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)

ACADEMICS

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses

Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem

Student jots down presenting problem and erase when it goes away

Meet with guidance counselor

Student jots down presenting problem and erase when it goes away

Attendance plan

Utilize nurse during episodes of presenting problem

Provide short breaks

Attendance plan

Communication with parents

Assign "jobs" to reduce symptoms

Counseling check-ins

Praise whenever possible

ATTENTION/FOCUS

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Group directions 1 step at a time

Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Extended time on assignments/assessments

Provide assessments in a small group setting

Provide buddy system

Establish and maintain eye contact when giving oral directions

Permit the use of headphones while working

SCHOOL REFUSAL/ELEVATED ABSENTEEISM

Attendance plan

GIFTED AND TALENTED STUDENTS

CURRICULUM

Acceleration

Compacting

Telescoping

Advanced Placement Courses

INSTRUCTION

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work

Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

BUSINESS PRINCIPLES & MANAGEMENT - 9278

School.....	Westfield High School
Department	Practical Arts
Length of Course	Half-Year
Credit	2.5
Grade Level	9-12
Prerequisite	None
Date	

I. RATIONALE, DESCRIPTION AND PURPOSE

Business Principles and Management provides students with a broad view of the U.S. economy and of business. Regardless of career paths, students are involved in business as employees, taxpayers and consumers. It is critical that students have a basic understanding of how businesses operate, grow and generate revenue.

This course is designed to give students an understanding of the foundations of business and will prepare students for post-secondary studies and careers in all areas of business. Students will gain an understanding of the structure of American business and will be exposed to several of the foundations of business including management, production, human relations, marketing and finance. Students will be introduced to contract law, including studying the structure and pitfalls of contracts.

Businesses are a predominant factor in both the success of our country as well as the world. Due to technology and rapid innovations, businesses are constantly changing and are forced to adapt to changing consumer demands. The ability to reach consumers around the world has given businesses the opportunity to expand their offerings. An understanding of basic economic concepts related to business in the areas of production, marketing, and consumption of goods and services is crucial to success in the business world.

Businesses operate in an increasingly global environment where the laws of different governments and judicial systems frequently conflict. As a result, business students must include in their academic preparation a basic knowledge of the legal system and how business laws impact commerce, both nationally and internationally.

II. OBJECTIVES

The following objectives are aligned with the New Jersey Student Learning Standards for: New Jersey Career & Technical Education Content Area: 21st Century Life & Careers, Technology, Career Ready Practices, Social and Emotional Learning, English Language Arts, and Social Studies.

Students:

A. Demonstrate an understanding of the philosophy, basic concepts and changing nature of American business

*NJ Career & Technical Education Content Area: 21st Century Life & Careers 9.3.12.BM.1–3, 6, 9.3.12.BM-BIM.1, 4
New Jersey Student Learning Standards for Social Studies 6.1.12.A.16.c, 6.1.12.C.16.a, 6.1.12.C.16.b
NJ Student Learning Standards for Technology 8.1
NJ Career Ready Practices CRP1, CRP2, CRP4, CRP5
NJ Student Learning Standards for English Language Arts: NJSLSA.SL1
New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills*

B. Conceptualize organizational structures and how employees participate in them

*New Jersey Student Learning Standards for English Language Arts NJSLSA.SL1
New Jersey Student Learning Standard for Social Studies 6.1.12.C.14.c, 6.1.12.C.16.b
NJ Career & Technical Education Content Area: 21st Century Life & Careers 9.3.12.BM.5, 9.3.12.BM-ADM.1, 9.3.12.BM-HR.1-3, 5
NJ Career Ready Practices CRP1, CRP2, CRP4, CRP10
New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills*

C. Examine the purpose of different business functions and how they operate together

*NJ Career & Technical Education Content Area: 21st Century Life & Careers 9.3.12.BM.5-6, 9.3.12.BM-BIM.3-4
NJ Career Ready Practices CRP1, CRP2, CRP5, CRP10
New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills*

D. Describe the social, economic and political environment in which businesses operate

*New Jersey Student Learning Standards for English Language Arts NJSLSA.SL1
New Jersey Student Learning Standards for Social Studies 6.1.12.A.16.c, 6.1.12.C.14.b, 6.1.12.C.16.a
NJ Career & Technical Education Content Area: 21st Century Life & Careers 9.3.12.BM.1-2, 6, 9.3.12.BIM.1, 9.3.12.BM-MGT.1-4
NJ Career Ready Practices CRP1, CRP2, CRP4, CRP5, CRP8
New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills*

E. Discuss and compare sole-proprietorships, partnerships and corporations

*New Jersey Student Learning Standards for English Language Arts NJSLSA.SL1
NJ Career & Technical Education Content Area: 21st Century Life & Careers 9.3.12.BM.2-3, 9.3.12.BM-MGT.1-3
NJ Career Ready Practices CRP1, CRP5, CRP10
New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills*

F. Identify stock market exchanges, terminology and functions

*NJ Career & Technical Education Content Area: 21st Century Life & Careers 9.3.12.BM.1, 3, 9.3.12.BM-BIM.3, 9.3.12.BM-MGT.1-4
NJ Career Ready Practices CRP1, CRP2, CRP4, CRP5, CRP7
New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills*

G. Analyze stocks and stock market performance

NJ Career & Technical Education Content Area: 21st Century Life & Careers 9.3.12.BM.1-2, 5, 9.3.12.BM-MGT.3, 5
New Jersey Student Learning Standards For Technology 8.1
NJ Career Ready Practices CRP1, CRP4, CRP5, CRP7, CRP8, CRP11
New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills

H. Compare US domestic strategies with those of global markets

New Jersey Student Learning Standards for English Language Arts NJLSA.SL1, NJLSA.SL4.
New Jersey Student Learning Standards for Social Studies 6.1.12.A.16.c, 6.1.12.C.16.a, 6.1.12.C.16.c
NJ Career & Technical Education Content Area: 21st Century Life & Careers 9.3.12.BM.2, 4-5, 9.3.12.BM-BIM.1, 9.3.12.BM-MGT.1, 3, 8
NJ Career Ready Practices CRP1, CRP2, CRP4, CRP5, CRP6, CRP7,
New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills

I. Demonstrate and understand different methods of production and inventory control

NJ Career & Technical Education Content Area: 21st Century Life & Careers 9.3.12.BM.5-6, 9.3.12.BM-OP.1-4
NJ Career Ready Practices CRP2, CRP4, CRP5, CRP8, CRP9
New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills

J. Identify the economic cycles and understand how businesses respond

NJ Career & Technical Education Content Area: 21st Century Life & Careers 9.3.12.BM.1-2, 5-6, 9.3.12.BM-MGT.1-4, 6
NJ Career Ready Practices CRP 2, CRP5, CRP8
New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills

K. Understand societal, ethical and legal issues related to businesses

New Jersey Student Learning Standards for English Language Arts NJLSA.SL1
New Jersey Student Learning Standards for Social Studies 6.1.12.C.14.b
NJ Career & Technical Education Content Area: 21st Century Life & Careers 9.3.12.BM.2-6, 9.3.12.BM-ADM.1-2, 9.3.12.BM-BIM.1, 3, 9.3.12.BM-MGT.1-3
NJ Career Ready Practices CRP1, CRP2, CRP4, CRP5, CRP9
New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills

L. Identify the elements of a valid contract, understanding how contracts begin and are terminated

New Jersey Student Learning Standards for English Language Arts NJLSA.SL1
NJ Career & Technical Education Content Area: 21st Century Life & Careers 9.3.12.BM.2, 5, 9.3.12.BM-BIM.1, 4, 9.3.12.BM-MGT.1, 9.3.12.BM-HR.1, 9.3.12.BM-OP.1
NJ Career Ready Practices CRP1, CRP4, CRP8
New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills

M. Differentiate employment law as it relates to minors, unions, managers and employees

New Jersey Student Learning Standards for English Language Arts NJLSA.SL1
NJ Career & Technical Education Content Area: 21st Century Life & Careers 9.3.12.BM.2, 5, 9.3.12.BM-HR.1, 7
New Jersey Student Learning Standards for Social Studies 6.1.12.C.14.b, 6.1.12.C.14.c
NJ Career Ready Practices CRP1, CRP2, CRP4, CRP5, CRP8, CRP9
New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills

N. Identify legislation that has impacted business operations, employment protection and collective bargaining

New Jersey Student Learning Standards for Social Studies 6.1.12.C.14.b, 6.1.12.C.14.c
NJ Career & Technical Education Content Area: 21st Century Life & Careers 9.3.12.BM.2, 5, 9.3.12.BM-HR.1, 7
NJ Career Ready Practices CRP1, CRP2, CRP4, CRP5, CRP7, CRP8,
New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills

- O. Discuss implications of current business events and possible legal implications
New Jersey Student Learning Standards for English Language NJSLA.SL1, NJSLA.SL2, NJSLA.SL4
NJ Core Curriculum Content Standards for Social Studies 6.1.12.A.16.c, 6.1.12.C.14.b, 6.1.12.C.14.c, 6.1.12.C.16.a, 6.1.12.C.16.c
NJ Career & Technical Education Content Area: 21st Century Life & Careers 9.3.12.BM.2, 4, 9.3.12.BM-BIM.1-3, 9.3.12.BM-MGT.1-3, 9.3.12.BM-HR.1-3, 9.3.12.BM-OP.1-3
New Jersey Student Learning Standards For Technology 8.1
NJ Career Ready Practices CRP1, CRP2, CRP4, CRP5, CRP7, CRP8
New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills
- P. Work independently and collaboratively to accomplish tasks and projects.
New Jersey Student Learning Standards for English Language Arts NJSLA.SL1
NJ Career Ready Practices CRP1, CRP2, CRP4, CRP6, CRP8, CRP9, CRP11
New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills

III. CONTENT, SCOPE AND SEQUENCE

- A. Resources and Economic Systems (~1.5 weeks)
1. Needs and wants
 2. Supply and demand
 3. Revenue, expenses, profits
 4. Public and private companies
 5. Market and command economies
- B. Economic Indicators (~2 weeks)
1. Inflation, Gross Domestic Product (GDP), unemployment
 2. Budget deficit and surplus
 3. Business cycle
- C. Stocks & Public Companies (~2 weeks)
1. Purpose of issuing and investing
 2. Factors affecting price
 3. Indexes and exchanges
 4. Splits and shorting
 5. Gain, loss and return on investment (ROI)
- D. Government, Law & Regulation (~2.5 weeks)
1. Monopolies
 2. Intellectual property
 3. Government agencies & regulations
- E. Contracts (~2.5 weeks)
1. Offer, acceptance and genuine agreement
 2. Capacity, consideration and legality
 3. Defective agreements
 4. Breach of contract

- F. Employment Law (~2 weeks)
 - 1. Types of employment
 - 2. Employers' and employees' rights and obligations
 - 3. Employment laws and legislation
 - 4. Unions
 - 5. Unemployment, insurance and benefits
- G. Money and Financial Institutions (~1.5 weeks)
 - 1. Monetary system
 - 2. The Federal Reserve Bank and system
 - 3. Funding sources
 - 4. Interest rates
- H. International Business (~2 weeks)
 - 1. Emerging markets
 - 2. Exchange rates and currency
 - 3. Balance of trade
 - 4. Trade alliances and protectionism
- I. Planning, Operations and Inventory (~2 weeks)
 - 1. Corporate strategies
 - 2. Cost leadership and differentiation
 - 3. Operating systems and technology
 - 4. Operations planning
 - 5. Inventory
 - 6. Quality management
- J. Management, Organizational Structures and Human Resources (~2 weeks)
 - 1. Chain of command
 - 2. Types of structures
 - 3. Functions of human resources
 - 4. Group interaction.

IV. INSTRUCTIONAL TECHNIQUES

Several teaching techniques are utilized to engage all students and accommodate differences in interests, skill and learning styles. Methods include but are not limited to the following:

- A. Demonstration/modeling
- B. Teacher-directed, whole-group instruction
- C. Discussion
- D. Reading
- E. Hands-on activities: small, collaborative groups & individual work
- F. Problem-solving
- G. Feedback
- H. Video with corresponding activities

- I. Projects and student-generated presentations
- J. Flexible grouping
- K. Use of technology
- L. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

IV. EVALUATION

Teachers employ a variety of teaching methodologies and instructional approaches to accommodate differences in readiness levels, learning styles and the diversity of learners. In order to differentiate instruction based upon student readiness, the teacher will vary the pace, complexity and depth of instruction. Techniques include, but are not limited to:

- A. Baseline benchmark
- B. Student participation
- C. Classroom observation
- D. Individual and group projects
- E. Internet research & data analysis
- F. Tests/quizzes.

V. PROFESSIONAL DEVELOPMENT

The following recommended activities support the curriculum and provide opportunities for the teacher's continued professional development:

- A. Professional development courses to learn about instructional strategies
- B. Collaboration with colleagues both in and out of the content area
- C. Networking with other business departments in other districts
- D. Current business periodicals and resources.

APPENDIX I

New Jersey Student Learning Standards for 21st Century Life and Careers: Business Management and Administration (BM)

9.3.12.BM.1 Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.

9.3.12.BM.2 Describe laws, rules and regulations as they apply to effective business operations.

9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.

9.3.12.BM.4 Identify, demonstrate and implement solutions in managing effective business customer relationships.

9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.

9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.

Pathway: Administrative Support (BM-ADM)

9.3.12.BM-ADM.1 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.

9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.

9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.

Pathway: Business Information Management (BM-BIM)

9.3.12.BM-BIM.1 Describe and follow laws and regulations affecting business operations and transactions.

9.3.12.BM-BIM.2 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.

9.3.12.BM-BIM.3 Access, evaluate and disseminate information for business decision making.

9.3.12.BM-BIM.4 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

9.3.12.BM-BIM.5 Plan, organize and manage an organization/department to achieve business goals.

Pathway: General Management (BM-MGT)

9.3.21.BM-MGT.1 Describe and follow laws and regulations affecting business operations and transactions.

9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.

9.3.12.BM-MGT.3 Apply economic concepts fundamental to global business operations.

9.3.12.BM-MGT.4 Employ and manage techniques, strategies and systems to enhance business relationships.

9.3.12.BM-MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.

9.3.12.BM-MGT.6 Plan, monitor and manage day-to-day business activities to sustain continued business functioning.

9.3.12.BM-MGT.7 Plan, organize and manage an organization/department to achieve business goals.

9.3.12.BM-MGT.8 Create strategic plans used to manage business growth, profit and goals.

Pathway: Human Resources Management (BM-HR)

9.3.12.BM-HR.1 Describe and follow laws and regulations affecting human resource operations.

9.3.12.BM-HR.2 Access, evaluate and disseminate information for human resources management decision making.

9.3.12.BM-HR.3 Motivate and supervise personnel to achieve completion of projects and business goals.

9.3.12.BM-HR.4 Plan, monitor and manage the use of financial and human resources to ensure a business's financial wellbeing.

9.3.12.BM-HR.5 Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.

9.3.12.BM-HR.6 Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.

9.3.12.BM-HR.7 Plan, organize and implement compensation, benefits, health and safety programs.

Pathway: Operations Management (BM-OP)

9.3.12.BM-OP.1 Describe and follow laws and regulations affecting business operations and transactions.

9.3.12.BM-OP.2 Develop and maintain positive customer relationships.

9.3.12.BM-OP.3 Apply inventory tracking systems to facilitate operational controls.

9.3.12.BM-OP.4 Plan, monitor and manage day-to-day business activities to maintain and improve operational functions

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2014/career/93.pdf>

APPENDIX II

New Jersey Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

The entire standards document may be viewed at

<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

APPENDIX III

New Jersey Student Learning Standards For Technology

NJSLS 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge

APPENDIX IV

New Jersey Student Learning Standards for English Language Arts

Anchor Standards for Speaking and Listening

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2016/ela/g0910.pdf>

APPENDIX V

New Jersey Student Learning Standards for Social Studies

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.

6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries

6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.

6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship

6.1.12.C.16.c Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce

The entire standards document may be viewed at <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

APPENDIX VI

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed at <https://www.state.nj.us/education/students/safety/sandp/sel/>.

APPENDIX VII

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans

Teachers and administrators can consult these accommodations and modifications in order to:

- implement additional ideas to meet the needs of the students in these subgroups
- meet the minimum number of interventions before referring to I&RS
- include them in the Instructional Techniques section of the Curriculum Revision/Writing template
- assist any students or whole group that might benefit from them.

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps

Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)

Assist the student to keep only the materials required for the lesson on the desktop

Provide a seat away from distractions (or noise)

MATERIAL/BOOKS/EQUIPMENT

Allow use of a calculator

Allow use of a number line

Allow use of counting chips

Modify worksheets

Provide visual aids (pictures, flash cards, etc.)

Provide auditory aids (cues, tapes, etc.)

Use manipulatives

Provide hands-on learning activities

INSTRUCTIONAL STRATEGIES

Check work in progress

Provide immediate feedback

Provide extra drill/practice

Provide review sessions

Provide models

Highlight key words

Provide pictures/charts

Use mnemonics

Support auditory presentations with visuals

Have student restate information

Provide lecture notes/outline

Give oral reminders

Give visual reminders

Review directions

Use graphic organizers

Assign partners

Repeat instructions

Display key vocabulary

Monitor assignments

Provide visual reinforcement

Provide concrete examples

Use vocabulary word bank

ORGANIZATION

Post assignments

Provide a desktop list of tasks

Give one paper at a time

Provide extra space for work

List sequential steps

Provide folders to hold work

Post routines

Use pencil box for tools

Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats

Give advance warning when transition is going to take place

Provide structure for success

Provide a contract, timer, etc., for self-monitoring

Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)

TEST/QUIZZES/TIME

Give prior notice of test

Provide oral testing

Provide extra time for written work

Provide modified tests

Rephrase test questions/directions

Preview test procedures

Provide shortened tasks

Provide extra time for tests

Read test to student

Provide test study guides

Limit multiple choice options

Provide extra time for projects

Pace long term projects

Simplify test wording

Provide hands-on projects

Allow extra response time

ENGLISH LANGUAGE LEARNERS

GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)

ACADEMICS

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

Frequently check for understanding

Graphic organizers

Tracker

Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid

Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its

Accept late work/homework without penalty

Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)

SOCIAL/EMOTIONAL

Children's books addressing presenting problem

Student jots down presenting problem and erases when it goes away

Meet with guidance counselor

Student jots down presenting problem and erases when it goes away

Attendance plan

Utilize nurse during episodes of presenting problem

Provide short breaks

Attendance plan

Communication with parents

Assign "jobs" to reduce symptoms

Counseling check-ins

Praise whenever possible

ATTENTION/FOCUS

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions

Permit the use of headphones while working

SCHOOL REFUSAL/ELEVATED ABSENTEEISM

Attendance plan

GIFTED AND TALENTED STUDENTS

CURRICULUM

Acceleration

Compacting

Telescoping

Advanced Placement Courses

INSTRUCTION

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning	
Competitions	
Cluster Grouping Model with Flexible Grouping	
Differentiated Instruction	
Summer Work	
Parent Communication	

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

INTRODUCTION TO MARKETING

School	Westfield High School
Department.....	Practical Arts
Length of Course.....	Half Year
Credit.....	2.5
Grade Level.....	9-12
Prerequisite	None
Date.....	

I. RATIONALE, DESCRIPTION AND PURPOSE

Introduction to Marketing is an introductory marketing course designed for business-minded students. This course offers a basic understanding of the fundamental marketing principles and their impact on business and society, while also providing a foundation for those majoring in marketing or business. Marketing plays a vital role in the business world, and those with an understanding of the basic tenets of marketing have a clear competitive advantage. In addition, students gain insight into the economic role of marketing and its effect on buying behavior.

In this course, students develop an understanding of the processes involved in marketing, from the creation to the consumption of products and services. Areas covered include market planning, branding, promotion and selling, pricing, marketing-information management, distribution, and product/service management. Students learn to apply marketing functions and consider their impact on business operations. Most assignments are project-based with an emphasis on technology and communication.

Independent and group research will be essential for students to succeed. Learning to work as part of a team, sometimes as a leader and sometimes as a team member, is emphasized through real-world projects. Active listening, reflection, constructive feedback, and careful consideration of the ideas of others are important life skills that students gain throughout the course.

II. OBJECTIVES

The following objectives are aligned with the New Jersey Student Learning Standards for: Technology, 21st Century Life and Careers, Science, Career Ready Practices, English Language Arts, and the New Jersey Competencies for Social and Emotional Learning.

Students:

A. Identify marketing and explore how it has evolved over time

NJ Student Learning Standards: Career Readiness, Life Literacies, and Key Skills - 9.4.12.CI.1, 9.4.12.CT.1, 9.4.12.IML.1, 9.4.12.IML.2

NJ Student Learning Standards for 21st Century Life and Careers - 9.2.12.C.4, 9.2.12.C.5, 9.3.MK.1; 9.3.MK.5

NJ Career Ready Practices CRP7

NJ Student Learning Standards for English Language Arts NJSLSA.SLI, 2, 4

B. Examine brands, brand positioning techniques and strategies

NJ Student Learning Standards: Career Readiness, Life Literacies, and Key Skills - 9.4.12.CI.1, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.4, 9.4.12.IML.1, 9.4.12.IML.2:

NJ Student Learning Standards for 21st Century Life and Careers - 9.3.MK-MGT.6, 9.3.MK-MGT.7, 9.3.MK-COM.1, 9.3.MK-COM.2., 9.3.MK-COM.3, 9.3.MK-COM.4, 9.3.MK-COM.5.

NJ Career Ready Practices CRP7

NJ Student Learning Standards for English Language Arts NJSLSA.SLI, 2, 4

C. Evaluate how firms use marketing segmentation to identify and test target markets

NJ Student Learning Standards: Career Readiness, Life Literacies, and Key Skills - 9.4.12.CI.1, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.4, 9.4.12.IML.1, 9.4.12.IML.2

NJ Student Learning Standards for 21st Century Life and Careers - 9.3.MK-COM.3, 9.3.MK-COM.4, 9.3.MK-COM.5, 9.3.MK-MGT.4, 9.3.MK-MGT.6, 9.3.MK-MGT.7

NJ Career Ready Practices CRP7

NJ Student Learning Standards for English Language Arts NJSLSA.SLI, 2, 4

D. Evaluate the role of the marketing mix and customer relationships within the marketing industry

NJ Student Learning Standards: Career Readiness, Life Literacies, and Key Skills - 9.4.12.CI.1, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.4, 9.4.12.IML.1, 9.4.12.IML.2, 9.4.12.IML.9

NJ Student Learning Standards for 21st Century Life and Careers - 9.3.MK-MGT.6, 9.3.MK-MGT.7, 9.3.MK-COM.1, 9.3.MK-COM.2, 9.3.MK-COM.3, 9.3.MK-COM.4, 9.3.MK-COM.5

New Jersey Competencies for SEL: Relationship Skills

NJ Career Ready Practices CRP7, 8

NJ Student Learning Standards for English Language Arts NJSLSA.SLI, 2, 4

E. Identify forms of online advertising and promotion

NJ Student Learning Standards: Career Readiness, Life Literacies, and Key Skills - 9.4.12.CI.1, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.4, 9.4.12.IML.1, 9.4.12.IML.2, 9.4.12.IML.9

NJ Student Learning Standards for 21st Century Life and Careers - 9.3.MK-MGT.3, 9.3.MK-MGT.4, 9.3.MK-SAL.1, 9.3.MK-SAL.2, 9.3.MK-MGT.6, 9.3.MK-MGT.7

NJ Career Ready Practices CRP6, 7, 8

NJ Student Learning Standards for English Language Arts NJSLSA.SLI, 2, 4

F. Explore the importance of product distribution channels

NJ Student Learning Standards: Career Readiness, Life Literacies, and Key Skills - 9.4.12.CI.1, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.4, 9.4.12.IML.1, 9.4.12.IML.2

NJ Student Learning Standards for 21st Century Life and Careers - 9.3.MK-MGT.3, 9.3.MK-MGT.4, 9.3.MK-SAL.1, 9.3.MK-SAL.2, 9.3.MK-MGT.6, 9.3.MK-COM.1, 9.3.MK-COM.3

NJ Career Ready Practices CRP7, 8

NJ Student Learning Standards for English Language Arts NJSLSA.SLI, 2, 4

G. Assess the importance of data and learn to access sources of data and data tools that marketers use

NJ Student Learning Standards: Career Readiness, Life Literacies, and Key Skills - 9.4.12.CI.1, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.4, 9.4.12.IML.1, 9.4.12.IML.2

NJ Student Learning Standards for 21st Century Life and Careers - 9.3.MK-MGT.3, 9.3.MK-MGT.4, 9.3.MK-SAL.1, 9.3.MK-SAL.2, 9.3.MK-MGT.6, 9.3.MK-COM.1

NJ Career Ready Practices CRP7, 8

NJ Student Learning Standards for English Language Arts NJSLSA.SL1, 2, 4

H. Evaluate and interpret advertisements

NJ Student Learning Standards: Career Readiness, Life Literacies, and Key Skills - 9.4.12.CI.1, 9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.4, 9.4.12.IML.1, 9.4.12.IML.2

NJ Student Learning Standards for 21st Century Life and Careers - 9.3.MK-MGT.3, 9.3.MK-MGT.4, 9.3.MK-SAL.1, 9.3.MK-SAL.2, 9.3.MK-MGT.6, 9.3.MK-COM.1, 9.3.MK-COM.2, 9.3.MK-COM.3, 9.3.MK-COM.4, 9.3.MK-COM.5

NJ Career Ready Practices CRP7, 8

NJ Student Learning Standards for English Language Arts NJSLSA.SL1, 2, 4

I. Explore careers in the marketing industry.

NJ Student Learning Standards: Career Readiness, Life Literacies, and Key Skills - 9.4.12.CI.1.

NJ Student Learning Standards for 21st Century Life and Careers - 9.3.MK.5.

New Jersey Competencies for SEL: Relationship Skills

NJ Career Ready Practices CRP1, 4, 7

NJ Student Learning Standards for English Language Arts NJSLSA.SL1, 2, 4

III. CONTENT, SCOPE AND SEQUENCE

A. Introduction to marketing basics (~3 weeks)

1. History of marketing
2. Mission statement
3. Basic marketing concepts – 4 P’s of marketing (product, price, place, promotion)
4. Marketing functions
5. Target marketing
6. Market segmentation

Essential Questions:

What are the core marketing functions?

What role does the target market play in the marketing mix?

How do customer profiles affect the success of a product?

What decisions are a part of each element of the marketing mix?

B. Product mix (~4 weeks)

1. Components of a product mix
2. Development and expansion of a product mix
3. Process of developing new products
4. Stages in the product life cycle

Essential Questions:

What is the scope of product planning?

What role does product planning and development play in marketing?

C. Branding (~3 weeks)

1. Importance of brands
2. Development of effective brand names
3. Types of brands and branding strategies
4. Functions of product packaging and labels

Essential Questions:

Why is branding important in product planning?

How can branding and packaging help achieve a desired position in the marketplace?

D. Pricing and distribution (~2 weeks)

1. Factors affecting pricing decisions
2. Pricing strategies
3. Channels of distribution
4. Benefits and challenges of distribution channels

Essential Questions:

What role does pricing play in determining profit?

What is the relationship between pricing and the product life cycle?

How do marketers decide on a method of distribution?

E. Promotional mix (~3 weeks)

1. Target audience
2. Types and forms of media
3. Public relations
4. Advertising
5. Role of social media

Essential Questions:

What is the purpose of promotion in marketing?

How do marketers decide on a promotional mix?

How do you measure the success of promotions and campaigns?

F. Market research (~1 week)

1. Steps in the research process
2. Four areas of market research
3. Concept of extrapolation from a sample
4. Methods: Qualitative versus Quantitative
5. Limitations of market research

Essential Questions:

What is the purpose of marketing research?

How does marketing research benefit businesses?

G. Business plans (~3 weeks)

1. Components of a business plan
2. SWOT Analysis (strengths, weaknesses, opportunities, threats)

Essential Questions:

What is the purpose of business?

How do all employees understand the goals and objectives of the business or organization?

H. Careers in marketing (~1 week)

1. Current and potential future job/career clusters
2. Starting and average salaries for various marketing positions
3. Typical job descriptions with requirements

Essential Questions:

What types of jobs do individuals with marketing degrees get?

What might a typical marketing job ladder look like?

IV. INSTRUCTIONAL TECHNIQUES

Teachers employ a variety of teaching methodologies and instructional approaches to accommodate differences in readiness levels, learning styles and the diversity of learners. In order to differentiate instruction based upon student readiness, the teacher will vary the pace, complexity and depth of instruction. Techniques include, but are not limited to:

- A. Demonstration/modeling
- B. Teacher-directed, whole-group instruction
- C. Discussion
- D. Reading
- E. Hands-on activities: small, collaborative groups & individual work
- F. Problem-solving
- G. Feedback
- H. Simulation
- I. Video with corresponding activities
- J. Projects and student-generated presentations
- K. Flexible grouping
- L. Use of technology
- M. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

Multiple techniques are employed to measure and assess student performance in this course. Evaluation tools include, but are not limited to, the following:

- A. Exercises, activities and projects
- B. Evaluation of project work
- C. Presentations
- D. Self- and peer critiques.

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support the curriculum and provide opportunities for the teacher's continued professional development:

- A. Professional development within district
- B. Additional professional development outside district, including workshops and courses
- C. State and national conferences
- D. Visiting and/or networking with colleagues in New Jersey schools
- E. Professional organizations.

APPENDIX I

NJ Student Learning Standards for 21st-Century Life & Careers

Pathway: Marketing Management (MK-MGT)

- 9.3.MK-MGT.1: Plan, organize and lead marketing staff to achieve business goals.
- 9.3.MK-MGT.2: Plan, manage and monitor day-to-day marketing management operations.
- 9.3.MK-MGT.3: Plan, manage and organize to meet the requirements of the marketing plan.
- 9.3.MK-MGT.4: Access, evaluate and disseminate information to aid in making marketing management decisions.
- 9.3.MK-MGT.5: Determine and adjust prices to maximize return and meet customers' perceptions of value.
- 9.3.MK-MGT.6: Obtain, develop, maintain and improve a product or service mix in response to market opportunities.
- 9.3.MK-MGT.7: Communicate information about products, services, images and/or ideas.

Pathway: Marketing Communication (MK-COM)

- 9.3.MK-COM.1 Apply techniques and strategies to convey ideas and information through marketing communications.
- 9.3.MK-COM.2 Plan, manage and monitor day-to-day activities of marketing communications operations.
- 9.3.MK-COM.3 Access, evaluate and disseminate information to enhance marketing decision-making processes.
- 9.3.MK-COM.4 Obtain, develop, maintain and improve a marketing communications product or service mix to respond to market opportunities.
- 9.3.MK-COM.5 Communicate information about products, services, images and/or ideas to achieve a desired outcome

Pathway: Professional Sales Career Pathway (MK-SAL)

- 9.3.MK-SAL.1 Access, evaluate and disseminate sales information
- 9.3.MK-SAL.2 Apply sales techniques to meet client needs and want

Pathway: Career Awareness, Exploration, and Preparation

- 9.2.12.C.1: Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2: Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3: Identify transferable career skills and design alternate career plans.

9.2.12.C.4: Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6: Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.2.12.C.7: Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8: Assess the impact of litigation and court decisions on employment laws and

practices. 9.2.12.C.9: Analyze the correlation between personal and financial behavior and employability.

APPENDIX II

NJ Student Learning Standards:

Career Readiness, Life Literacies, and Key Skills

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes

APPENDIX III

New Jersey Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

The entire standards document may be viewed at

<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

APPENDIX IV

New Jersey Student Learning Standards for English Language Arts

Anchor Standards for Speaking and Listening

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2016/ela/g0910.pdf>

Progress Indicators for Reading Science and Technical Subjects

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

The entire standards document may be viewed at

<https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>

APPENDIX V

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.[LD1] [WH2]

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed at <https://www.state.nj.us/education/students/safery/sandp/sel/>.

APPENDIX VI

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans

Teachers and administrators can consult these accommodations and modifications in order to:

- implement additional ideas to meet the needs of the students in these subgroups
- meet the minimum number of interventions before referring to I&RS
- include them in the Instructional Techniques section of the Curriculum Revision/Writing template
- assist any students or whole group that might benefit from them.

Special Education

ENVIRONMENT

Preferential Seating

Adjust time for completion of assignments when needed

Adjust length of assignments when needed

Allow additional oral response time

Break tasks (including long range assignments) into manageable steps

Provide copies of notes

Reduce the number of problems on a page

Provide assistance with organizing a notebook or folder

Repeat/ clarify directions when needed

Make frequent checks for work/assignment completion.

Modify homework and class work if needed

Extend time on tests/quizzes

Provide study guides for tests

Provide oral component when needed

Modify format when needed- (ex: limit choices, word bank, shortened written responses)

Allow a private workspace when needed (study carrel, separate desk, desk away from the group)

Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)

Assist the student to keep only the materials required for the lesson on the desktop

Provide a seat away from distractions (or noise)

MATERIAL/BOOKS/EQUIPMENT

Allow use of a calculator

Allow use of a number line

Allow use of counting chips

Modify worksheets

Provide visual aids (pictures, flash cards, etc.)

Provide auditory aids (cues, tapes, etc.)

Use manipulatives

Provide hands-on learning activities

INSTRUCTIONAL STRATEGIES

Check work in progress

Provide immediate feedback

Provide extra drill/practice

Provide review sessions

Provide models

Highlight key words

Provide pictures/charts

Use mnemonics

Support auditory presentations with visuals

Have student restate information

Provide lecture notes/outline

Give oral reminders

Give visual reminders

Review directions

Use graphic organizers

Assign partners

Repeat instructions

Display key vocabulary

Monitor assignments

Provide visual reinforcement

Provide concrete examples

Use vocabulary word bank

ORGANIZATION

Post assignments

Provide a desktop list of tasks

Give one paper at a time

Provide extra space for work

List sequential steps

Provide folders to hold work

Post routines

Use pencil box for tools

Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats

Give advance warning when transition is going to take place

Provide structure for success

Provide a contract, timer, etc., for self-monitoring

Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)

TEST/QUIZZES/TIME

Give prior notice of test

Provide oral testing

Provide extra time for written work

Provide modified tests

Rephrase test questions/directions

Preview test procedures

Provide shortened tasks

Provide extra time for tests

Read test to student

Provide test study guides

Limit multiple choice options

Provide extra time for projects

Pace long term projects

Simplify test wording

Provide hands-on projects

Allow extra response time

ENGLISH LANGUAGE LEARNERS

GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

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Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)

ACADEMICS

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

Frequently check for understanding

Graphic organizers

Tracker

Slant board

Access to accurate notes

Additional time to complete tasks/long-term projects with adjusted due dates

Limit number of items student is expected to learn at one time

Break down tasks into manageable units

Directions repeated, clarified, or reworded

Frequent breaks during class

Allow verbal rather than written responses

Modify curriculum content based on student's ability level

Reduce readability level of materials

Allow typed rather than handwritten responses

Use of calculator

Use of a math grid

Provide models/organizers to break down independent tasks

Access to electronic text (e.g. Downloaded books)

Provide books on tape, CD, or read aloud computer software

Provide opportunities for using a Chromebook as well as assistive technologies

Provide buddy system

Adjust activity, length of assignment, and/or number of problems, including homework

Provide assessments in a small group setting

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Communication with parents

Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)

Rubric-based checklist

Target specific number of details and focus on organization with post-its

Accept late work/homework without penalty

Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)

SOCIAL/EMOTIONAL

Children's books addressing presenting problem

Student jots down presenting problem and erase when it goes away

Meet with guidance counselor

Student jots down presenting problem and erases when it goes away

Attendance plan

Utilize nurse during episodes of presenting problem

Provide short breaks

Attendance plan

Communication with parents

Assign "jobs" to reduce symptoms

Counseling check-ins

Praise whenever possible

ATTENTION/FOCUS

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Group directions 1 step at a time

Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Extended time on assignments/assessments

Provide assessments in a small group setting

Provide buddy system

Establish and maintain eye contact when giving oral directions

Permit the use of headphones while working

SCHOOL REFUSAL/ELEVATED ABSENTEEISM

Attendance plan

GIFTED AND TALENTED STUDENTS

CURRICULUM

Acceleration

Compacting

Telescoping

Advanced Placement Courses

INSTRUCTION

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work

Parent Communication