

South Brunswick School District



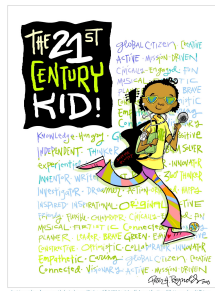
Curriculum Guide for 21st Century Life and Careers Parent Guide

District Mission

The South Brunswick School District will prepare students to be lifelong learners, critical thinkers, effective communicators and wise decision makers. This will be accomplished through the use of the New Jersey Core Curriculum Content Standards (NJCCCS) and/or the Common Core State Standards (CCSS) at all grade levels. The schools will maintain an environment that promotes intellectual challenge, creativity, social and emotional growth and the healthy physical development of each student.

~Adopted 8.22.11

Board Approval of 21st Century Life and Careers Curriculum August 2016



This curriculum is approved for all regular education programs as specified and for adoption or adaptation by all programs including those for Special Education, English Language Learners, At-Risk Students and Gifted and Talented Students in accordance with Board of Education Policy.

Note to Parents

The curriculum guide you are about to enter is just that, a guide. Teachers use this document to steer their instruction and to ensure continuity between classes and across levels. It provides guidance to the teachers on what students need to know and able to do with regard to the learning of a particular content area.

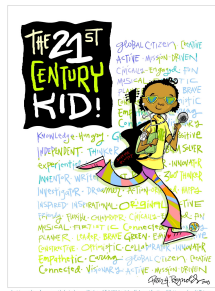
The curriculum is intentionally written with some “spaces” in it so that teachers can add their own ideas and activities so that the world language classroom is personalized to the students.

How to Read the Curriculum Document

Curriculum	Area of content (e.g. Science)
Topic	Course or Unit of Study (e.g. Biology)
Grade Level	Grade Level Cluster (e.g. High School) or specific grade level (e.g. Kindergarten)
Summary	A brief overview of the course or unit of study.
Rationale	A statement as to why we are teaching this course or unit.
Interdisciplinary Connections	Which other areas of content to which there is major linkage. For example, a health education unit might link to science, language arts, social studies, art, physical education, etc.
21st Century Connections	How this course or unit is preparing students to be college and career ready. Referred to as S.A.L.T., each course or unit indicates which of the following it is building: <ul style="list-style-type: none"> ● Skills such as critical or creative thinking, collaboration, communication, or core values ● Awareness such as global, cross-cultural or career. ● Literacy such as information, media, technology, etc. ● Traits necessary for success in life and careers such as productivity.
Terminology	Key vocabulary and terms
Standards	Here you will find the standards that this course or unit of study is addressing. Our curriculum is standards-based. The standards are the foundation of the unit. You can get more information on state standards by going to the NJ Department of Education at www.state.nj.us/education/cccs
Enduring Understandings	The big ideas, concepts or life lessons that students walk away with at the end of a unit of study.
Essential Questions	Open ended questions that are considered throughout the unit of study. These are big, “worthy of wonder” questions often with multiple responses.
Objectives	The discrete skills and knowledge that students will gain during the unit of study.
Assessments	Assessments (tests, quizzes, projects, activities) that tell us if the students grasped the enduring understandings of the unit.
Lesson Plans & Pacing	Scope and sequence of lessons: how many, how long & approximately in what order.
Resources	Major resources associated with the course or unit.

21st Century Life and Careers Acknowledgments

We are appreciative of the leadership provided by our curriculum supervisors and specialists as well as the talent, work and effort of the teachers who served on our curriculum writing teams. In many cases, our units are “home-grown.” While aligning with state and national standards, they are designed with the needs of the South Brunswick student population in mind.

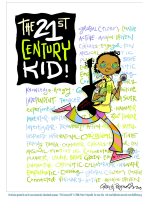


*The keys to the kingdom are changing hands.
The future belongs to a very different kind of person with a very different kind of mind-
creators and empathizers, pattern recognizers and meaning makers.*

~Daniel Pink

A Whole New Mind: Moving from the Information Age to the Conceptual Age

Table of Contents



Topic
Preamble
<ul style="list-style-type: none"> ▪ Philosophy
<ul style="list-style-type: none"> ▪ Program Delivery
<ul style="list-style-type: none"> ▪ Articulation
<ul style="list-style-type: none"> ▪ Core Content Curriculum Standards
<ul style="list-style-type: none"> ▪ Assessment
Curriculum for Elementary and Middle School
<ul style="list-style-type: none"> ▪ Overview ▪ Mission ▪ Standards ▪ Enduring Understandings ▪ Essential Questions ▪ Knowledge and Skills ▪ Terminology ▪ 21st Century Connections ▪ Resources ▪ Pacing Chart
Curriculum for High School
<ul style="list-style-type: none"> ▪ Overview ▪ Mission ▪ Standards ▪ Enduring Understandings ▪ Essential Questions ▪ Knowledge and Skills ▪ Terminology ▪ 21st Century Connections ▪ Resources ▪ Pacing Chart
Appendix

PREAMBLE



Statement of Philosophy

Our students are inheriting a dynamic world. It's a global society facing complex political, economic, technological, and environmental challenges. It's a service economy driven by information, knowledge, and innovation. It's a world of diverse communities and workplaces that rely on cross-cultural collaborative relationships and virtual social networks. It's an intensely competitive and constantly changing worldwide marketplace.

The 21st Century courses are designed to prepare students for life, careers and learning in the post-secondary world. They will provide pathways to the career clusters and will open students' minds to vocations as well as avocations.

Goals

Based on the work of the "Partnership of 21st Century Skills" and the NJCCCS, the student outcomes of these courses are the following:

To build 21st Century skills:

- Critical thinking & problem solving
- Creative thinking & innovation
- Communication
- Collaboration
- Core Ethical Values

To increase awareness of 21st Century themes:

- Global
- Cross cultural
- College and career readiness

To develop competency in a variety of literacies including:

- Content
- Civic
- Health
- Information
- Media
- Technology

And, to foster growth of the "soft skills" of employability including:

- Taking initiative
- Productivity
- Accountability
- Responsibility
- Self Direction
- Leadership

Students will gain skills that will enable them to learn on their own, think critically and apply knowledge to new situations. An emphasis will be placed on problem solving, teamwork skills, global awareness, and proficiency in using technology. These courses emphasize project-based learning where students will collaborate and work on authentic problems they will likely encounter in their future careers.

Program Delivery

Students in the middle school take 21st Century courses during their Encore Program. Students also experience career orientation and exploration during focused lessons in both seventh and eighth grade on the career pathways, career choices, and preparing for the high school menu of 21st Century offerings.

In the high school, students take at least one of the 21st Century courses choosing from a menu of fourteen. This is a graduation requirement and is generally taken during freshman year.

Articulation

Teachers across departments work together to develop and revise curriculum. During the school year they meet regularly as “professional learning communities” to reflect and discuss the rigor and relevance of program delivery in order to provide for the success and consistency of instruction.

NJ Core Curriculum Content Standards

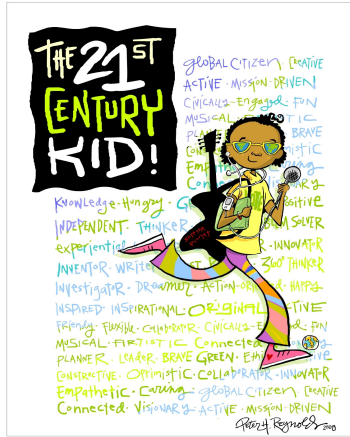
- 8.1 (Technology, Educational Technology)
- 8.2 (Technology Education, Engineering, and Design)
- 9.1 (21st-Century Life and Careers, 21st Century Life & Career Skills)
- 9.2 (21st-Century Life and Careers, Personal Financial Literacy)
- 9.3 (21st-Century Life and Careers, Career Awareness, Exploration & Preparation)

The Cumulative Progress Indicators (CPIs) referenced in this curriculum guide refer to the New Jersey Core Curriculum Content Standards (NJCCCS) and to the Common Core State Standards (CCCS). A complete copy of the NJ Core Curriculum Content Standards may be found at: www.state.nj.us/education/cccs. A complete copy of the Common Core State Standards may be found at: [Common Core State Standards Initiative \(CCSSI\)](#).

Assessment

We will use multiple assessment strategies in order to accommodate the multiple intelligences of our diverse population of students. Assessments range from case studies, hands-on group projects, simulation activities, Internet-based research projects and presentations to objective quizzes and tests.

ELEMENTARY/MIDDLE SCHOOL CURRICULUM



INTERDISCIPLINARY INSTRUCTION: Life & Careers

- K-4 Grade Integrated into curriculum (career awareness)
- Fifth Grade Careers Research Task

COUNSELING PROGRAMS: Middle School Career Orientation

- Seventh Grade: Awareness of Career Clusters
Exploration of Influences on Career Choices
- Eighth Grade: Following a Pathway: Reflection and Exploration

ENCORE PROGRAM: Life & Careers

- Sixth Grade: Digital Tools
- Seventh Grade: Design and Technology
- Eighth Grade: Inventions and Innovations

5TH GRADE CAREERS RESEARCH TASK



Course Title: Careers Research Task

Content Area: 21st Century Life and Career Skills and Research Skills

Mission:

In preparing our students for their future, fifth graders should understand the career options available, the qualifications needed, and the variety of job opportunities within a career cluster.

Course Description or Content Overview:

This task was designed to meet the College and Career Readiness Standards requiring our fifth grade students to gain an awareness of various careers and gain a basic understanding of how careers are clustered. After conducting research on career clusters and specific occupations, students will produce a report of his/her findings based on a pre-assigned job.

This task is not bound to any other area of content and should not begin until after the statewide administration of the NJASK 5. In addition, the task is to be implemented with full collaboration of the classroom teacher and the library-media specialist.

Standards:

Career: Awareness (Grade 4) and Exploration (Grade 5)

Identify reasons why people work and discuss how work can help people achieve personal goals.

Identify various life roles in civic/work related activities in school/home/community.

Identify qualifications to pursue traditional and nontraditional careers.

Locate career information using a variety of sources.

Explain knowledge and skills as related to careers.

English Language Arts

5W7- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

5W8- Recall relevant information from experiences or gather relevant information from print, digital sources; summarize or paraphrase information in notes.

Library-Media

AASL 1, 2, 3, 4

Research:

Use advanced MLA format.

Apply cross-reference skills.

Take notes using various organizers.

Locate sources using call numbers.

Reflect on research project and modify it accordingly.

Brainstorm search terms.

AASL 1, 2

Technology:

Differentiate among databases and web sites.

AASL 1, 3

Evaluate sources.

Follow rubric.

Adhere to copyright guidelines.

Avoid plagiarism.

Technology

NJCCCS 8.1.2.E.1

Use digital tools and gather online resources to explore issues and problems.

Evaluate the accuracy of/relevance/appropriateness of print, non-print, electronic information.

Enduring Understandings

- People work to contribute to society, in a variety of supportive ways
- People work for personal fulfillment
- In a developed civilization, there are specialized workers that are interdependent on one another
- There are many career options and they are evolving / changing

Essential Questions

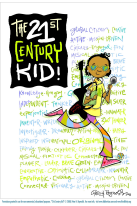
- Why do people work?
- How does work help a person achieve his/her personal goals?
- What careers currently exist and how are they clustered?

Knowledge and Skills

After brainstorming various jobs and careers, SWBAT

- Define career versus job.
- Understand that jobs are grouped into 16 career clusters.
- Acquire an awareness of some traditional and nontraditional jobs that fall into each cluster.
- List qualifications for a specific job.
- After mini lessons in the Library Media Center and the classroom, create a 3-5 paragraph report on a traditional or nontraditional occupation

7TH / 8TH MIDDLE SCHOOL ORIENTATION TO CAREER CLUSTERS



Course Title: Middle School Orientation to Career Clusters

Content: Career Exploration for 7th and 8th Grade

Mission:

Research shows that middle school students are developmentally in a place in which they are most open to career possibilities. It is a time when students should be encouraged to “dream big” about what they want to be when they grow up. This four-day experience builds on the sixth grade careers unit of study and is designed to open minds to possible vocations or avocations outside of the traditional paths.

Course Description:

All New Jersey career and technical education programs fall under one of the 16 career clusters of the States’ Career Clusters Initiative. Students in 7th and 8th grade will be introduced to these clusters in advance of their selection of a 21st Century Course (high school graduation requirement) from a menu of electives.

Standards:

[New Jersey Core Curriculum Content Standards \(NJCCCS\)](#)

Standard 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Enduring Understandings:

- Career development is continuous.
- Career development is a multi-step process.
- A quality career does not happen by chance.
- It represents the wise choice of many alternatives.
- Career clusters give you alternatives to consider as you chose a pathway to postsecondary life and careers.
- There are 16 national clusters of careers.

Essential Questions:

- What am I interested in doing when I grow up—my dream job?
- What is the link between interest inventories and possible career choices?
- What career clusters link to my personal interests?
- What pathways best connect to my personal interests?
- How can a table of career clusters help me make a decision about careers

Knowledge and Skills

Knowledge: Students will know...

There are 16 career clusters.

There are careers that are considered traditional and nontraditional.

That it's okay not to have the "dream job" in mind right now but that it's time to think about this.

The trends.

Skills: Students will be able to...

Explain the career cluster table.

Associate careers with clusters.

Inventory their own career interests.

Follow a career pathway.

Make a knowledgeable choice from the menu of 21st Century courses at the high school.

Terminology:

Career Clusters

Traditional and nontraditional career choices

Green jobs

Bright futures

Inventory

Working papers

21st Century Courses

Assessments (how students will show what they know)

Career Clusters Inventory

Pathways Worksheet

Completion of online course selection for 21st Century Course

21st Century Connections:

9.1 The 21st Century Life & Career Skills

9.3 Career Exploration

9.4 Career Cluster Specific

Character Education (Core Values): Responsibility

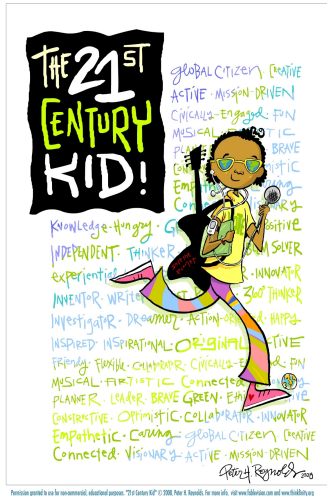
Cross Curricular / Interdisciplinary: This unit crosses all areas of content as they relate to the clusters.

Course Resources:

Technologies: Use of laptop technology to search an online career center.

Other: Handouts, Admissions Procedures for Freshman Class

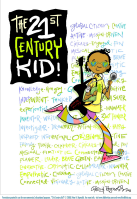
HIGH SCHOOL CURRICULUM



MENU OF FOURTEEN

1. Architecture in the 21st Century
2. Automotive Technology in the 21st Century
3. Business in the 21st Century
4. Computer and Multimedia Applications in the 21st Century
5. Computer Science in the 21st Century
6. Culinary Arts in the 21st Century
7. Engineering in the 21st Century
8. Fashion and Textiles in the 21st Century
9. Journalism in the 21st Century
10. Kids in the 21st Century
11. Music for the 21st Century (Chorus 9)
12. Technology in the 21st Century
13. Video in the 21st Century
14. Writing for Film and Media in the 21st Century

ARCHITECTURE IN THE 21ST CENTURY



Course Title: Architecture in the 21st Century

Content: Architecture, Educational Technology, 21st Century Skills

Adapted in 2013: For introduction to Naviance through Chrome technology

Mission:

Within the context of Architecture, students will learn to communicate, connect and collaborate in a dynamic global society. Architecture In The 21st Century will prepare students to be logical thinkers by way of following a design loop process, emphasizing knowledgeable reason and problem solving proficiency. As well, Architecture In The 21st Century will prepare students to be effective communicators, successful in a multi-tasking society, effective time managers, and technologically organized. This shall be accomplished by promoting reasonable challenge, creativity, social connectivity, and professional and emotional growth.

Course Description or Content Overview:

Architecture In the 21st Century is a very dynamic, interactive, and exciting course. Students will initially explore architectural history and styles while discovering skills that will enable them to learn on their own, think critically and apply knowledge to new situations. Students will work with a popular Computer Aided Drafting and Design (CADD) software to design, build, and visualize in 2-D and 3-D. Media tools will be incorporated into projects, with a focus on the ethical, safe and legal behaviors that should be followed. Career Awareness will be stressed by exposure to various post secondary options within the field of architecture, tools to assess interests and skills, and interactions with professionals from the field. Character education will be woven through the content as an underlying theme. As students work through hands-on problem-based activities, a focus will be placed on soft skills such as accountability, time management, and collaboration. These skills will foster life-long learners who are productive citizens and workers in a global community.

Standards:

[New Jersey Core Curriculum Content Standards \(NJCCCS\)](#)

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

- **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.
- **STANDARD 8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
- **STANDARD 9.1 21st-Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **STANDARD 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Common Core State Standards Initiative (CCSSI)

- **English Language Arts Standards** » Writing » Grade 9-10
- **English Language Arts Standards** » Speaking & Listening » Grade 9-10
- **English Language Arts Standards** » Language » Grade 9-10
- **Mathematics** » High School: Number & Quantity » Quantities

Enduring Understandings:

- In the 21st Century, it is imperative to acquire the skills needed to stay current in the global landscape in order to protect and sustain democracy in a world that does not share the same cultural beliefs.
- Success in the 21st Century is dependent on the ability to utilize digital tools and new technologies for collecting, organizing, and managing data in order to stay competitive in an ever-changing global business environment.
- The global economy and access to digital tools have created an environment in the 21st Century that is dependent on problem solving through collaboration to reflect diverse opinions in order to stay competitive in a connected world.
- Students must begin to explore their talents and interests during their primary years and continue throughout their lives. In order to effectively explore and prepare for a career in a world that is consistently evolving, students must understand that lifelong learning and skill building is imperative to sustain employment in the 21st Century.
- Technology is important, but computers cannot do anything without the assistance of the human brain. CADD is a tool used as a means to achieving a result, not the end of achieving it.
- Architecture is an evolving design process and everything around us influences architectural design.
- The creative problem solving approach for design will result in more than one “right” answer. Critique is an integral component of the process.

Essential Questions:

- Why are problem solving and critical thinking skills necessary to be successful in the 21st Century?
- Why is understanding other cultures so imperative when working collaboratively in a global economy?
- Why is gathering and learning how to evaluate data from multiple sources so important in the 21st Century?
- How does collaboration enable groups to achieve common goals more efficiently?
- Why are collaboration and the opportunity to compete necessary in order to develop leadership skills?
- How do we learn to effectively communicate with people from different cultural backgrounds in order to understand their cultural perspective?
- How will career plans be affected and altered in response to changes in society and the economy?
- Why are digital tools and their effective use so vital for success in the 21st-century?
- How do we as citizens in the 21st Century navigate through the ethical and unethical uses of communication and media?
- How does understanding past architectural styles affect present, hence future styles?
- How is architecture a continually evolving design process?
- Could it be said that the use of technology could replace (manual) skill/design and what are the implications?
- What signifies a good design as it relates to architecture? Who says that it is one? What is meant by ‘good design?’

Knowledge and Skills

Knowledge: Students will know...

- There are a variety of technologies and tools available to create, access, and share information.
- Online learning communities are a viable source for knowledge sharing.
- There are safety, societal, ethical, and legal concerns regarding the use of technology.
- Critical thinking, collaboration, and problem solving skills are necessary to function both as a global citizen and worker in the 21st Century.
- Teamwork and leadership enable groups to achieve common goals with greater efficiency.
- Understanding other cultures’ perspectives will facilitate communication with people from different backgrounds.
- Digital media can be used for both local and global communication; there are ethical and unethical uses of these 21st Century tools.

- The 21st Century workplace will demand greater individual collaboration, productivity and collaboration from its workers.
- Career preparation is a process that requires purposeful planning based on research, self-knowledge, and informed choices.
- Workers are entitled to a safe and healthy work environment by state and federal laws and regulations that regulate employment practices and workplace safety.
- Employers and employees are responsible to act professionally, legally, and ethically in the workplace and global marketplace.
- Architectural history and styles affect current trends and decisions.
- Computer Aided Drafting and Design is a necessary tool to keep current and stay competitive in the 21st Century.

Skills: Students will be able to...

- Select and utilize information from a variety of digital resources and databases
- Select appropriate digital tools to assemble, evaluate, and utilize information
- Appropriately use a variety of digital technology and communication tools
- Use information and resources to accomplish real-world tasks
- Construct spreadsheets and utilize functions to interpret results
- Use multiple resources to create and manage documents (MS Office, Google Docs, Open Office)
- Participate in online learning environments
- Create a personalized digital portfolio using tools such as Naviance
- Create and launch a digital learning game
- Adhere to Fair Use and Multimedia Copyright Guidelines and cite sources of copyrighted materials in all work
- Practice safe, legal and ethical behaviors around technology and the internet
- Share knowledge and participate ethically and productively in group settings
- Communicate and collaborate with others both locally and globally
- Evaluate the impact that digital media has on international business and globalization
- Demonstrate leadership skills when participating in classroom settings and online learning communities
- Explore post-secondary options and investigate areas of interest for future career pursuits
- Develop transferrable work and life skills that will make them valuable workers and citizens
- Justify employee and employer rights and responsibilities in the workplace
- Assess and predict both current and future employment trends across various industries
- Use architecture as a vehicle for thought, creativity, reflection, learning, and self-expression
- Express ideas with clarity and coherence in both oral and written communication.
- Develop a critical and creative approach to studying residential architecture.

- Explore many facets of architecture through the use of media and information technology.
- Consider the role of architecture both culturally and historically.
- Apply the design loop steps as a problem solving procedure.
- Work independently to research, brainstorm, and develop solutions.
- Reflect on the design process in various ways and at various stages.
- Acquire and develop an awareness of introductory vocabulary used in the field of architecture. Use new vocabulary in relevant contexts.
- Apply CADD when solving a design brief.

Terminology: Educational Technology & 21st Century Skills

Accountability
 Career Plan
 Career Clusters
 Censorship
 Character Education
 Collaboration
 Copyright
 Creative Commons Guidelines
 Creativity
 Cyber Bullying
 Cyber Crimes
 Cyber Ethics
 Cyber Security
 Digital Learning Game
 Digital Portfolio
 Digital Media
 Digital Media Campaign
 Diversity in the Workplace
 Globalization
 Goal Setting
 Electronic Authoring Tools
 Employee Rights
 Employer Responsibilities
 Employment Trends
 Entrepreneurship
 Ethics
 Free Enterprise
 Hacking
 Information Age
 Interpersonal Communication
 Initiative
 Innovation

Integrity
Intellectual Property Rights
Interview Techniques
Job Entrance Criteria
Job Performance
Job Retention
Job Advancement
Leadership
Media-fluency
Multinational Workplace
Multimedia presentation
Online Behavior
Online Discussion
Online Learning Community
Personalized Digital Portfolio
Post-Secondary Options
Productivity
Resumes
Service Economy
Social Networks
Stakeholders
Specialized Database
Teamwork
Transferable Skills
Virtual Environments
Web-based Publication
Workplace Safety

Terminology: Architecture

Post and Lintel
Arch
Vault
Dome
Truss
Cantilever
Bearing wall
Skeleton wall
Orders of Architecture
Early traditional home style
B Arch (Bachelors of Architecture)
M Arch (Masters of Architecture)
NAAB (National Architectural Accreditation Board)
Accreditation
CADD

- Toolbar
- Parent & child tools
- Status bar
- Default
- Configuration
- Library tool
- Handles
- Reference display
- Snapping grid
- Vector vs. Render
- 2D versus 3D
- Cross section/elevation
- Plus: specific architectural terms as relevant

Assessments

- Cooperative learning
- Discussion groups
- Peer critiques
- Self reflections
- Pre and posttests
- ADA's (Architectural Design Activities)
- Presentations
- Show and tell
- Posters
- Modeling
- Practice assignments
- Formative (interim)
- Summative (final)

21st Century Connections:

- 8.1 Technology (Education Technology)
- 8.2 Technology (Technology Education, Engineering, and Design)
- 9.1 The 21st-Century Life & Career Skills
- 9.3 Career Awareness, Exploration, Preparation

Character Education (Core Values):

South Brunswick High School's core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the year. In addition, the [Institute for Excellence and Ethics](#)' program, Power2Learn will be incorporated. Units focusing on character development, setting goals, and attitude will provide engaging and authentic opportunities for students to develop and exhibit character strength. The program builds both the moral and performance character that all students need for success in school, work, and life.

Power2Learn

Unit 1: Strategies for maximizing the power of character to achieve desired goals.
Unit 3: Strategies for working harder and smarter.

Cross Curricular / Interdisciplinary:

Language Arts (Reading, Writing, Listening, and Speaking)
Mathematics
Social Studies

Course Resources:

Technologies: Chief Architect 10.08a Advanced Relational Technology, Inc.

Microsoft Office Professional Edition Microsoft Corporation

Building homes of our own 2.0 National Association of Home Builders

Adobe Reader

Window Media Player

Internet Explorer (Internet sites vary as they apply to the architectural content, styles, and elements. Some typical sites will include: HGTV.com, Goggle, Chiefarchitect.com, Finehomebuilding.com)

Text: Architecture residential drawing & design – Kitchlighter, Goodheart-Willcox Company

Other: Chief Architect 10.0 Ref. Manual Advanced Relational Technology, Inc.

Architectural Record - The magazine of the AIA, Monthly subscription

Architectural Digest - The international magazine of design, Monthly subscription

New York Spaces - The home design magazine of metropolitan New York, Monthly subscription

Better Homes and Gardens - Monthly subscription

Class Website – <http://sbhsarchitecture.ning.com>

Units of Study

Architecture: Past, Present, & Future; Understanding styles and designs.

Computer Aided Drafting & Design (CADD)

Alternative Architecture Concepts (Examples: Green, Feng Shui, Earthship, Katrina)

The Next Step: High school preparation, portfolios, degrees, & colleges

Pacing Chart

YEARLONG TOPICS

Do-now activities

Elements and principles of floor plan design

Computer Aided Drafting and Design

Character Education – maximizing power of goals, strategies for working harder & smarter

FIRST QUARTER

Introduction	Rules, tools, supplies, all housekeeping, classroom pride, student profile forms
Architecture Past to Present	Post and lintel construction Columns- Doric, Ionic, Corinthian The Arch, the Gothic arch, vault, dome, truss, cantilever Bearing wall construction and skeleton wall construction Architectural styles- European influence, Ancient world, medieval, Early American influence, 20 th century influence, other influences
Character Education Integration Segment 1	Strategies for maximizing the power of character to achieve desired goals Goal writing as related to architecture

SECOND QUARTER

Computer Aided Drafting & Design (CADD)	Introduction to Computer Aided Drafting & Design Editing plans and adding interior walls Plumbing fixtures, cabinets, and appliances Furniture Rendering
Character Education Integration Segment 2	Strategies for working harder and smarter Midyear personal assessment of working habits Ways to maximize and improve work habits

THIRD QUARTER

Computer Aided Drafting & Design (CADD)	Bedroom & bathroom planning Designing a bathroom Basement, stairs, deck, and porch Framing Designing a daydream house Critique
--	---

Alternative architecture concepts	Exploration, and investigation of cultural beliefs Unconventional solutions
-----------------------------------	--

FOURTH QUARTER

Computer Aided Drafting & Design (CADD)	Layout drawings Critique
Architecture as a career	Types of architectural degrees and paths to obtain them Accreditation versus non-accreditation Portfolio requirements HS Postgraduate research

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

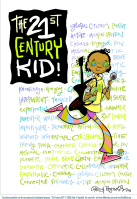
GRADING / ASSESSMENTS

- 60% Project Performance encompassing the quality and completeness of assigned architectural design activities as outlined by individual assessment scales
- 25% Tests and Quizzes
- 15% Participation as outlined by worksheet completions, extra-credit assignments, and classroom participation.

MINIMUM PROFICIENCY

- Attendance in accordance to SBHS agenda guidelines.
- A minimum grade of “D” proficiency.

AUTOMOTIVE TECHNOLOGY IN THE 21ST CENTURY



Course Title: Automotive Technology in the 21st Century

Content: Automotive Technology, Educational Technology, 21st Century Skills

Adapted in 2013: For introduction to Naviance through Chrome technology

Mission:

In the context of Automotive Technology, students will learn to communicate, use problems solving skills, connect and collaborate in a dynamic global society.

Course Description or Content Overview:

Students are to be actively engaged and personally invested in the “hands-on” exploration of automotive technology. Students will understand concepts every driver should know to safely co-exist with his or her vehicle. Students will learn skills that will enable them to learn on their own, think critically and apply knowledge to new situations. Automotive Technology for the 21st Century will prepare students to be proficient in “living” with their vehicle. Students will gain a basic understanding of how to safely work in a shop environment to perform basic maintenance on a vehicle and additionally, becoming informed consumers.

Career Preparation will be stressed by exposure to various post secondary options within the Transportation, Distribution & Logistics Career Cluster, tools to assess interests and skills, and interactions with professionals from the field. A variety of media tools will be taught, with a focus on the ethical, safe and legal behaviors that should be followed. Character education will be weaved through the content as an underlying theme. These skills will foster lifelong learners who are productive citizens and workers in a global community.

Standards:

[New Jersey Core Curriculum Content Standards \(NJCCCS\)](#)

- **STANDARD 6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- **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.
- **STANDARD 8.2 Technology Education, Engineering and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the environment.

- **STANDARD 9.1 21st Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **STANDARD 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Common Core State Standards Initiative (CCSSI)

- **English Language Arts Standards** » Writing » Grade 9-10
- **English Language Arts Standards** » Speaking & Listening » Grade 9-10
- **English Language Arts Standards** » Language » Grade 9-10
- **Mathematics** » High School: Number & Quantity » Quantities

Enduring Understandings:

- In the 21st Century, it is imperative to acquire the skills needed to stay current in the global landscape in order to protect and sustain democracy in a world that does not share the same cultural beliefs.
- Success in the 21st Century is dependent on the ability to utilize digital tools and new technologies for collecting, organizing and managing data in order to stay competitive in an ever changing global business environment.
- The global economy and access to digital tools have created an environment in the 21st Century that is dependent on problem solving through collaboration to reflect diverse opinions in order to stay competitive in a connected world.
- Students must begin to explore their talents and interests during their primary years and continue throughout their lives. In order to effectively explore and prepare for a career in a world that is consistently evolving, students must understand that lifelong learning and skill building is imperative to sustain employment in the 21st Century.
- The automobile is an integral part of our society and culture.
- Automobiles evolve and more than transportation.
- A vehicle is often an extension of the individual.

Essential Questions:

- Why are problem solving and critical thinking skills necessary to be successful in the 21st Century?
- Why is understanding other cultures so imperative when working collaboratively in a global economy?
- Why is gathering and learning how to evaluate data from multiple sources so important in the 21st Century?
- How does collaboration enable groups to achieve common goals more efficiently?
- Why are collaboration and the opportunity to compete necessary in order to develop leadership skills?

- How do we learn to effectively communicate with people from different cultural backgrounds in order to understand their cultural perspective?
- How will career plans be affected and altered in response to changes in society and the economy?
- Why are digital tools and their effective use so vital for success in the 21st Century?
- How do we as citizens in the 21st-century navigate through the ethical and unethical uses of communication and media?
- How and why is automotive design continuously evolving?
- Why is the “car” such a huge part of our culture? Is it Art? Technology?
- How can learning about your own car benefit the driver / owner?
- How much “work” can I safely perform on my own car safely?
- How does automotive technology impact society? The environment?

Knowledge and Skills

Knowledge: Students will know...

- There are a variety of technologies and tools available to create, access, and share information.
- Online learning communities are a viable source for knowledge sharing.
- There are safety, societal, ethical, and legal concerns regarding the use of technology.
- Critical thinking, collaboration and problem solving skills are necessary to function both as a global citizen and worker in the 21st Century.
- Teamwork and leadership enable groups to achieve common goals with greater efficiency.
- Understanding other cultures’ perspectives will facilitate communication with people from different backgrounds.
- Digital media can be used for both local and global communication; there are ethical and unethical uses of these 21st Century tools.
- The 21st-century workplace will demand greater individual collaboration, productivity and collaboration from its workers.
- Career preparation is a process that requires purposeful planning based on research, self-knowledge, and informed choices.
- Workers are entitled to a safe and healthy work environment by state and federal laws and regulations that regulate employment practices and workplace safety.
- Employers and employees are responsible to act professionally, legally, and ethically in the workplace and global marketplace.
- Identify different automotive construction techniques
- How an internal combustion engine works and its major components
- Identify major components of the following automotive systems (driveline, rear axle, fuel systems, exhaust system, brake system, cooling system, lubrication system, suspension system, interior control systems, passive and active safety systems)
- Basic understanding of Alternative fuel choices for the automobile.

- Exploration of how and why the automobile is such a large part of our culture and society.
- Basic understanding of the evolution of the automobile in its design, form and function
- Career awareness within the automotive industry.

Skills: Students will be able to...

- Select and utilize information from a variety of digital resources and databases
- Select appropriate digital tools to assemble, evaluate, and utilize information
- Appropriately use a variety of digital technology and communication tools
- Use information and resources to accomplish real-world tasks
- Construct spreadsheets and utilize functions to interpret results
- Use multiple resources to create and manage documents (MS Office, Google Docs, Open Office)
- Participate in online learning environments
- Create a personalized digital portfolio using tools such as Naviance
- Create and launch a digital learning game
- Adhere to Fair Use and Multimedia Copyright Guidelines and cite sources of copyrighted materials in all work
- Practice safe, legal and ethical behaviors around technology and the internet
- Share knowledge and participate ethically and productively in group settings
- Communicate and collaborate with others both locally and globally
- Evaluate the impact that digital media has on international business and globalization
- Demonstrate leadership skills when participating in classroom settings and online learning communities
- Explore post-secondary options and investigate areas of interest for future career pursuits
- Develop transferrable work and life skills that will make them valuable workers and citizens
- Justify employee and employer rights and responsibilities in the workplace
- Assess and predict both current and future employment trends across various industries
- Understand and select service by an owners manual.
- Safely and properly perform a lubrication service
- Properly decode manufacturer (and DOT) tire sidewall markings.
- Properly clean a vehicle's interior, exterior, wheels and undercarriage.
- Identify, select and use basic hand tools in the shop environment
- Safely work in a “shop” environment.
- Complete a spare tire change using only “roadside” tools.
- Complete an automotive visual safety check.
- Properly inflate tires.
- Use the internet for appropriate automotive content research

- Participate in the maintenance of the “shop” facility (safe practices and responsibility)

Terminology: Educational Technology & 21st Century Skills

Accountability
Career Plan
Career Clusters
Censorship
Character Education
Collaboration
Copyright
Creative Commons Guidelines
Creativity
Cyber Bullying
Cyber Crimes
Cyber Ethics
Cyber Security
Digital Learning Game
Digital Portfolio
Digital Media
Digital Media Campaign
Diversity in the Workplace
Globalization
Goal Setting
Electronic Authoring Tools
Employee Rights
Employer Responsibilities
Employment Trends
Entrepreneurship
Ethics
Free Enterprise
Hacking
Information Age
Interpersonal Communication
Initiative
Innovation
Integrity
Intellectual Property Rights
Interview Techniques
Job Entrance Criteria
Job Performance
Job Retention
Job Advancement
Leadership

Media-fluency
Multinational Workplace
Multimedia presentation
Online Behavior
Online Discussion
Online Learning Community
Personalized Digital Portfolio
Post-Secondary Options
Productivity
Resumes
Service Economy
Social Networks
Stakeholders
Specialized Database
Teamwork
Transferable Skills
Virtual Environments
Web-based Publication
Workplace Safety

Terminology: Automotive

Unibody and Frame Construction
Drive Line and all basic components
Brake System – Drum / Disk and all basic components
Aerodynamics (drag coefficients)
Fuel / Exhaust Systems and components
Tools (various basic hand tools such as Sockets, Drivers, Wrenches.....)
Personal Safety (in and around vehicles including ABS and SRS)
Generic and Specific Shop Manuals
Service and Maintenance Schedules
TSB
“Recall”
SAE (Society of Automotive Engineers)
API (American Petroleum Institute)
DOT (Department of Transportation)
EPA (Environmental Protection Agency)
OSHA (Occupational Safety and Health Administration)

Assessments

Cooperative learning
Discussion groups
Presentations
Text Assignments
Objective tests/quizzes

Pre and post tests
Classroom observations/critiques
Practice assignments
Formative (interim)
Summative (final)

21st-Century Connections:

8.1 Technology (Education Technology)
8.2 Technology Education, Engineering and Design
9.1 The 21st Century Life & Career Skills
9.3 Career Awareness, Exploration, Preparation

Character Education (Core Values):

South Brunswick High School’s core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the year. In addition, the [Institute for Excellence and Ethics](#)’ program, Power2Learn will be incorporated. Units focusing on character development, setting goals and attitude will provide engaging and authentic opportunities for students to develop and exhibit character strength. The program builds both the moral and performance character that all students need for success in school, work and life.

Power2Learn

Unit 1: Strategies for maximizing the power of character to achieve desired goals.
Unit 3: Strategies for working harder and smarter.

Cross Curricular / Interdisciplinary:

Language Arts (Reading, Writing, Listening, and Speaking)
Mathematics
Social Studies

Course Resources:

Technologies: Various shop restoration equipment (i.e. Media blaster, air compressor, welder....)
Text: The Care Care Book – Ron Haefner , Delmar – Cengage Learning
Other: Extensive “In shop” technical library including journals and technical manuals, both generic and automotive model specific information. Internet access and usage for research in Automotive Technology.

Pacing Chart and Units of Study

YEARLONG TOPICS

Do-now activities, vehicle journal updates, shop cleaning and maintenance, introductions and assistance with on-going automotive restoration (supporting advanced classes). Awareness

as to all shop activities performed at all levels is expected. Support of on-going projects is expected. Other vehicle platforms; trucks, vans, antique, alternative fuel and motorcycles may be introduced as time and materials allow. Individual lessons will be given to support these activities as needed.

Over the course of the year, guest speakers from industry will be introduced and become part of the class on hand in the areas of continuing education and career opportunities.

FIRST QUARTER

Introduction	Personal safety (gloves, eyewear and clothing) Classroom rules, precautions and procedures Introduction to the “Shop” environment, and resources (library, tool room....)
Introduction to the Automobile	Introduction, Body and Chassis, Engine Parts and Operation, Engine Support Systems, the Powertrain, Accessory Systems. The relationship between energy, work, force and power. The conversion of heat into power.
Shop Tools	Tools of the Trade, hand tools, air tools , special tools. <i>Text Chapter 2</i> plus supplemental materials. The importance of “awareness” in servicing a vehicle. Maintenance commitments. Safety precautions and car care. Under hood and under car inspections Note: SBHS owned “shop car” will be used for demonstration purposes.

SECOND QUARTER

Character Education Integration Segment 1	Strategies for maximizing the power of character to achieve desired goals. Goal writing as applied to automotive technology Integrate into unit – segment assigned by goals written and achieved
Engine Layout	Engine layout and design overview (builds on chapter 1) <i>Text Chapter 3</i> Hybrid and electric vehicle introduction. Engine maintenance (oil change)
Fuel and Electrical systems	Fuels, fuel management systems and the vehicle electrical system. Electrical Accessories (Navigation, entertainment...) <i>Text Chapters 4 & 5</i>
Lubricating and Cooling systems	Theory and practice relating to automotive lubrication and cooling systems. <i>Text Chapter 6</i>

THIRD QUARTER

Character Education Integration Segment 2	Strategies for working harder and smarter Midyear personal assessment(s) of working habits Discussion and evaluation on making improvements Integrate into next unit – making changes in work habits.
Drivetrain	Theory and practice regarding the “drivetrain”. Engine / transmission configurations and purpose. <i>Text Chapter 7</i>
Tires -Brakes	Theory and practice regarding Tires and Brakes <i>Text Chapter 8</i>
Suspension and Steering	Theory and practice regarding multiple suspensions and steering systems on various vehicles. <i>Text Chapter 9</i>

FOURTH QUARTER

Maintenance programs	Learning about service schedules and maintenance to be performed on vehicles. Interior and exterior car care. <i>Text Chapter 11</i>
Buying a Car	New vs. pre-owned cars. Value, purpose, features, options and current purchasing procedures. <i>Text Chapter 15</i>

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

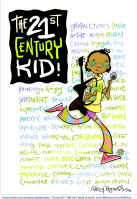
GRADING / ASSESSMENTS

- 60% Project Performance – inclusive of all in classroom and homework
- 20% Test and Quiz grades
- 20% Class Participation (participation, on-task, do-nows and worksheet completion)
- Midterm and Final exams (overall weight as per Department requirements)

MINIMUM PROFICIENCY

- Attendance in accordance with SBHS guidelines
- A minimum grade of “D” proficiency

BUSINESS IN THE 21ST CENTURY



Course Title: Business in the 21st Century

Content: Business, Educational Technology, 21st Century Skills

Adapted in 2013: For introduction to Naviance through Chrome technology

Mission:

In the context of Business, students will learn to communicate, connect and collaborate in a dynamic global society. Through the study of various business subjects, students will obtain the necessary skills to work in the business field such as interpersonal relations, multi-tasking, leadership, effective written and oral communication and the ability to work with peers in a group setting.

Course Description or Content Overview:

Students will learn skills that will enable them to learn on their own, think critically and apply knowledge to new situations. Career Preparation will be stressed by exposure to various post secondary options within the [16 Career Clusters](#), tools to assess interests and skills, and interactions with professionals from the field. A variety of media tools will be taught, with a focus on the ethical, safe and legal behaviors that should be followed. Character education will be weaved through the content as an underlying theme. As students work through problem-based activities, a focus will be placed on soft skills such as accountability and collaboration. These skills will foster life-long learners who are productive citizens and workers in a global community.

In this introductory survey course, students will be exposed to major segments of the business environment in order to spark their interest of further study in business education. The course focuses on the environment in which business operates, the functional areas of business, and the language of business. Students will gain a wide array of business experiences ranging from starting a business to marketing and financing a business venture. Students will study the interrelationships between economics, entrepreneurship, management, marketing/advertising, credit, personal finance, and career planning. Introduction to Business provides the broad-based business knowledge and skills that every worker in all industries should know.

Standards:

[New Jersey Core Curriculum Content Standards \(NJCCCS\)](#)

- **STANDARD 6.3 Active Citizenship in the 21st-Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- **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.
- **STANDARD 9.1 21st Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **STANDARD 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Common Core State Standards Initiative (CCSSI)

- **English Language Arts Standards** » Writing » Grade 9-10
- **English Language Arts Standards** » Speaking & Listening » Grade 9-10
- **English Language Arts Standards** » Language » Grade 9-10
- **Mathematics** » High School: Number & Quantity » Quantities

Enduring Understandings:

- In the 21st Century, it is imperative to acquire the skills needed to stay current in the global landscape in order to protect and sustain democracy in a world that does not share the same cultural beliefs.
- Success in the 21st Century is dependent on the ability to utilize digital tools and new technologies for collecting, organizing and managing data in order to stay competitive in an ever changing global business environment.
- The global economy and access to digital tools have created an environment in the 21st Century that is dependent on problem solving through collaboration to reflect diverse opinions in order to stay competitive in a connected world.
- Students must begin to explore their talents and interests during their primary years and continue throughout their lives. In order to effectively explore and prepare for a career in a world that is consistently evolving, students must understand that lifelong learning and skill building is imperative to sustain employment in the 21st Century.
- Economic activity affects everyday life.
- You need to understand business ownerships and operations before starting a business.
- To be a successful manager, you must be a leader, an effective communicator, and a team player.

- Being a consumer – a person who selects, purchases, uses, and disposes of goods and services – is difficult when you have many choices; therefore it is important to be aware of ways to be a smart consumer.
- The four elements of marketing – product, price, place, and promotion – are called the marketing mix, or the four P’s.
- It is never too early to begin planning for your career.
- Credit can enhance your life if used properly, or it can cause major problems if used improperly.
- Budgeting, saving, and investing affects everyday life and the future.

Essential Questions:

- Why are problem solving and critical thinking skills necessary to be successful in the 21st Century?
- Why is understanding other cultures so imperative when working collaboratively in a global economy?
- Why is gathering and learning how to evaluate data from multiple sources so important in the 21st Century?
- How does collaboration enable groups to achieve common goals more efficiently?
- Why are collaboration and the opportunity to compete necessary in order to develop leadership skills?
- How do we learn to effectively communicate with people from different cultural backgrounds in order to understand their cultural perspective?
- How will career plans be affected and altered in response to changes in society and the economy?
- Why are digital tools and their effective use so vital for success in the 21st Century?
- How do we as citizens in the 21st Century navigate through the ethical and unethical uses of communication and media?
- How do economics affect the business environment?
- Why do entrepreneurs take the initial risk in starting a business?
- What is the difference between a manager and a leader?
- What is a smart consumer?
- Why is marketing important?
- What is the difference between a job and a career?
- Why is credit important?
- Why is it so critical to learn proper money management techniques?

Knowledge and Skills

Knowledge: Students will know...

- There are a variety of technologies and tools available to create, access, and share information.
- Online learning communities are a viable source for knowledge sharing.

- There are safety, societal, ethical, and legal concerns regarding the use of technology.
- Critical thinking, collaboration and problem solving skills are necessary to function both as a global citizen and worker in the 21st Century.
- Teamwork and leadership enable groups to achieve common goals with greater efficiency.
- Understanding other cultures' perspectives will facilitate communication with people from different backgrounds.
- Digital media can be used for both local and global communication; there are ethical and unethical uses of these 21st-century tools.
- The 21st Century workplace will demand greater individual collaboration, productivity and collaboration from its workers.
- Career preparation is a process that requires purposeful planning based on research, self-knowledge, and informed choices.
- Workers are entitled to a safe and healthy work environment by state and federal laws and regulations that regulate employment practices and workplace safety.
- Employers and employees are responsible to act professionally, legally, and ethically in the workplace and global marketplace.
- Businesses satisfy people's basic needs all the way to their lavish wants.
- Understanding economic resources and systems is essential to lessening economic problems.
- Entrepreneurships and small businesses bring vital energy and innovation to the economy.
- The risks involved in starting a business energize entrepreneurs and small business owners to become successful.
- Managers need to recognize leadership qualities and leadership styles that motivate employees to be creative and productive.
- To get the most out of its workforce, a business has to find the right employees, properly train them, and evaluate their performance.
- As a consumer you have the issue of making your money go as far as possible. If you want to get the most for your money, you have to learn how to make good consumer decisions.
- As a consumer you have the rights about the safety and the quality of products, as well as the responsibility to choose and use the products wisely.
- Effective marketing puts the products in the hands of its targeted customer.
- Businesses rely on advertising to get your attention and to promote their products.
- The three steps of planning a career – deciding what you want to do, analyzing job options, and researching a career.
- Choosing a career is a very important decision that each person has to make. The decision will affect the rest of your life.
- Credit is an agreement to get money, goods, or services now in exchange for a promise to pay in the future.
- The "five C's" creditors use to consider a borrower's credit worthiness are: capacity to pay, character, credit history, capital, and collateral.

- Budgeting techniques help you keep track of where your money goes so that you can make it go further.
- Making good investment decisions helps you reach your financial goals.

Skills: Students will be able to...

- Select and utilize information from a variety of digital resources and databases
- Select appropriate digital tools to assemble, evaluate, and utilize information
- Appropriately use a variety of digital technology and communication tools
- Use information and resources to accomplish real-world tasks
- Construct spreadsheets and utilize functions to interpret results
- Use multiple resources to create and manage documents (MS Office, Google Docs)
- Participate in online learning environments
- Create a personalized digital portfolio using tools such as Naviance
- Create and launch a digital learning game
- Adhere to Fair Use and Multimedia Copyright Guidelines and cite sources of copyrighted materials in all work
- Practice safe, legal and ethical behaviors around technology and the internet
- Share knowledge and participate ethically and productively in group settings
- Communicate and collaborate with others both locally and globally
- Evaluate the impact that digital media has on international business and globalization
- Demonstrate leadership skills when participating in classroom settings and online learning communities
- Explore post-secondary options and investigate areas of interest for future career pursuits
- Develop transferrable work and life skills that will make them valuable workers and citizens
- Justify employee and employer rights and responsibilities in the workplace
- Assess and predict both current and future employment trends across various industries
- State the differences between wants and needs, and identify business activities used to satisfy wants and needs.
- Explain scarcity, the four factors of production, and market and command economies.
- Identify how economic activity is measured, and list the four phases of the business cycle.
- Examine the role of business in society.
- List ways that entrepreneurs and small business owners organize their businesses for success.
- List the three types of business ownership and alternative ways of doing business, and five types of businesses in our economy.
- Explain how managers lead their organizations, and list responsibilities of a leader.

- Explain how businesses find new employees, then orient, train, and evaluate them.
- Describe choices consumers make and list ways to be a smart consumer.
- Name the seven rights of consumers.
- List the functions of marketing and identify the importance of market research.
- Identify the different types of media businesses can use to advertise their products.
- List advantages and disadvantages for each type of advertising media.
- Name factors in the cost of advertising.
- Explain the difference between a career and a job and names ways to find career options.
- Describe a personal inventory and list wants to prepare for a career.
- Explain credit, the advantages and disadvantages of using credit, and the three main types of charge accounts.
- Identify the places to get credit and the types of credit cards.
- Describe factors determining credit worthiness and how to maintain a good credit rating.
- Explain how a budget is helpful, and list the five steps in planning a budget.
- Identify types of checking and savings accounts.
- Explain how stock is bought and sold.

Terminology: Educational Technology & 21st Century Skills

Accountability
 Career Plan
 Career Clusters
 Censorship
 Character Education
 Collaboration
 Copyright
 Creative Commons Guidelines
 Creativity
 Cyber Bullying
 Cyber Crimes
 Cyber Ethics
 Cyber Security
 Digital Learning Game
 Digital Portfolio
 Digital Media
 Digital Media Campaign
 Diversity in the Workplace
 Globalization
 Goal Setting
 Electronic Authoring Tools

Employee Rights
Employer Responsibilities
Employment Trends
Entrepreneurship
Ethics
Free Enterprise
Hacking
Information Age
Interpersonal Communication
Initiative
Innovation
Integrity
Intellectual Property Rights
Interview Techniques
Job Entrance Criteria
Job Performance
Job Retention
Job Advancement
Leadership
Media-fluency
Multinational Workplace
Multimedia presentation
Online Behavior
Online Discussion
Online Learning Community
Personalized Digital Portfolio
Post-Secondary Options
Productivity
Resumes
Service Economy
Social Networks
Stakeholders
Specialized Database
Teamwork
Transferable Skills
Virtual Environments
Web-based Publication
Workplace Safety

Terminology: Automotive

Advertising
Annual percentage rate
Aptitudes
Bait and switch
Blue chip stocks
Brand name
Broker
Budget
Budget deficit
Budget surplus
Business
Business cycle
Business ethics
Canceled checks
Capital gain
Capital loss
Capital resources
Career
Certificate of deposit (CD)
Charge account
Check register
Clearance sale
Command economy
Commercial credit
Common stock
Compensation
Competition
Compound interest
Conservation
Consumer
Consumer credit
Consumer movement
Consumer rights
Cooperative
Corporation
Cover letter
Credit limit
Credit rating
Creditor
Debit card
Debtor

Deductions
Deflation
Delegating
Demand
Demand deposits
Democratic leadership
Demographics
Depression
Direct/indirect distribution
Dividends
Down payment
Economics
Entrepreneur
Entrepreneurial resources
Entrepreneurship
Equilibrium price
Ethics
Factors of production
Finance charge
Fixed expenses
Franchise
Fraud
Generic products
Goods
Grace period
Gross domestic product (GDP)
Gross pay
Human relations
Human resource management
Human resources
Income
Inflation
Infomercial
Interest
Intermediary
Investing
Job description
Job interview
Job interview
Leadership
Limited liability
Liquidity
Loss leaders
Manufacturers

Market
Market economy
Market research
Marketing
Mass media
Mixed economy
Money management
Money market fund
Mutual fund
National debt
Natural resources
Needs
Net pay
Nonprofit organization
Organizational chart
Orientation
Partnership
Preferred stock
Processor
Producer
Profession
Profit
Profit
Promotion
Promotional sale
Prosperity
Qualifications
Recession
Recovery
Recruitment
Recycling
Reference
Resource
Retailer
Retailer
Risk taker
Savings
Scarcity
Separation
Services
Signature card
Skills
Small business
Social responsibility

Sole proprietorship
Speculative stocks
Standard of living
Stock
Stock exchange
Stop payment
Supply
Targeting marketing
Trade
Unit price
Unlimited liability
Virtual business or dot-com company
Wants
Warranty
Wholesaler
Withholdings
Yield

Assessments

Formative (interim)

Discussions
Quizzes
Presentations
Tests
Do Now
Closure
Projects (individual/group; oral and written)

Summative (final)

Final Exam

21st Century Connections:

STANDARD 8.1 Technology (Education Technology)
STANDARD 9.1 21st Century Life & Career Skills
STANDARD 9.2 Personal Financial Literacy
STANDARD 9.3 Career Awareness, Exploration, Preparation

Character Education (Core Values):

South Brunswick High School's core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the year. In addition, the [Institute for Excellence and Ethics](#)' program, Power2Learn will be incorporated. Units focusing on character development, setting goals and attitude will provide engaging and authentic opportunities for students to develop and exhibit character strength. The program builds both the moral and performance character that all students need for success in school, work and life.

Power2Learn

Unit 1: Strategies for maximizing the power of character to achieve desired goals.

Unit 3: Strategies for working harder and smarter.

Cross Curricular / Interdisciplinary:

Mathematics through the application of fundamental processes.

Social Studies through reading and interpreting data and information, as well as economic applications.

Language Arts through the translation and explaining of data.

Course Resources:

News:

- [Brass: Young Today, Rich Tomorrow](#)
- [Reuters](#)
- [Forbes](#)
- [Yahoo! Business](#)
- [BusinessWeek](#)
- [NY Times](#)
- [ABC](#) - On the right hand toolbar choose business
- [CNN Money site](#)
- [The Wall Street Journal](#)
- [MoneyWatch](#)
- [Classroom Edition Wall Street Journal](#)
- [Smart Money: It's Your Money, Be Smart](#)
- [Wall Street Journal Classroom Edition](#)

Games and Websites:

- [Economic Adventure](#)
- [Do You Have Financial Smarts? \(game\)](#)
- [What's Up in Finance? games](#)
- [Debt Ski](#)
- [The Gen i Revolution: An Online Personal Finance Game](#)
- [Me Myself My Money](#)
- [Everfi](#)
[Access, Analyze, Act: From Economic Theory to Financial Reality](#)
[Trade Ruler](#)

Hardware

- Personal computers
- LCD Projector
- DVD player
- Color Printer
- Black & White printer
- Digital Cameras/Videos
- Microphone and Headphones

Class Websites:

- <http://sbhs21stcentury.wikispaces.com/>
- <http://sites.google.com/site/sbhsbusiness/home/introduction-to-business>
- <http://missmcgrath.wikispaces.com/Introduction+To+Business>

Technology Toolbox:

- Wikis: Wikispaces
- Multimedia: Animoto
- Podcasting: Audacity
- **Productive Apps:** [Google Forms](#)
- Copyright Free Images & Sounds
 - [Pics4Learning](#)
 - [Copyright Free Photos](#)
 - [NOAA Photo Library](#)
 - [FreeFoto](#)
 - [The Morgue File](#)
 - [US Federal Government Public Domain Images](#)

Text:

Brown, Betty J. and Clow, John E. Introduction to Business, (Columbus, Ohio: McGraw Hill, 2006) ISBN: 0-07-867-332-1

Videos:

- Various DVDs and web videos related to course content.
- [PBS Frontline](#)
- [CNBC](#)
- [Discovery Streaming Videos For Educators](#)
- “Plain English” by Common Craft videos: Google Docs, Wikis, Blogs, Internet
- Google Sites tour

Units of Study

- Unit 1: Economics
- Unit 2: Owning and Operating a Business
- Unit 3: Management
- Unit 4: Buying Goods and Services
- Unit 5: Personal Finance
- Unit 6: Credit
- Unit 7: Marketing & Advertising
- Unit 8: Career Planning

Pacing Chart (Scope & Sequence)

FIRST QUARTER

Unit 1 Economics	Chapter 1 – A Look at Needs and Wants Chapter 2 – Economic Resources and Systems Chapter 3 – Economic Activity in a Changing World Character Education – Power2Learn Unit 1
Unit 2 Owning and Operating a Business	Chapter 5 – Entrepreneurship and Small Business Chapter 6 – Business Ownership and Operations

SECOND QUARTER

Unit 3 Management	Chapter 7 – Organizational Structures Chapter 8 – Leadership in Management Chapter 15 – Human Resource Management
Unit 4 Buying Goods and Services	Chapter 22 – Making Consumer Decisions Chapter 23 – Consumer Rights and Responsibilities Character Education – Power2Learn Unit 3

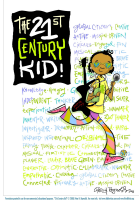
THIRD QUARTER

Unit 5 Personal Finance	Chapter 28 – Planning a Budget Chapter 29 – Checking Accounts Chapter 30 – Savings Accounts Chapter 31 – Investing in Stocks
Unit 6 Credit	Chapter 25 – What is Credit Chapter 26 – How to Get and Keep Credit

FOURTH QUARTER

Unit 7 Marketing & Advertising	Chapter 13 – Marketing in Today’s World Chapter 14 – Advertising: The Art of Attracting an Audience
Unit 8 Career Planning	Chapter 20 – Developing a Career Plan Chapter 21 – Getting a Job

COMPUTER & MULTIMEDIA APPLICATIONS IN THE 21st CENTURY



Course Title: Computer and Multimedia Applications in the 21st Century
Content: Multimedia Applications, Educational Technology, 21st Century Skills
Adapted in 2013: For introduction to Naviance through Chrome technology

Mission:

Through the study of various business subjects, students will obtain the necessary skills to work in the business field such as interpersonal relations, multi-tasking, leadership, effective written and oral communication and the ability to work with peers in a group setting. By learning about Multimedia Applications, students will learn to communicate, connect and collaborate in a dynamic global society.

Course Description or Content Overview:

Students will learn skills that will enable them to learn on their own, think critically and apply knowledge to new situations. Career Preparation will be stressed by exposure to various post secondary options within the [16 Career Clusters](#), tools to assess interests and skills, and interactions with professionals from the field. A variety of media tools will be taught, with a focus on the ethical, safe and legal behaviors that should be followed. Character education will be weaved through the content as an underlying theme. As students work through problem-based activities, a focus will be placed on soft skills such as accountability and collaboration. These skills will foster lifelong learners who are productive citizens and workers in a global community.

Using Microsoft Office and other software, students will enhance their skills by learning multimedia programs such as PowerPoint, Publisher, Photo Story, Windows Movie Maker, Photoshop, Google Docs, and Scratch. Students will learn how to create, format, edit, and print a variety of multimedia applications. Emphasis will be placed on using the computer as a tool to complete assignments in other classes.

Standards:

[New Jersey Core Curriculum Content Standards \(NJCCCS\)](#)

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

- **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.
- **STANDARD 9.1 21st Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **STANDARD 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Common Core State Standards Initiative (CCSSI)

- **English Language Arts Standards** » Writing » Grade 9-10
- **English Language Arts Standards** » Speaking & Listening » Grade 9-10
- **English Language Arts Standards** » Language » Grade 9-10
- **Mathematics** » High School: Number & Quantity » Quantities

Enduring Understandings:

- In the 21st Century, it is imperative to acquire the skills needed to stay current in the global landscape in order to protect and sustain democracy in a world that does not share the same cultural beliefs.
- Success in the 21st Century is dependent on the ability to utilize digital tools and new technologies for collecting, organizing and managing data in order to stay competitive in an ever changing global business environment.
- The global economy and access to digital tools have created an environment in the 21st Century that is dependent on problem solving through collaboration to reflect diverse opinions in order to stay competitive in a connected world.
- Students must begin to explore their talents and interests during their primary years and continue throughout their lives. In order to effectively explore and prepare for a career in a world that is consistently evolving, students must understand that lifelong learning and skill building is imperative to sustain employment in the 21st Century.
- Microsoft Publisher is a basic desktop publishing software that can be used to create a wide variety of publications, including newsletters, business cards, greeting cards, promotional materials, and much more.
- Microsoft PowerPoint is an application that can be used in the creation of presentations and speeches.
- Microsoft Photo Story is an application that allows users to create a show and tell presentation from their digital photos.
- Microsoft Windows Movie Maker is basic movie making software that comes with the Windows operating system.
- Adobe Photoshop is a graphics editing program.

- Google Docs is a free, Web-based word processor, spreadsheet, presentation, form, and data storage service offered by Google.

Essential Questions:

- Why are problem solving and critical thinking skills necessary to be successful in the 21st Century?
- Why is understanding other cultures so imperative when working collaboratively in a global economy?
- Why is gathering and learning how to evaluate data from multiple sources so important in the 21st Century?
- How does collaboration enable groups to achieve common goals more efficiently?
- Why are collaboration and the opportunity to compete necessary in order to develop leadership skills?
- How do we learn to effectively communicate with people from different cultural backgrounds in order to understand their cultural perspective?
- How will career plans be affected and altered in response to changes in society and the economy?
- Why are digital tools and their effective use so vital for success in the 21st-century?
- How do we as citizens in the 21st Century navigate through the ethical and unethical uses of communication and media?
- What benefits and risks are associated with cloud computing?
- How can telecommunications be used to collaborate, publish, and interact with peers, teachers, experts, and other audiences?
- What is the purpose of Microsoft Publisher?
- What is the most important feature of Microsoft Publisher?
- Why is design important to consider when create a document in Microsoft Publisher?
- What is the difference between Publisher and Photoshop?
- Why do people use Microsoft PowerPoint?
- What can be done to enhance a PowerPoint presentation?
- What is the benefit to using Windows Movie Maker?

Knowledge and Skills

Knowledge: Students will know...

- There are a variety of technologies and tools available to create, access, and share information.
- Online learning communities are a viable source for knowledge sharing.
- There are safety, societal, ethical, and legal concerns regarding the use of technology.
- Critical thinking, collaboration and problem solving skills are necessary to function both as a global citizen and worker in the 21st Century.

- Teamwork and leadership enable groups to achieve common goals with greater efficiency.
- Understanding other cultures' perspectives will facilitate communication with people from different backgrounds.
- Digital media can be used for both local and global communication; there are ethical and unethical uses of these 21st Century tools.
- The 21st Century workplace will demand greater individual collaboration, productivity and collaboration from its workers.
- Career preparation is a process that requires purposeful planning based on research, self-knowledge, and informed choices.
- Workers are entitled to a safe and healthy work environment by state and federal laws and regulations that regulate employment practices and workplace safety.
- Employers and employees are responsible to act professionally, legally, and ethically in the workplace and global marketplace.
- Photo Story allows adding narration, effects, transitions and background music to create a Windows Media Video movie file with pan and zoom effects.
- Google Docs allows users to create and edit documents online while collaborating in real-time with other users.

Skills: Students will be able to...

- Select and utilize information from a variety of digital resources and databases
- Select appropriate digital tools to assemble, evaluate, and utilize information
- Appropriately use a variety of digital technology and communication tools
- Use information and resources to accomplish real-world tasks
- Construct spreadsheets and utilize functions to interpret results
- Use multiple resources to create and manage documents (MS Office, Google Docs, Open Office)
- Participate in online learning environments
- Create a personalized digital portfolio using tools such as Naviance
- Create and launch a digital learning game
- Adhere to Fair Use and Multimedia Copyright Guidelines and cite sources of copyrighted materials in all work
- Practice safe, legal and ethical behaviors around technology and the internet
- Share knowledge and participate ethically and productively in group settings
- Communicate and collaborate with others both locally and globally
- Evaluate the impact that digital media has on international business and globalization
- Demonstrate leadership skills when participating in classroom settings and online learning communities
- Explore post-secondary options and investigate areas of interest for future career pursuits
- Develop transferrable work and life skills that will make them valuable workers and citizens
- Justify employee and employer rights and responsibilities in the workplace

- Assess and predict both current and future employment trends across various industries
- Use successful strategies when working in teams
- Demonstrate accurate navigation through the Windows operating system, including various multimedia programs
- Create professional documents in Microsoft Publisher
- Apply the various formatting theories used when creating documents with Publisher
- Produce professional Microsoft Power Point presentations
- Understand the meaning of an effective presentation
- Design a professional project using Adobe Photoshop
- Recite a well developed presentation to an audience of peers
- Develop professional public speaking skills
- Create and edit a short video using Windows Movie Maker
- Evaluate career options in Information Technology
- Determine the extent to which an individual's online behavior may impact opportunities for employment, job retention, or job advancement

Terminology: Educational Technology & 21st Century Skills

Accountability
 Career Plan
 Career Clusters
 Censorship
 Character Education
 Collaboration
 Copyright
 Creative Commons Guidelines
 Creativity
 Cyber Bullying
 Cyber Crimes
 Cyber Ethics
 Cyber Security
 Digital Learning Game
 Digital Portfolio
 Digital Media
 Digital Media Campaign
 Diversity in the Workplace
 Globalization
 Goal Setting
 Electronic Authoring Tools
 Employee Rights
 Employer Responsibilities
 Employment Trends
 Entrepreneurship

Ethics
Free Enterprise
Hacking
Information Age
Interpersonal Communication
Initiative
Innovation
Integrity
Intellectual Property Rights
Interview Techniques
Job Entrance Criteria
Job Performance
Job Retention
Job Advancement
Leadership
Media-fluency
Multinational Workplace
Multimedia presentation
Online Behavior
Online Discussion
Online Learning Community
Personalized Digital Portfolio
Post-Secondary Options
Productivity
Resumes
Service Economy
Social Networks
Stakeholders
Specialized Database
Teamwork
Transferable Skills
Virtual Environments
Web-based Publication
Workplace Safety

Terminology: Computer and Multimedia

Action button
Align
Animation
Arrange
Audio
Background
Balance
Brochures
Bullet point
Capture from video device
Clip Art
Collections
Color
Color scheme
Consistency
Contrast
Copy
Copyright laws
Custom shapes
Cut
Design element
Design themes
Designs
Desktop publishing
Distribute
Effects
Fading in
Fading out
Fair Use
Feathering
File format conversion
Filters
Font scheme
Format painter
Graphics
Graphics interchange format (GIF)
Group
Guides
Handouts
Header and Footer
Image size

Import
JPEG
Multimedia
Multimedia Careers
Newsletter
Normal View
Nudge
Options bar
Order
Outline View
Page buttons
Page layout
Page setup
Paste
Pixel
Placeholders
PowerPoint Presentation
PowerPoint Template
Presentation
Print preview
Production
Project
Proximity
Public domain
Publication designs
Publications
Real Audio (.ra)
Repetition
Reshape
Resize
Resolution
Ribbon
Rotate
Royalty free
Ruler
Scaling
Slide
Slide Indicator
Slide Master
Slide Show View
Slide Sorter View
Slide Transition
Slide View
Streaming Audio

Stock photography
Storyboard
Task Pane
Template
Text
Text box
Text overflow
Themes
Thumbnail
Timeline
Title overlay
Trademark
Trim
Typography
Unity
Uploading
Volume
Video
Video effects
Video transitions
Wave
Windows Media Audio
Windows Media Video
Word Art
Zoom In/Zoom Out

Assessments:**Formative (interim)**

Discussions

Quizzes

Presentations

Do Now

Closure

Objective tests

Production tests

Projects (individual/group; oral and written)

Summative (final)

Final Exam

21st Century Connections:

8.1 Technology (Education Technology)

9.1 The 21st-Century Life & Career Skills

9.3 Career Awareness, Exploration, Preparation

Character Education (Core Values):

South Brunswick High School's core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the year. In addition, the [Institute for Excellence and Ethics](#) program, Power2Learn will be incorporated. Units focusing on character development, setting goals and attitude will provide engaging and authentic opportunities for students to develop and exhibit character strength. The program builds both the moral and performance character that all students need for success in school, work and life.

Power2Learn

Unit 3: Strategies for working harder and smarter.

Cross Curricular / Interdisciplinary:

Language Arts (Reading, Writing, Listening, and Speaking)

Mathematics

Social Studies

Course Resources:**Hardware:**

- Personal computers
- LCD Projector
- Smart Board
- DVD player
- Color Printer
- Black & White printer

- Digital Cameras
- Digital Video
- Microphone
- Headphones

Class Websites:

- <http://sbhs21stcentury.wikispaces.com/>
- <https://sites.google.com/site/sbhsbusiness/home/multimedia-applications>
- <http://missmcgrath.wikispaces.com/Multimedia+Applications>
- <http://www.frilliospizza.com/>

Software:

- Microsoft PowerPoint
- Microsoft Publisher
- Microsoft Movie Maker
- Microsoft Photo Story
- Adobe Photoshop

Technology Toolbox:

- Wikis: Wikispaces
- Multimedia: Animoto
- Podcasting: Audacity
- **Productive Apps:** [Google Forms](#)
- Copyright Free Images & Sounds
 - [Pics4Learning](#)
 - [Copyright Free Photos](#)
 - [NOAA Photo Library](#)
 - [FreeFoto](#)
 - [The Morgue File](#)
 - [US Federal Government Public Domain Images](#)

Websites/Games:

- [Digital Literacy From Google](#)
- [VoiceThread](#)
- [PowerPoint In The Classroom](#)

Videos:

- Various DVDs and web videos related to course content.
- [PBS Frontline](#)
- [CNBC](#)
- [Discovery Streaming Videos For Educators](#)

News:

- [Brass: Young Today, Rich Tomorrow](#)
- [Reuters](#)
- [Forbes](#)
- [Yahoo! Business](#)
- [BusinessWeek](#)
- [NY Times](#)
- [ABC](#) - On the right hand toolbar choose business
- [CNN Money site](#)
- [The Wall Street Journal](#)
- [MoneyWatch](#)
- [Classroom Edition Wall Street Journal](#)
- [Smart Money: It's Your Money, Be Smart](#)
- [Wall Street Journal Classroom Edition](#)

Text:

- Microsoft Present It! Teen-based Microsoft Word Activities ©2007
Business Education Publishing ISBN 1-934422-03-7
By Kathleen Hicks, Tommie Lee, and Greer Morrison
- Frillio's Pizza Desktop Publishing Simulation, 2nd Edition (Spiral Bound) ©2008
Business Education Publishing ISBN 1-934422-07-X
By Michael Gecawich

Units of Study

- Unit 1 – Desktop Publishing
- Unit 2 – Presentations
- Unit 3 – Power2Learn Unit 3
- Unit 4 – Video/Audio
- Unit 5 – Careers

Pacing Chart (Scope & Sequence)

YEARLONG TOPICS

The computer is a tool used to create a variety of presentations, audio files, and video files. Computer proficiency is a necessity in virtually all occupations.

FIRST SEMESTER

Unit 1	<ul style="list-style-type: none">● Desktop Publishing<ul style="list-style-type: none">○ Microsoft Publisher○ Create newsletter, flyers, greeting cards, and other documents.
---------------	---

Unit 2	<ul style="list-style-type: none"> ● Presentations <ul style="list-style-type: none"> ○ Microsoft PowerPoint ○ Google Docs: Presentations ○ Developing effective presentation skills
---------------	---

SECOND SEMESTER

Unit 3	<ul style="list-style-type: none"> ● Character Education <ul style="list-style-type: none"> ○ Power2Learn Unit 3: Strategies for working harder and smarter.
Unit 4	<ul style="list-style-type: none"> ● Video/Audio <ul style="list-style-type: none"> ○ Windows Movie Maker ○ Digital Storytelling <ul style="list-style-type: none"> ▪ Microsoft Photo Story ▪ Audacity ▪ PSA About Power2Learn Unit 3
Unit 5	<ul style="list-style-type: none"> ● Careers <ul style="list-style-type: none"> ○ Career Research ○ Career Planning ○ Careers in Information Technology ○ Cover letter ○ Resume

COMPUTER SCIENCE IN THE 21ST CENTURY



Course Title: Computer Science in the 21st Century

Content: Computer Science

Adapted in 2013: For introduction to Naviance through Chrome technology

Mission:

Using technology, students communicate, make connections, reason, and represent the world quantitatively and qualitatively in order to pose and solve problems.

Course Description:

Computer Science uses problem solving, communication, and collaboration in applications to design and implement solutions to real world 21st Century technological problems. Students enrolling in this course will be taught to program a PC and to apply their programming skills to problem-solving situations. The course requires good computer knowledge, solid mathematical sense, and sharp analytical skills. Topics include mathematical notation, input, output, decision control statements, looping, generation of random numbers, procedures, strings, text files, and arrays. The emphasis will be on developing good programming technique and problem solving skills.

Students will learn skills that will enable them to learn on their own, think critically and apply knowledge to new situations. Career Preparation will be stressed by exposure to various post secondary options within the [16 Career Clusters](#), tools to assess interests and skills, and interactions with professionals from the field. A variety of media tools will be taught, with a focus on the ethical, safe and legal behaviors that should be followed. Character education will be weaved through the content as an underlying theme. As students work through problem-based activities, a focus will be placed on soft skills such as accountability and collaboration. These skills will foster lifelong learners who are productive citizens and workers in a global community.

Standards:

[New Jersey Core Curriculum Standards \(NJCCCS\)](#)

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

- **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.
- **STANDARD 8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
- **STANDARD 9.1 21st Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **STANDARD 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Common Core State Standards Initiative (CCSSI)

- **English Language Arts Standards** » Writing » Grade 9-10
- **English Language Arts Standards** » Speaking & Listening » Grade 9-10
- **English Language Arts Standards** » Language » Grade 9-10
- **Mathematics** » High School: Number & Quantity » Quantities

Enduring Understandings:

- In the 21st Century, it is imperative to acquire the skills needed to stay current in the global landscape in order to protect and sustain democracy in a world that does not share the same cultural beliefs.
- Success in the 21st Century is dependent on the ability to utilize digital tools and new technologies for collecting, organizing and managing data in order to stay competitive in an ever changing global business environment.
- The global economy and access to digital tools have created an environment in the 21st Century that is dependent on problem solving through collaboration to reflect diverse opinions in order to stay competitive in a connected world.
- Students must begin to explore their talents and interests during their primary years and continue throughout their lives. In order to effectively explore and prepare for a career in a world that is consistently evolving, students must understand that lifelong learning and skill building is imperative to sustain employment in the 21st Century.
- Students must design and implement computer-based solutions to problems in a variety of application areas.
- Students must use and implement commonly-used algorithms and data structures.
- Students will develop and select appropriate algorithms and data structures to solve problems.

- Students will code fluently in a procedure-oriented paradigm using the programming language Pascal. Students are expected to be familiar with and be able to use standard Pascal units.
- Students will be expected to read and understand a large program. Students should be able to read and understand a description of the design and development process leading to such a program.
- Students will be expected to identify the major hardware and software components of a computer system, their relationship to one another, and the roles of these components within the system.
- Students will be able to recognize the ethical and social implications of computer use.

Essential Questions:

- What are the major hardware and software components a computer system, their relationship to one another, and the roles of these components within the system?
- What are the ethical and social implications of computer use?
- Why are problem solving and critical thinking skills necessary to be successful in the 21st Century?
- Why is understanding other cultures so imperative when working collaboratively in a global economy?
- Why is gathering and learning how to evaluate data from multiple sources so important in the 21st Century?
- How does collaboration enable groups to achieve common goals more efficiently?
- Why are collaboration and the opportunity to compete necessary in order to develop leadership skills?
- How do we learn to effectively communicate with people from different cultural backgrounds in order to understand their cultural perspective?
- How will career plans be affected and altered in response to changes in society and the economy?
- Why are digital tools and their effective use so vital for success in the 21st-century?
- How do we as citizens in the 21st Century navigate through the ethical and unethical uses of communication and media?
- How are computers used in the real world?
- What is the purpose of computer programming?
- How do computers function and how do we get them to do what we need them to do?
- How do we tell computers what we need them to do?

Knowledge and Skills

Knowledge: Students will know...

- There are a variety of technologies and tools available to create, access, and share information.

- Online learning communities are a viable source for knowledge sharing.
- There are safety, societal, ethical, and legal concerns regarding the use of technology.
- Critical thinking, collaboration and problem solving skills are necessary to function both as a global citizen and worker in the 21st Century.
- Teamwork and leadership enable groups to achieve common goals with greater efficiency.
- Understanding other cultures' perspectives will facilitate communication with people from different backgrounds.
- Digital media can be used for both local and global communication; there are ethical and unethical uses of these 21st Century tools.
- The 21st Century workplace will demand greater individual collaboration, productivity and collaboration from its workers.
- Career preparation is a process that requires purposeful planning based on research, self-knowledge, and informed choices.
- Workers are entitled to a safe and healthy work environment by state and federal laws and regulations that regulate employment practices and workplace safety.
- Employers and employees are responsible to act professionally, legally, and ethically in the workplace and global marketplace.
- Design and implement computer-based solutions to problems in a variety of application areas
- Use and implement commonly-used algorithms and data structures
- Develop and select appropriate algorithms and data structures to solve problems
- Code fluently. Students are expected to be able to use decision and repetition control statements and different data types.
- Students should be able to read and understand a large program consisting of procedures, arrays, varied decision control, and looping structures. Students should be able to read and understand a description of the design and the development process which lead to the creation of that program.

Skills: Students will be able to...

- Select and utilize information from a variety of digital resources and databases
- Select appropriate digital tools to assemble, evaluate, and utilize information
- Appropriately use a variety of digital technology and communication tools
- Use information and resources to accomplish real-world tasks
- Utilize functions to interpret results
- Use multiple resources to create and manage documents
- Participate in online learning environments
- Create and launch a digital learning game
- Adhere to Fair Use and Multimedia Copyright Guidelines and cite sources of copyrighted materials in all work
- Practice safe, legal and ethical behaviors around technology and the internet
- Share knowledge and participate ethically and productively in group settings
- Communicate and collaborate with others both locally and globally

- Evaluate the impact that digital media has on international business and globalization
- Demonstrate leadership skills when participating in classroom settings and online learning communities
- Explore post-secondary options and investigate areas of interest for future career pursuits
- Develop transferrable work and life skills that will make them valuable workers and citizens
- Justify employee and employer rights and responsibilities in the workplace
- Assess and predict both current and future employment trends across various industries
- Understand the computer system
- Navigate the programming environment and use a compiler
- Read and understand a problem description, purpose and goals
- Understand the differences between Top Down and Bottom Up design
- Identify reusable components from existing code
- Create a program header and declare identifiers and constants
- Construct a main execution section with proper formatting/indentation
- Understand basic input/output structure including read/readLn/write/writeLn
- Utilize the mathematical functions to solve real world problems
- Categorize errors as compile-time, run-time, or logic and correct
- Employ debugging techniques such as adding extra output statements or hand-tracing code
- Classify data and choose an appropriate size for an identifier
- Use predefined functions or ordinal types
- Use operations for Boolean expressions and apply relationals to order alphanumeric data
- Create If-Then control instructions and determine need for Else condition
- Nest If statements for compound decision making
- Rewrite nested If statements as Case-Of-End statement
- Rate efficiency of different decision control choices
- Understand the differences between pre-test and posttest loops
- Find the final value of an accumulation loop
- Translate loops from one style to another
- Understand and utilize procedures to increase efficiency and readability of code
- Understand the differences between Global and Local variables
- Define local variable section for individual procedures
- Make use of parameters to transfer data between procedure and program
- Understanding and use of STRING variable type
- Understand the value of encryption in the real world
- Understand storage capabilities of arrays
- Declare array variables of multiple dimensions
- Know sorting techniques for ordering array components
- Choose correct predefined procedures to read from or write to a text file

- Navigate through multiple open text files to retrieve data

Terminology: Educational Technology & 21st Century Skills

Accountability
Career Plan
Career Clusters
Censorship
Character Education
Collaboration
Copyright
Creative Commons Guidelines
Creativity
Cyber Bullying
Cyber Crimes
Cyber Ethics
Cyber Security
Digital Learning Game
Digital Portfolio
Digital Media
Digital Media Campaign
Diversity in the Workplace
Globalization
Goal Setting
Electronic Authoring Tools
Employee Rights
Employer Responsibilities
Employment Trends
Entrepreneurship
Ethics
Free Enterprise
Hacking
Information Age
Interpersonal Communication
Initiative
Innovation
Integrity
Intellectual Property Rights
Interview Techniques
Job Entrance Criteria
Job Performance
Job Retention
Job Advancement
Leadership
Media-fluency

Multinational Workplace
Multimedia presentation
Online Behavior
Online Discussion
Online Learning Community
Personalized Digital Portfolio
Post-Secondary Options
Productivity
Resumes
Service Economy
Social Networks
Stakeholders
Specialized Database
Teamwork
Transferable Skills
Virtual Environments
Web-based Publication
Workplace Safety

Terminology: Computer Science

ABS
AND
APPEND
ASSIGN
BEGIN
CASE-OF-END
CHAR
CHR
CLOSE
CLREOL
CLRSCR
CONCAT
CONST
COPY
DELETE
DIV
DOWNTO
ELSE
END
EOF
EOLN
FOR-DO
GOTOXY
IF-THEN-ELSE

INSERT
INTEGER
KEYPRESSED
LENGTH
MAXINT
MOD
NEW
NOT
ODD
OF
OR
ORD
POS
PRED
PROCEDURE
PROGRAM
RANDOM
READ
REAL
REPEAT-UNTIL
RESET
REWRITE
ROUND
SQR
SQRT
STRING
TEXT
TRUNC
UNTIL
UPCASE
VAR
WHILE-DO
WRITE
Actual parameters
Algorithm
Alphanumeric
Array
ASCII
Binary numbers
Boolean
Bottom up design
Boxing
Braces
Brackets

Bug
Call statements
Central Processing Unit
Characters
Cipher
Clear
Code
Column
Comma
Commenting
Comparison
Compile
Compound instructions
Computer system
Constant
Data storage
Data structure
Data type
Debug
Decision control
Decryption
Deleting
Efficiency
Encoding
Encryption
Error
Exit Condition
Fields
File
Formatting
Functions
Header section
Identifiers
Indentation
Index
Initializing a variable
Input
Keyboard
Language
Lists
Local variables
Loops
Menu
Merge

Modular
Multiple decision making
Negative
Nested statements
One-dimensional array
Open Source
Operating system
Operations
Ordinal
Outline
Output
Parallel arrays
Parameters
Parentheses
Period
Predefined functions
Prime numbers
Printing
Problem solving
Procedure call
Processing
Programming
Punctuation
Quotient
Random numbers
Readability
Recursion
Remainder
Repetition control
Reserved words
Runtime error
Saving
Searching
Semicolon
Sets
Simulation
Software
Solution
Solving
Sorting
Structured data
Style rules
Syntax
Tables

- Testing
- Text files
- Top down design
- Type
- User
- Value parameter
- Variable section
- Variable parameter

Assessments

- Do-Nows
- Quizzes
- Tests
- Projects
- Formative (interim)
- Summative (final)

21st Century Connections:

- 8.1 Technology (Education Technology)
- 8.2 Technology (Engineering and Design)
- 9.1 The 21st-Century Life & Career Skills
- 9.3 Career Awareness, Exploration, Preparation

Character Education (Core Values):

South Brunswick High School's core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the year. In addition, the [Institute for Excellence and Ethics](#) program, Power2Learn will be incorporated. Units focusing on character development, setting goals and attitude will provide engaging and authentic opportunities for students to develop and exhibit character strength. The program builds both the moral and performance character that all students need for success in school, work and life.

Power2Learn

Unit 1: Strategies for maximizing the power of character to achieve desired goals.
Unit 3: Strategies for working harder and smarter.

Cross Curricular/Interdisciplinary:

Language Arts (solving word problems, translating, explanations during problem solving)
Science (problem solving, scientific notation and applications, simulation)
Social Studies (reading and interpreting graphs, economic applications)
Technology (Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.)

Course Resources

Technologies: PC Computer, SMARTBoard, Turbo Pascal 7.0

Text: Turbo Pascal: Programming and Problem Solving, West Publishing Company, 1988.

Pacing Chart (Scope & Sequence) and Units of Study

FIRST QUARTER

Intro to Structured Programming	Download Pascal and install at home, Computer Use Policy, Parts of the computer, Problem Solving, Problem solving outline, Reserved words and Identifiers, Programming in blocks, Top down design, Bottom up Design, Style Rules, Algorithms, Compiling, Coding, Bugs and Debugging, Runtime vs. Compile Time Errors
Variable Types and Formatting	Invalid Identifiers, VAR, CHAR, STRING, INTEGER, REAL, Colon formatting, Compile-time errors, Gotoxy (col, row), Constants, BEGIN, END, Clrscr, Donewincrt, Screensize adjustments, Strcopy (windowtitle, ` `),
IO (Input/Output)	WRITE, WRITELN, READLN, READKEY, KEYPRESSED
Mathematics Functions	Mathematical notation, TRUNC,SQR, SQT, ABS, MAXINT, DIV, MOD, RANDOM, ODD, ROUND
Decision Control	BOOLEAN, Boolean expressions , Compound Instructions, If-Then-Else statements, Nested control, Case-Of-End
Repetition Control	Repeat-Until loops, For-Do loops, While-Do loops, Exit Conditions, DOWNT0
Character Education	Character Education Project 1

SECOND QUARTER

Modular Programming	Procedures, Local vs. Global variables, Parameters, Formal vs. Actual Parameters, Value vs. Variable parameter
Strings	CONCAT, LENGTH, VAL, COPY, POS, INSERT, DELETE, STR, PRED, SUCC, ORD, CHR, UPCASE, ASCII, Ordinal type functions
Encryption	Encryption and Decryption, Ciphers
Character Education	Character Education Project 2

THIRD QUARTER

Arrays	Character Arrays (STRING), Array structure, Arrays of different variable types, Parallel Arrays, Multidimensional
---------------	---

	Arrays, Merging lists
Searching and Sorting	Insertion Sort, Selection Sort, Sequential/Linear Search, Binary Search
Character Education	Character Education Project 3

FOURTH QUARTER

Text files	TEXT, ASSIGN, CLOSE, RESET, REWRITE, APPEND, EOF, EOLN
Databases and Simulations	Use of text files to simulate experiments, Use of text files to implement or construct databases of information
Character Education	Character Education Project 4

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described above. Proficiency will be defined in the Grading/Evaluation and Minimum proficiency categories below.

GRADING/EVALUATION

Periodic evaluations will take place during each marking period. [During the first marking period, the instructor will explain his/her grading procedures to the class.] Students will earn a grade for each marking period, midterm exam, and the final exam. Their final grade will be calculated as follows:

- A) 20% for each marking period
- B) 10% for the mid-term examination
- C) 10% for the final examination

MINIMUM PROFICIENCY

In order to pass Computer Science in the 21st Century for the year with the minimum grade of “D”, a student must:

- Have a grade of 65% or greater when the 4th marking period grades, the midterm, and the final exam are calculated.
- 100% of the marking period grade comes from Tests, Quizzes, and Projects.

CULINARY ARTS IN THE 21ST CENTURY



Course Title: Foods in the 21st Century

Content: Foods, 21st Century Skills

Adapted in 2013: For introduction to Naviance through Chrome technology

Mission:

In the context of Foods, students will learn to communicate, connect and collaborate in a dynamic global society. The mission of the Family and Consumer Science department is to encourage students to use critical and creative thinking skills in order to become competent, caring and confident individuals capable of managing their personal, family and career lives. Students will be enabled to depend on themselves for food preparation and good nutritional practices.

Course Description or Content Overview:

Students will learn skills that will enable them to learn on their own, think critically and apply knowledge to new situations. Career Preparation will be stressed by exposure to various post secondary options within the [16 Career Clusters](#), tools to assess interests and skills, and interactions with professionals from the field. A variety of media tools will be taught, with a focus on the ethical, safe and legal behaviors that should be followed. Character education will be weaved through the content as an underlying theme. As students work through problem-based activities, a focus will be placed on soft skills such as accountability and collaboration. These skills will foster lifelong learners who are productive citizens and workers in a global community.

This course focuses on enabling the students to depend on themselves for food preparation and to practice healthy, sanitary measures and good nutritional practices. Food laboratory experiences will emphasize the nutritional value of the food products, purchasing, care and storage of foods and principles of food preparation.

Standards:

[New Jersey Core Curriculum Content Standards \(NJCCCS\)](#)

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

- **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.
- **STANDARD 9.1 21st Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **STANDARD 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Common Core State Standards Initiative (CCSSI)

- **English Language Arts Standards** » Writing » Grade 9-10
- **English Language Arts Standards** » Speaking & Listening » Grade 9-10
- **English Language Arts Standards** » Language » Grade 9-10
- **Mathematics** » High School: Number & Quantity » Quantities

Enduring Understandings:

- In the 21st Century, it is imperative to acquire the skills needed to stay current in the global landscape in order to protect and sustain democracy in a world that does not share the same cultural beliefs.
Success in the 21st Century is dependent on the ability to utilize digital tools and new technologies for collecting, organizing and managing data in order to stay competitive in an ever changing global business environment.
- The global economy and access to digital tools have created an environment in the 21st Century that is dependent on problem solving through collaboration to reflect diverse opinions in order to stay competitive in a connected world.
- Students must begin to explore their talents and interests during their primary years and continue throughout their lives. In order to effectively explore and prepare for a career in a world that is consistently evolving, students must understand that lifelong learning and skill building is imperative to sustain employment in the 21st Century.
- In food preparation there are a variety of health and safety problems that can all be prevented and can be successfully addressed; the way you choose to address them is based on the nature of the potential problem.
- Students will understand that good nutrition is related to physical and psychological wellness. Many things influence food choices. Dietary requirements vary for individuals based on age, activity level, and weight.
- Students will understand that a recipe does not guarantee good results in food preparation and that math skills are necessary for cooking.
- Food borne illnesses have specific names, causes and symptoms.
- The way food is handled in preparation and service will help determine your health.

- Personal hygiene and health is directly related to food safety.
- Common kitchen accidents can be prevented.
- First aid is essential knowledge for a cook.
- Student will learn that each ingredient used in baking has a specific function.
- The same basic ingredients can be prepared in a variety of ways that result in completely different outcomes.
- The study of ethnic foods will increase their understanding of people.
- Fruits and vegetables come from varied parts of plants.
- Fruits and vegetables are a necessary part of a healthy diet.
- Cooking method used will result in variations of cooked product outcome.

Essential Questions:

- Why are problem solving and critical thinking skills necessary to be successful in the 21st Century?
- Why is understanding other cultures so imperative when working collaboratively in a global economy?
- Why is gathering and learning how to evaluate data from multiple sources so important in the 21st Century?
- How does collaboration enable groups to achieve common goals more efficiently?
- Why are collaboration and the opportunity to compete necessary in order to develop leadership skills?
- How do we learn to effectively communicate with people from different cultural backgrounds in order to understand their cultural perspective?
- How will career plans be affected and altered in response to changes in society and the economy?
- Why are digital tools and their effective use so vital for success in the 21st-century?
- How do we as citizens in the 21st Century navigate through the ethical and unethical uses of communication and media?
- Is eating risky?
- In what ways do pathogens adapt to survive in the foods we eat?
- How does my health and personal hygiene affect anyone else?
- Are accidents inevitable?
- What is the relationship between understanding the foods a person eats and understanding that person?
- How does where we live influence the choice of fruits and vegetables we eat?
- Do vegetables have to taste bad because they are good for you?
- How can the consumer get the most value for their money when selecting meats and poultry?
- Can you maintain a healthy body without eating meat?
- What is important to learn proper money management when it comes to food shopping?
- What is a “good result” from a recipe?
- What is “healthy” eating?

- How is math related to foods and cooking?
- How do the same ingredients result in different baked products?
- What makes a baked product “good”?
- How do you celebrate special occasions – like holidays?

Knowledge and Skills

Knowledge: Students will know...

- There are a variety of technologies and tools available to create, access, and share information.
- Online learning communities are a viable source for knowledge sharing.
- There are safety, societal, ethical, and legal concerns regarding the use of technology.
- Critical thinking, collaboration and problem solving skills are necessary to function both as a global citizen and worker in the 21st Century.
- Teamwork and leadership enable groups to achieve common goals with greater efficiency.
- Understanding other cultures’ perspectives will facilitate communication with people from different backgrounds.
- Digital media can be used for both local and global communication; there are ethical and unethical uses of these 21st Century tools.
- The 21st Century workplace will demand greater individual collaboration, productivity and collaboration from its workers.
- Career preparation is a process that requires purposeful planning based on research, self-knowledge, and informed choices.
- Workers are entitled to a safe and healthy work environment by state and federal laws and regulations that regulate employment practices and workplace safety.
- Employers and employees are responsible to act professionally, legally, and ethically in the workplace and global marketplace.
- Information contained in a workable recipe.
- How to prepare recipe including measuring techniques, equivalents and abbreviations, proper clean-up procedures, proper use of equipment.
- How to identify measuring tools and will know the proper measuring techniques for measuring various types of ingredients
- Measurements, equivalents and abbreviations.
- The different kinds, cuts, and forms of meat, poultry, fish and shellfish and their nutrients.
- The structure of an egg and the nutrients found in eggs.
- The types, storage of, and preparation of various types of dairy foods available and be able to prepare dishes containing dairy foods.
- The nutrients in legumes, nuts, seeds and grains.
- The guidelines for using and selecting cheese and be able to identify and prepare cheese alone and in combination with other ingredients

- Basic baking ingredients and functions of each.
- Characteristics of properly prepared baked products.
- Their final lab products will be enhanced through positive communication among team members.
- The economical and nutritious choices of meat and the tradeoffs between cost and value.
- Possible related fields of study to pursue a career in culinary, nutrition, and consumer related areas.
- The guidelines for buying and storing fresh produce.
- That different fruits and vegetables are more available during different seasons, and purchasing them in season is more economically sound.

Skills: Students will be able to...

- Select and utilize information from a variety of digital resources and databases
- Select appropriate digital tools to assemble, evaluate, and utilize information
- Appropriately use a variety of digital technology and communication tools
- Use information and resources to accomplish real-world tasks
- Construct spreadsheets and utilize functions to interpret results
- Use multiple resources to create and manage documents (MS Office, Google Docs, Open Office)
- Participate in online learning environments
- Create a personalized digital portfolio using tools such as Naviance
- Create and launch a digital learning game
- Adhere to Fair Use and Multimedia Copyright Guidelines and cite sources of copyrighted materials in all work
- Practice safe, legal and ethical behaviors around technology and the internet
- Share knowledge and participate ethically and productively in group settings
- Communicate and collaborate with others both locally and globally
- Evaluate the impact that digital media has on international business and globalization
- Demonstrate leadership skills when participating in classroom settings and online learning communities
- Explore post-secondary options and investigate areas of interest for future career pursuits
- Develop transferrable work and life skills that will make them valuable workers and citizens
- Justify employee and employer rights and responsibilities in the workplace
- Assess and predict both current and future employment trends across various industries
- List the kinds of information a good recipe contains
- Read and interpret a recipe
- Use math to increase or decrease recipe yield
- Describe and practice proper procedures for measuring various types of ingredients

- Identify the basic ingredients used in baking and functions of each and be able to describe various kinds of yeast and quick breads explain and practice correct preparation techniques; Identify and describe characteristics of properly prepared baked products
- Assist others in their lab groups and finish with a better product
- Identify cost differences (money, time and effort) related to preparation vs. purchase
- Practice safe kitchen behavior through identification and correction of hazards
- Apply all safety, first aid and sanitation procedures and identify examples of common kitchen accidents and prevention
- Respond to an accidental injury with the appropriate first aid procedures
- Prepare a variety of vegetable and fruit dishes that appeal to the creative senses
- List the characteristics of fruits and vegetables
- Identify the nutrients found in fruits and vegetables and the plant parts that are eaten as fruits and vegetables
- Describe the importance of nutrition and wellness in their life

Terminology: Educational Technology & 21st Century Skills

Accountability
 Career Plan
 Career Clusters
 Censorship
 Character Education
 Collaboration
 Copyright
 Creative Commons Guidelines
 Creativity
 Cyber Bullying
 Cyber Crimes
 Cyber Ethics
 Cyber Security
 Digital Learning Game
 Digital Portfolio
 Digital Media
 Digital Media Campaign
 Diversity in the Workplace
 Globalization
 Goal Setting
 Electronic Authoring Tools
 Employee Rights
 Employer Responsibilities
 Employment Trends
 Entrepreneurship
 Ethics

Free Enterprise
Hacking
Information Age
Interpersonal Communication
Initiative
Innovation
Integrity
Intellectual Property Rights
Interview Techniques
Job Entrance Criteria
Job Performance
Job Retention
Job Advancement
Leadership
Media-fluency
Multinational Workplace
Multimedia presentation
Online Behavior
Online Discussion
Online Learning Community
Personalized Digital Portfolio
Post-Secondary Options
Productivity
Resumes
Service Economy
Social Networks
Stakeholders
Specialized Database
Teamwork
Transferable Skills
Virtual Environments
Web-based Publication
Workplace Safety

Terminology: Foods

Amino acids
Bake
Bar cookies
Beat
Body Mass Index
Broiler
Capon
Calorie
Carbohydrates

Celsius
Chicken
Complete and incomplete proteins
Convection Cooking
Cream
Cross-contamination- letting microorganisms from one food get into another
Cut in
Dairy: pasteurized, homogenization, cultured, ripened, unripened
Dietary fiber
Diets
Drop cookies
Eggs: albumen, chalazae, coagulate, shirred, poached, omelet
Equivalents
Etiquette
Fahrenheit
Fats
Fat-soluble/water soluble vitamins
Fish and Shellfish: fish, fillets, steaks, shellfish, crustaceans, mollusk
Fold
Food Guide pyramid
Food Safety
Food-borne illness such as salmonella, staphylococcus, and botulism
Fruits: drupes, tuber, roots, stems, leaves, bulbs, flowers, seeds, fruits
Fryer
Parasites-organisms that get their nutrients from other living organisms.
Personal hygiene
Pork
Giblets (Heart, liver and gizzard of the bird)
Gluten
Grains: germ, endosperm, bran, whole grain, enrichment, fortification
Knead
Leavening agent
Legumes: beans, peas, lentils
Length
Malnutrition
Measurements
Microwave
Minerals
Molded cookies
Muffin Method
Nutrient dense
Poultry (chicken, turkey, duck, geese)
Preparation: bread, brown, coat, chop, cube, dice, dissolve, dredge, flake, flour, grate, marinate, melt, mince, reduce, sear, shred, toast

Pressed cookies
Red Meat
Refrigerator cookies
Roaster
Rolled cookies
Toxins-poisons
Sanitation
Saturated/polyunsaturated/monounsaturated fat
Sift Whip
Soluble/insoluble fiber
Stewing
Vegetables: cruciferous, enzymatic browning, chlorophyll
Vitamins
Volume
Weight
Yield

Assessments

Formative (interim)
Discussions
Quizzes
Presentations
Tests
Do Now
Closure
Projects (individual/group; oral and written)

Summative (final)
Final Exam

21st Century Connections:

8.1 Technology (Education Technology)
9.1 The 21st-Century Life & Career Skills
9.3 Career Awareness, Exploration, Preparation

Character Education (Core Values):

South Brunswick High School's core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the year. In addition, the [Institute for Excellence and Ethics](#)' program, Power2Learn will be incorporated. Units focusing on character development, setting goals and attitude will provide engaging and authentic opportunities for students to develop and exhibit character strength. The program builds both the moral and performance character that all students need for success in school, work and life.

Power2Learn

Unit 1: Strategies for maximizing the power of character to achieve desired goals.
 Unit 3: Strategies for working harder and smarter.

Cross Curricular / Interdisciplinary:

Language Arts (Reading, Writing, Listening, and Speaking)
 Mathematics
 Social Studies

Course Resources:

Websites:

- www.mypyramid.gov
- www.epicurious.com
- www.allrecipes.com
- www.cooks.com
- www.foodnetwork.com

Hardware:

- LCD Projector
- DVD Player
- Printer
- Computers

Text:

Introduction to Culinary Arts (Culinary Institute of America), Cook Books, Printed Materials.

Videos:

Various DVDs and web videos related to course content

Pacing Chart and Units of Study:

FIRST QUARTER

<p>Unit 1 Safety and Sanitation</p>	<p>Food borne illnesses Causes/symptoms of foodborne illnesses Proper food handling practices Safety and Sanitation</p>
<p>Unit 2 Food Prep Equipment and Methods</p>	<p>Kitchen appliances Uses/care of cookware, bakeware and cooking tools Moist-heat cooking, dry-heat cooking and frying Microwave cooking</p>

SECOND QUARTER

<p>Unit 3 Recipe Skills/Measuring</p>	<p>Read and interpret a recipe Measuring tools Proper procedures for measuring various types of ingredients Correct measurements, equivalents and abbreviations in the foods lab Increase or decrease recipe yield</p>
<p>Unit 4 Baking (Cakes, Cookies, Pastry, Quick Breads, Yeast Breads)</p>	<p>Basic ingredients used in baking and functions of each Quick vs. yeast breads. Explain and practice methods of preparation of six cookie types Identify different kinds of cakes and frostings and explain and practice correct methods for preparing each Describe various kinds of pastry and fillings, and explain and practice correct preparation techniques. Identify and describe characteristics of properly prepared baked products.</p>

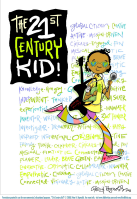
THIRD QUARTER

<p>Unit 5 Nutrition</p>	<p>Six major nutrients: <i>Carbohydrates, Fats, Proteins, Vitamins, Minerals, Water</i></p> <p>Sources/ functions of the six nutrients</p> <p>Identify and describe social, lifestyle, age, cultural, availability, technology, and personal influences on food choices.</p> <p>List and describe the six sections of the Food Pyramid and give examples of foods and suggested amounts in each.</p> <p>Describe the importance of Nutrition and wellness</p>
<p>Unit 6 Protein and Dairy</p>	<p>Different kinds, cuts and forms of meat, poultry, fish and shellfish and their nutrients</p> <p>Four basic types of meat, cuts and tenderness.</p> <p>Guidelines for buying and storing meat, poultry, fish and shellfish</p> <p>Cooking methods for different meats, poultry, fish and shellfish.</p> <p>Appropriate preparation tasks and cooking methods for meats, poultry, fish and shellfish.</p> <p>Nutrients in and guidelines for buying and preparing legumes, nuts, seeds and grains.</p>

FOURTH QUARTER

<p>Unit 7 Vegetable and Fruits</p>	<p>Plant parts that are eaten as fruits and vegetables</p> <p>Characteristics of fruits and vegetables</p> <p>Nutrients found in fruits and vegetables</p> <p>Guidelines for buying and storing fresh produce</p> <p>How cooking affects fruits and vegetables</p> <p>Prepare and cook various fruits and vegetable</p>
<p>Unit 8 Convenience Foods</p>	<p>Identify different types of convenience foods and their uses</p> <p>Discuss the pros and cons of using convenience foods</p> <p>Plan and prepare healthful meals using convenience foods</p>

ENGINEERING IN THE 21ST CENTURY



Course Title: Engineering in the 21st Century

Content: Technology Education, Educational Technology, 21st Century Skills

Adapted in 2013: For introduction to Naviance through Chrome technology

Mission:

In the context of Engineering Technology, students will learn to communicate, connect and collaborate in a dynamic global society.

Course Description or Content Overview:

Throughout the year students will engage themselves in all different types of projects, and coursework. The class will be focused around project based learning experiences where students will work both independently and collaboratively. The class is designed to give students authentic learning opportunities that simulate the working condition of professional engineers. Students will be presented a problem, design and build solutions, test their prototypes and then make design modifications when necessary. The final products will be presented and disseminated for peer review.

Students will also learn skills that will enable them to learn on their own, think critically and apply knowledge to new situations. Career Preparation will be stressed by exposure to various post secondary options within the [16 Career Clusters](#), tools to assess interests and skills, and interactions with professionals from the field. A variety of media tools will be taught, with a focus on the ethical, safe and legal behaviors that should be followed. Character education will be weaved through the content as an underlying theme. As students work through problem-based activities, a focus will be placed on soft skills such as accountability and collaboration. These skills will foster lifelong learners who are productive citizens and workers in a global community.

Standards

[New Jersey Core Curriculum Content Standards \(NJCCCS\)](#)

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

- **STANDARD 8.2 Technology Education:** All students will develop an understanding of the nature and impact of technology.
- **STANDARD 9.1 21st Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **STANDARD 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Common Core State Standards Initiative (CCSSI)

- **English Language Arts Standards** » Writing » Grade 9-10
- **English Language Arts Standards** » Speaking & Listening » Grade 9-10
- **English Language Arts Standards** » Language » Grade 9-10
- **Mathematics** » High School: Number & Quantity » Quantities

Enduring Understandings:

- In the 21st Century, it is imperative to acquire the skills needed to stay current in the global landscape in order to protect and sustain democracy in a world that does not share the same cultural beliefs.
- Success in the 21st Century is dependent on the ability to utilize digital tools and new technologies for collecting, organizing and managing data in order to stay competitive in an ever changing global business environment.
- The global economy and access to digital tools have created an environment in the 21st Century that is dependent on problem solving through collaboration to reflect diverse opinions in order to stay competitive in a connected world.
- Students must begin to explore their talents and interests during their primary years and continue throughout their lives. In order to effectively explore and prepare for a career in a world that is consistently evolving, students must understand that lifelong learning and skill building is imperative to sustain employment in the 21st Century.
- Technology products and systems impact every aspect of the world in which we live and can be employed to expedite workflow in a variety of capacities.
- The concepts, processes, guiding principles, and standards of school mathematics and science can be used to solve problems of the individual, our global society, and the environment.
- Fundamental principles of algebra, geometry, and trigonometry can be used to identify relationships, characteristics, and properties in the design world; these principles can be used to understand problems and develop products and systems to solve them.

Essential Questions:

- Why are problem solving and critical thinking skills necessary to be successful in the 21st Century?
- Why is understanding other cultures so imperative when working collaboratively in a global economy?
- Why is gathering and learning how to evaluate data from multiple sources so important in the 21st Century?
- How does collaboration enable groups to achieve common goals more efficiently?
- Why are collaboration and the opportunity to compete necessary in order to develop leadership skills?
- How do we learn to effectively communicate with people from different cultural backgrounds in order to understand their cultural perspective?
- How will career plans be affected and altered in response to changes in society and the economy?
- Why are digital tools and their effective use so vital for success in the 21st Century?
- How do we as citizens in the 21st-century navigate through the ethical and unethical uses of communication and media?
- Why is it important to understand the usage of fluid mechanics and mechanical advantage?
- Why should mechanical advantage be an important part of any designed product?
- Why is it important to learn to reuse used containers for things other than recreating new containers?
- Why should we look at different uses for old products instead of stacking up dump sites?
- How can students work to become responsible users of energy?
- In what way can students incorporate recyclable trash into future building materials?
- How can students learn to safely use small power and hand tools?
- How can students learn to work with and through the design loop problem solving process?

Knowledge and Skills

Knowledge: Students will know...

- There are a variety of technologies and tools available to create, access, and share information.
- Online learning communities are a viable source for knowledge sharing.
- There are safety, societal, ethical, and legal concerns regarding the use of technology.
- Critical thinking, collaboration and problem solving skills are necessary to function both as a global citizen and worker in the 21st Century.
- Teamwork and leadership enable groups to achieve common goals with greater efficiency.

- Understanding other cultures' perspectives will facilitate communication with people from different backgrounds.
- Digital media can be used for both local and global communication; there are ethical and unethical uses of these 21st Century tools.
- The 21st Century workplace will demand greater individual collaboration, productivity and collaboration from its workers.
- Career preparation is a process that requires purposeful planning based on research, self-knowledge, and informed choices.
- Workers are entitled to a safe and healthy work environment by state and federal laws and regulations that regulate employment practices and workplace safety.
- Employers and employees are responsible to act professionally, legally, and ethically in the workplace and global marketplace.
- Technology products and systems impact every aspect of the world in which we live.
- The design process is a systematic approach to solving problems.
- Knowledge and understanding of human, cultural, and societal values are fundamental when designing technology systems and products in the global society.
- Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.
- Digital tools facilitate local and global communication and collaboration in designing products and systems.
- Technological products and systems are created through the application and appropriate use of technological resources.
- The designed world is the product of a design process that provides the means to convert resources into products and systems.

Skills: Students will be able to...

- Select and utilize information from a variety of digital resources and databases
- Select appropriate digital tools to assemble, evaluate, and utilize information
- Appropriately use a variety of digital technology and communication tools
- Use information and resources to accomplish real-world tasks
- Construct spreadsheets and utilize functions to interpret results
- Use multiple resources to create and manage documents (MS Office, Google Docs, Open Office)
- Participate in online learning environments
- Create a personalized digital portfolio using tools such as Naviance
- Create and launch a digital learning game
- Adhere to Fair Use and Multimedia Copyright Guidelines and cite sources of copyrighted materials in all work
- Practice safe, legal and ethical behaviors around technology and the internet
- Share knowledge and participate ethically and productively in group settings
- Communicate and collaborate with others both locally and globally

- Evaluate the impact that digital media has on international business and globalization
- Demonstrate leadership skills when participating in classroom settings and online learning communities
- Explore post-secondary options and investigate areas of interest for future career pursuits
- Develop transferrable work and life skills that will make them valuable workers and citizens
- Justify employee and employer rights and responsibilities in the workplace
- Assess and predict both current and future employment trends across various industries
- Demonstrate the ability to select, apply, and convert systems of measurement to solve problems.
- Identify response techniques to create a disaster and/or emergency response plan.
- Apply appropriate safety practices in environments in this cluster to ensure a safe workplace.
- Demonstrate the ability to use Newton's laws of motion to analyze static and dynamic systems with and without the presence of external forces.
- Explain relevant physical properties of materials used in engineering and technology.
- Explain relationships among specific scientific theories, principles, and laws that apply to technology and engineering.
- Use mathematics, science, and technology concepts and processes to solve problems in projects involving design and/or production (e.g., medical, agricultural, biotechnological, energy and power, information and communication, transportation, manufacturing, and construction).
- Select and use a range of communications technologies, including word processing, spreadsheet, database, presentation, email, and Internet applications, to locate and display information.
- Employ concepts and processes for the application of technology to engineering.
- Model technical competence by developing processes and concepts for using different technologies.
- Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
- Demonstrate understanding of processes and concepts that are key to understanding the design process.
- Model technical competence by developing and applying processes and concepts in the design process.
- Use the design loop as a problem solving process.
- Document the design loop on paper and in presentation.
- Safely and efficiently use small power and hand tools.
- Know the term Mechanical Advantage and how it works to assist in completing tasks.
- Reuse recyclable materials for household uses.

- Gain or lose mechanical advantage when designing.
- Work collaboratively and cooperatively with predetermined groups throughout the year to complete the given project tasks.
- Create efficient wind power generation systems.
- Use household recyclable trash and incorporate it into household insulation as well as an addition to building materials.
- Demonstrate safe practices when using small power and hand tools.
- Determine out the r-value of an object given its heat loss over time.

Terminology: Educational Technology & 21st Century Skills

Accountability
 Career Plan
 Career Clusters
 Censorship
 Character Education
 Collaboration
 Copyright
 Creative Commons Guidelines
 Creativity
 Cyber Bullying
 Cyber Crimes
 Cyber Ethics
 Cyber Security
 Digital Learning Game
 Digital Portfolio
 Digital Media
 Digital Media Campaign
 Diversity in the Workplace
 Globalization
 Goal Setting
 Electronic Authoring Tools
 Employee Rights
 Employer Responsibilities
 Employment Trends
 Entrepreneurship
 Ethics
 Free Enterprise
 Hacking
 Information Age
 Interpersonal Communication
 Initiative
 Innovation

Integrity
Intellectual Property Rights
Interview Techniques
Job Entrance Criteria
Job Performance
Job Retention
Job Advancement
Leadership
Media-fluency
Multinational Workplace
Multimedia presentation
Online Behavior
Online Discussion
Online Learning Community
Personalized Digital Portfolio
Post-Secondary Options
Productivity
Resumes
Service Economy
Social Networks
Stakeholders
Specialized Database
Teamwork
Transferable Skills
Virtual Environments
Web-based Publication
Workplace Safety

Terminology: Engineering

Abrasive Paper
Alternate Solutions
Back Saw
Belt Sander
Boyle's Law
Charles Law
Chosen Solution
Compression
Chuck Key
Chuck
Cross Section
Conduction
Convection
Design Loop
Destructive testing

Documentation
Diagonal Cutting Pliers
Disc Sander
Draft
Drag
Drill Clutch
Forces of stress and strain
Form
Forstener Bit
Framing Hammer
Framing Square
Generator
Hack Saw
HDPE Plastic
Hole Saw
Investigation and Research
Lineman Pliers
Master Syringe
Miter Saw
Needlenose Pliers
Non-Destructive Testing
Orbital Sander
Pascal's Principle
PETE Plastic
Prototype
Pitch Angle Quill Lock
R-Value
Radiation
Redesign
Safety Key
Safety Margins
Screwdrivers
Shear
Skip Tooth Blade
Slave Syringe
Slip Joint Pliers
Spade Bit
Stress
Strain
Table Saw
Tension
Testing and Evaluation
Tin Snips
Torsion

Tolerance
Turbine
Twist Bit
Upper Guide Post
Wind Vane

Assessments:

Participation is graded weekly
Tests or quizzes are given at each units end
All projects are graded using individual rubric assessment
Summative (midterm and final exams)

21st Century Connections:

8.1 Technology (Education Technology)
8.2 Technology (Engineering and Design)
9.1 The 21st-Century Life & Career Skills
9.3 Career Awareness, Exploration, Preparation

Character Education (Core Values):

South Brunswick High School's core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the year. In addition, the [Institute for Excellence and Ethics](#)' program, Power2Learn will be incorporated. Units focusing on character development, setting goals and attitude will provide engaging and authentic opportunities for students to develop and exhibit character strength. The program builds both the moral and performance character that all students need for success in school, work and life.

Power2Learn

Unit 1: Strategies for maximizing the power of character to achieve desired goals.
Unit 3: Strategies for working harder and smarter.

Cross Curricular / Interdisciplinary:

Language Arts (Reading, Writing, Listening, and Speaking)
Mathematics
Social Studies

Course Resources:

Technologies: Computers in class, printers, projector
Text: Technology: Engineering and Design
Other: Shop tools

Units of Study

Basic Shop Safety
Design Loop (understanding and usage)

21st Century Skills
Character Education
Hydraulics and Pneumatics
Ways to reduce energy loss and responsible usage
Efficient methods for clean energy generation
Understanding the strengths and weaknesses of concrete

Pacing Chart (Scope & Sequence)

Quarter 1-

Shop and tool safety
Documentation and design loop
Basic computer skills
Career project
Character Education

Quarter 2-

Hydraulic/ Pneumatic Unit
Character Education

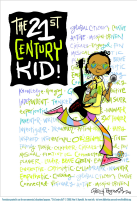
Quarter 3-

Composite Beam Project
Character Education
Insulation Project

Quarter 4-

Wind Power Generator Project
Character Education
Solar Cooker Project

FASHION AND TEXTILES IN THE 21ST CENTURY



Course Title: Fashion and Textiles in the 21st Century

Content: Fashion and Textiles

Adapted in 2013: For introduction to Naviance through Chrome technology

Mission:

In the context of Fashion and Textiles, students will learn to communicate, use critical and creative thinking skills, connect and collaborate in a dynamic global society.

Course Description or Content Overview:

Fashion and Textiles for the 21st Century will have a primary focus on the career paths in the apparel industry. Simultaneously, students will learn skills that will enable them to learn on their own, think critically and apply knowledge to new situations. Career Preparation will be stressed through exposure to various post secondary options within the Manufacturing Career Cluster, tools to assess interests and skills, and interactions with professionals from the field. A variety of media tools will be taught, with a focus on the ethical, safe and legal behaviors that should be followed. Character education will be weaved through the content as an underlying theme. As students work through problem-based activities, a focus will be placed on soft skills such as accountability and collaboration. These skills will foster life-long learners who are productive citizens and workers in a global community.

Standards:

[New Jersey Core Curriculum Content Standards \(NJCCCS\)](#)

- **STANDARD 6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- **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.
- **STANDARD 9.1 21st Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **STANDARD 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career

awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Common Core State Standards Initiative (CCSSI)

- **English Language Arts Standards** » Writing » Grade 9-10
- **English Language Arts Standards** » Speaking & Listening » Grade 9-10
- **English Language Arts Standards** » Language » Grade 9-10
- **Mathematics** » High School: Number & Quantity » Quantities

Enduring Understandings:

- In the 21st Century, it is imperative to acquire the skills needed to stay current in the global landscape in order to protect and sustain democracy in a world that does not share the same cultural beliefs.
- Success in the 21st Century is dependent on the ability to utilize digital tools and new technologies for collecting, organizing and managing data in order to stay competitive in an ever changing global business environment.
- The global economy and access to digital tools have created an environment in the 21st-century that is dependent on problem solving through collaboration to reflect diverse opinions in order to stay competitive in a connected world.
- Students must begin to explore their talents and interests during their primary years and continue throughout their lives. In order to effectively explore and prepare for a career in a world that is consistently evolving, students must understand that lifelong learning and skill building is imperative to sustain employment in the 21st Century.
- Understanding fashion development is essential to being perceptive of the present fashion industry. Having a grasp of the past will enable students to appreciate the inner workings of the current industry, and foresee where the future is heading.
- The fashion industry is comprised of many career paths, all of which the students should fully grasp and understand before choosing their future career: marketing, merchandising, manufacturing, buying, design, retail, textiles.
- Research is crucial for success, and different techniques will be explored.

Essential Questions:

- Why are problem solving and critical thinking skills necessary to be successful in the 21st Century?
- Why is understanding other cultures so imperative when working collaboratively in a global economy?
- Why is gathering and learning how to evaluate data from multiple sources so important in the 21st Century?
- How does collaboration enable groups to achieve common goals more efficiently?
- Why are collaboration and the opportunity to compete necessary in order to develop leadership skills?
- How do we learn to effectively communicate with people from different cultural backgrounds in order to understand their cultural perspective?

- How will career plans be affected and altered in response to changes in society and the economy?
- Why are digital tools and their effective use so vital for success in the 21st Century?
- How do we as citizens in the 21st Century navigate through the ethical and unethical uses of communication and media?
- What careers are available in the fashion industry?
- Why is fashion history essential in the success of fashion today?
- How are sewing and mathematics related?
- How does fashion impact the world and how does the world impact fashion?
- How are ethics prevalent in decisions made in the fashion industry?
- What global concerns are there in the fashion industry?
- How has technology changed the fashion industry?
- How is a garment constructed?
- How does research play an essential role in the world of fashion?

Knowledge and Skills

Knowledge: Students will know...

- There are a variety of technologies and tools available to create, access, and share information.
- Online learning communities are a viable source for knowledge sharing.
- There are safety, societal, ethical, and legal concerns regarding the use of technology.
- Critical thinking, collaboration and problem solving skills are necessary to function both as a global citizen and worker in the 21st Century.
- Teamwork and leadership enable groups to achieve common goals with greater efficiency.
- Understanding other cultures' perspectives will facilitate communication with people from different backgrounds.
- Digital media can be used for both local and global communication; there are ethical and unethical uses of these 21st Century tools.
- The 21st Century workplace will demand greater individual collaboration, productivity and collaboration from its workers.
- Career preparation is a process that requires purposeful planning based on research, self-knowledge, and informed choices.
- Workers are entitled to a safe and healthy work environment by state and federal laws and regulations that regulate employment practices and workplace safety.
- Employers and employees are responsible to act professionally, legally, and ethically in the workplace and global marketplace.
- Historical dates and figures in the timeline of fashion as relevant today
- Textile terms, functions and significance
- How to use the fashion technologies
- Design elements essential to successful fashion

Skills: Students will be able to...

- Select and utilize information from a variety of digital resources and databases
- Select appropriate digital tools to assemble, evaluate, and utilize information
- Appropriately use a variety of digital technology and communication tools
- Use information and resources to accomplish real-world tasks
- Construct spreadsheets and utilize functions to interpret results
- Use multiple resources to create and manage documents (MS Office, Google Docs, Open Office)
- Participate in online learning environments
- Create a personalized digital portfolio using tools such as Naviance
- Create and launch a digital learning game
- Adhere to Fair Use and Multimedia Copyright Guidelines and cite sources of copyrighted materials in all work
- Practice safe, legal and ethical behaviors around technology and the internet
- Share knowledge and participate ethically and productively in group settings
- Communicate and collaborate with others both locally and globally
- Evaluate the impact that digital media has on international business and globalization
- Demonstrate leadership skills when participating in classroom settings and online learning communities
- Explore post-secondary options and investigate areas of interest for future career pursuits
- Develop transferrable work and life skills that will make them valuable workers and citizens
- Justify employee and employer rights and responsibilities in the workplace
- Assess and predict both current and future employment trends across various industries
- Develop basic construction skills necessary for understanding garment development and manufacturing processes
- Determine textile properties and determine uses
- Work collaboratively in a group to enhance teamwork skills
- Produce a sellable presentation, while utilizing skills necessary in the career world.

Terminology: Educational Technology & 21st Century Skills

Accountability
Career Plan
Career Clusters
Censorship
Character Education
Collaboration
Copyright
Creative Commons Guidelines

Creativity
Cyber Bullying
Cyber Crimes
Cyber Ethics
Cyber Security
Digital Learning Game
Digital Portfolio
Digital Media
Digital Media Campaign
Diversity in the Workplace
Globalization
Goal Setting
Electronic Authoring Tools
Employee Rights
Employer Responsibilities
Employment Trends
Entrepreneurship
Ethics
Free Enterprise
Hacking
Information Age
Interpersonal Communication
Initiative
Innovation
Integrity
Intellectual Property Rights
Interview Techniques
Job Entrance Criteria
Job Performance
Job Retention
Job Advancement
Leadership
Media-fluency
Multinational Workplace
Multimedia presentation
Online Behavior
Online Discussion
Online Learning Community
Personalized Digital Portfolio
Post-Secondary Options
Productivity
Resumes
Service Economy
Social Networks

Stakeholders
Specialized Database
Teamwork
Transferable Skills
Virtual Environments
Web-based Publication
Workplace Safety

Terminology: Fashion

- Fabric terms: grain, bias, selvage, warp, weft
- Fabric types: woven, knit, nonwoven
- Notions: zipper, hooks 'n' eyes, two-hole button, four-hole button, shank button, lace, rick rack, twill tape, etc.
- Tools and Equipment: sewing machine, serger, embroidery machine, sewing gauge, iron, pinking shears, fabric shears, bobbin, etc.
- Careers: marketing, merchandising, manufacturing, buying, design, retail, textiles, forecasting.

Assessments

Projects
Cooperative Learning
Discussion Groups
Peer Critiques
Self Reflections
Pre and Posttests
Presentations
Practice Assignments
Participation
Class Work/Homework
Tests/Quizzes
Formative (interim)
Summative (final)

***Rubrics are available upon request for each type of assessment.**

21st Century Connections:

8.1 Technology (Education Technology)
9.1 The 21st-Century Life & Career Skills
9.3 Career Awareness, Exploration, Preparation

Character Education (Core Values):

South Brunswick High School's core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the year. In addition, the [Institute for Excellence and Ethics](#)' program, Power2Learn will be incorporated. Units focusing on character development, setting goals and attitude will provide engaging and authentic opportunities for students to develop and exhibit character strength. The program builds

both the moral and performance character that all students need for success in school, work and life.

Power2Learn

Unit 1: Strategies for maximizing the power of character to achieve desired goals.

Unit 3: Strategies for working harder and smarter.

Cross Curricular / Interdisciplinary:

Language Arts (Reading, Writing, Listening, and Speaking)

Mathematics

Social Studies

Course Resources:

Technologies:

- Brother PE-Design (embroidery software)
- Understanding Fabrics (VHS)
- Clothing Fibers (VHS)

Text:

- *Fashion: From Concept to Consumer* by Gini Stephens Frings (Pearson)
- Threads Magazine
- Simplicity, McCalls, Butterick, and Vogue pattern books
- Other craft, sewing and fashion books

Other:

- Class website – <http://sbhsfashion.ning.com>
- Fabric
- Notions (thread, buttons, zippers, etc.)
- Trims
- Sewing Machines

Pacing Chart and Units of Study

YEARLONG TOPICS

- Do-now Activities
- Character Education - maximizing power of goals and strategies for working harder and smarter
- Website updates – posting activities/entries
- Construction

FIRST QUARTER

Introduction	Rules, housekeeping expectations, classroom pride, student profile forms, safety, website
---------------------	---

Fashion Development- Past to Present	Introduction to activity; Past essential for understanding why fashion is where it is today Why is fashion history essential in the success of fashion today? How are future trends in fashion impacted by history? Designer Biographies
Fashion Careers	Introduction to fashion careers Overview of each Research and development

SECOND QUARTER

Character Education Integration Segment 1	Strategies for maximizing the power of character to achieve desired goals Goal writing as related to fashion Integrate into next unit – segment assignment by goals written and achieved
Consumer Impact and Demand	Fashion and the consumer Target markets and roles in introduction to fashion careers How are ethics prevalent in decisions made in the fashion industry? Group project – design for target market

THIRD QUARTER

Character Education Integration Segment 2	Strategies for working harder and smarter Midyear personal assessments of working habits Discussion and evaluation on ways to improve working habits Integrate into next unit – make changes in working habits and evaluate
Cycles	Recycling of fashion trends Fashion forecasting Making an idea sell Presentations
Global	Global concerns in the fashion industry Cultural awareness through fashion Service project/ product that touches upon global concern World market of fashion Understanding a global economy

FOURTH QUARTER

Final Project	Incorporate year's lessons into collaborative assignment for the class Final Exam
----------------------	--

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS

- 60% Project Performance encompassing the quality and completeness of assigned activities as outlined by individual assessment scales.
- 25% Tests and Quizzes including unit pre- and posttests, text assignments, and portfolio submissions.
- 15% Participation as outlined by worksheet completions and classroom participation.

MINIMUM PROFICIENCY

- Attendance in accordance to SBHS agenda guidelines
- A minimum grade of “D” proficiency.

JOURNALISM IN THE 21ST CENTURY



Course Title: Journalism in the 21st Century

Content: Journalism, 21st Century Skills

Adapted in 2013: For introduction to Naviance through Chrome technology

Mission:

In the context of Internet and Newspaper Journalism, students will learn to communicate, connect and collaborate in a dynamic global society.

Course Description or Content Overview:

Internet and Newspaper Journalism for the 21st Century course is a year-long elective course. Enrolled students will write, layout, and produce the school's award-winning newspaper, *The Viking Vibe* (in both online and hard-copy format) using the latest desktop-publishing software, including *Adobe InDesign CS* and *Photoshop Elements*. Students will write various types of newspaper stories: news, feature, sports, entertainment and opinion. In addition, most students' work is published in the newspaper (either through paper copies or online) throughout the year. Students will gain experience in all phases of newspaper publication and online posting: proofreading, writing, creating headlines and designing layout. The skills learned in this course will benefit students in college and future careers, even those outside of journalism. Students will develop interpersonal skills, interviewing techniques, and proficiency in the journalistic style of writing.

Students will learn skills that will enable them to learn on their own, think critically and apply knowledge to new situations. Career Preparation will be stressed by exposure to various post secondary options within the 16 Career Clusters, tools to assess interests and skills, and interactions with professionals from the field. A variety of media tools will be taught, with a focus on the ethical, safe and legal behaviors that should be followed. Character education will be woven through the content as an underlying theme. As students work through problem-based activities, a focus will be placed on soft skills such as accountability and collaboration. These skills will foster lifelong learners who are productive citizens and workers in a global community.

Standards:**[New Jersey Core Curriculum Content Standards \(NJCCCS\)](#)**

- **STANDARD 6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- **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.
- **STANDARD 9.1 21st Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **STANDARD 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career

awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Common Core State Standards Initiative (CCSSI)

- **English Language Arts Standards** » Writing » Grade 9-10
- **English Language Arts Standards** » Speaking & Listening » Grade 9-10
- **English Language Arts Standards** » Language » Grade 9-10
- **Mathematics** » High School: Number & Quantity » Quantities

Enduring Understandings:

- In the 21st Century, it is imperative to acquire the skills needed to stay current in the global landscape in order to protect and sustain democracy in a world that does not share the same cultural beliefs.
- Success in the 21st Century is dependent on the ability to utilize digital tools and new technologies for collecting, organizing and managing data in order to stay competitive in an ever changing global business environment.
- The global economy and access to digital tools have created an environment in the 21st Century that is dependent on problem solving through collaboration to reflect diverse opinions in order to stay competitive in a connected world.
- Students must begin to explore their talents and interests during their primary years and continue throughout their lives. In order to effectively explore and prepare for a career in a world that is consistently evolving, students must understand that lifelong learning and skill building is imperative to sustain employment in the 21st Century.
- The newspaper (including online) and freedom of the press are essential for democracy.
- The “power of the press” is a force which may be used for good or bad.
- Today’s newspapers may also be considered “art” in their own sphere.
- The future of print newspapers is irrevocably intertwined with technology.
- The rise of online journalism presents different advantages and challenges to writers, publishers and readers.

Essential Questions:

- Why are problem solving and critical thinking skills necessary to be successful in the 21st Century?
- Why is understanding other cultures so imperative when working collaboratively in a global economy?
- Why is gathering and learning how to evaluate data from multiple sources so important in the 21st Century?
- How does collaboration enable groups to achieve common goals more efficiently?

- Why are collaboration and the opportunity to compete necessary in order to develop leadership skills?
- How do we learn to effectively communicate with people from different cultural backgrounds in order to understand their cultural perspective?
- How will career plans be affected and altered in response to changes in society and the economy?
- Why are digital tools and their effective use so vital for success in the 21st-century?
- How do we as citizens in the 21st-century navigate through the ethical and unethical uses of communication and media?
- How and why is freedom of the press essential to democracy?
- What is the “power of the press” and how should it be properly used?
- How may a newspaper also serve as “art”?
- What role does technology play in the publication process?
- What are the implications of online news publishing versus hard-copy publishing?

Knowledge and Skills

Knowledge: Students will know...

- There are a variety of technologies and tools available to create, access, and share information.
- Online learning communities are a viable source for knowledge sharing.
- There are safety, societal, ethical, and legal concerns regarding the use of technology.
- Critical thinking, collaboration and problem solving skills are necessary to function both as a global citizen and worker in the 21st Century.
- Teamwork and leadership enable groups to achieve common goals with greater efficiency.
- Understanding other cultures’ perspectives will facilitate communication with people from different backgrounds.
- Digital media can be used for both local and global communication; there are ethical and unethical uses of these 21st Century tools.
- The 21st Century workplace will demand greater individual collaboration, productivity and collaboration from its workers.
- Career preparation is a process that requires purposeful planning based on research, self-knowledge, and informed choices.
- Workers are entitled to a safe and healthy work environment by state and federal laws and regulations that regulate employment practices and workplace safety.
- Employers and employees are responsible to act professionally, legally, and ethically in the workplace and global marketplace.
- Journalism requires the use of the “top-down-pyramid” method writing.
- The media (specifically *print*) has various ways of impacting society.

- Understand that freedom of the press entails responsibility for fair, accurate, and balanced reporting by writing articles that reflect these values.
- It is important to research, evaluate and properly cite sources within an article.

Skills: Students will be able to...

- Select and utilize information from a variety of digital resources and databases
- Select appropriate digital tools to assemble, evaluate, and utilize information
- Appropriately use a variety of digital technology and communication tools
- Use information and resources to accomplish real-world tasks
- Construct spreadsheets and utilize functions to interpret results
- Use multiple resources to create and manage documents (MS Office, Google Docs, Open Office)
- Participate in online learning environments
- Create a personalized digital portfolio using tools such as Naviance
- Create and launch a digital learning game
- Adhere to Fair Use and Multimedia Copyright Guidelines and cite sources of copyrighted materials in all work
- Practice safe, legal and ethical behaviors around technology and the internet
- Share knowledge and participate ethically and productively in group settings
- Communicate and collaborate with others both locally and globally
- Evaluate the impact that digital media has on international business and globalization
- Demonstrate leadership skills when participating in classroom settings and online learning communities
- Explore post-secondary options and investigate areas of interest for future career pursuits
- Develop transferrable work and life skills that will make them valuable workers and citizens
- Justify employee and employer rights and responsibilities in the workplace
- Assess and predict both current and future employment trends across various industries
- Work individually or with one partner.
- Use the “top-down-pyramid” method of journalistic writing.
- Demonstrate a working knowledge of all of the following journalistic writing: news, features, sports, editorials, music/entertainment reviews through writing articles in the journalistic style worthy of publication in the *Viking Vibe*.
- Revise and edit their own articles for publication.
- Learn the basics about proper layout using *Adobe Indesign 2.0*.
- Engage in peer revision of articles using HSPA format and symbols.
- Take responsibility for fair, accurate, and balanced reporting by writing articles that reflect these values.
- Explore various positions of the *Vibe* staff.
- Read and analyze professionally produced publications including the *New York Times* and the *South Brunswick Post*.

- Prepare for and ask questions during interviews.
- Become proficient in using computer technology to produce and publish articles.
- Use email, thumbnail drives and/or other electronic media to submit articles for publication.
- Evaluate and cite Internet sites in their articles.

Terminology: Educational Technology & 21st Century Skills

- Accountability
- Career Plan
- Career Clusters
- Censorship
- Character Education
- Collaboration
- Copyright
- Creative Commons Guidelines
- Creativity
- Cyber Bullying
- Cyber Crimes
- Cyber Ethics
- Cyber Security
- Digital Learning Game
- Digital Portfolio
- Digital Media
- Digital Media Campaign
- Diversity in the Workplace
- Globalization
- Goal Setting
- Electronic Authoring Tools
- Employee Rights
- Employer Responsibilities
- Employment Trends
- Entrepreneurship
- Ethics
- Free Enterprise
- Hacking
- Information Age
- Interpersonal Communication
- Initiative
- Innovation
- Integrity
- Intellectual Property Rights
- Interview Techniques
- Job Entrance Criteria

- Job Performance
- Job Retention
- Job Advancement
- Leadership
- Media-fluency
- Multinational Workplace
- Multimedia presentation
- Online Behavior
- Online Discussion
- Online Learning Community
- Personalized Digital Portfolio
- Post-Secondary Options
- Productivity
- Resumes
- Service Economy
- Social Networks
- Stakeholders
- Specialized Database
- Teamwork
- Transferable Skills
- Virtual Environments
- Web-based Publication
- Workplace Safety

Terminology: Journalism

- Advertisement (or Ad) - Printed notice of something for sale paid for by the advertiser.
- Advertising manager - the person who oversees the sales representatives who sell space to advertisers, and ensures that ads are in the appropriate section
- Advertorial - an advertisement section in a magazine that looks like an article or a feature
- Advocacy - a style of journalism in which a reporter takes sides in controversial issues and develops a point of view OR a style of journalism which is opposite of mainstream journalism, in which reporters are expected to be objective
- Angle - particular emphasis of a media presentation, sometimes called a slant
- Art - Any photo, map graph or illustration
- Assignment - A story a reporter is given to cover.

- Associated Press Stylebook (or AP Stylebook)- The standard reference source for reporters and editors on word usage, libel, numbers, titles, capitalization and commonly used words and phrases.
- Attribution - credit given to who said what or the source of facts
- Background - information that is not intended for publication
- Banner - A headline stretching across the top of a page
- Beat - A reporter's regular assignment, for covering news like sports or music
- Bias - a position that is partial or slanted
- Bleed- An illustration filling one or more
- Conflict of interest - the conflict that is created when a writer allows personal interests (friendship, family, business connections, etc.) to influence the outcome of the story
- Copy - All material for publication, whether written stories or pictures
- Copy Editor- The person who corrects or edits copy written by a reporter and writes headlines
- Copy Editing - Correcting, improving and marking copy to be printed
- Credibility - believability of a writer or publication
- Cover - To gather information and get facts for a story
- Dateline - The line at the beginning of a story giving the place and date of the articles origination
- Deadline - A time at which all copy for an edition must be submitted
- Deck - a smaller headline which comes between the headline and the story
- Display ads - ads that include a visual image to advertise a product or service
- Dummy- A preliminary layout of a newspaper page, showing the placement of stories, headlines, pictures and advertisements
- Edition- The issue for one press run: home edition, state edition, final home edition, extra
- Editor- A person who directs the editorial policies; or a person who decides what news will go in the paper and where it will appear

- Editorial- An article expressing the opinion of the newspaper regarding a certain subject.
- Exclusive - A story printed by only one paper
- Face - The style of type
- Jump line - line of type at the bottom of a column which directs the reader to somewhere else in the paper where the story is completed, allowing more space for stories to begin on the front page
- Kicker - an ending that finishes a story with a climax, surprise, or punch line
- Kill - To eliminate all or part of a story
- Layout - (1) A sketch or drawing that indicates the arrangement of pictures and copy on a printed page. Used synonymously with "dummy." (2) A combination of stories, pictures, etc., about a single subject
- Layout editor - the person who begins the layout plan, considering things like placement and amount of space allotted to news and advertising copy, graphics, photos, and symbols
- Lead (pronounced "led")- The space between lines of type. This space is often altered so that stories form perfect boxes
- Lead (pronounced "lede")- (1) The first few sentences or the first paragraph of a story. (2) A tip that may lead to a story
- Libel - publishing in print (or other media) false information that identifies and defames an individual
- Managing editor - the person who coordinates all news departments by collecting all copy and ensuring that all instructions for printer or typist are clear and consistent OR the person who meets and consults with the staff to make a plan
- Masthead the "banner" across the front page which identifies the newspaper and the date of publication
- Media relations - a function of public relations that involves dealing with the communications media in seeking publicity for, or responding to media interest in, an organization

- Morgue - newsroom library
- Press Run - Total number of copies printed
- Proof- A page on which newly set copy is reproduced to make possible the correction of errors
- Proofreader - One who reads proof pages and marks errors for corrections
- Put to Bed - When the paper heads to press and newsroom has signed off all pages.
- Public affairs - various activities and communications that organizations undertake to monitor, evaluate, influence, and adjust to the attitudes, opinions, and behaviors of groups or individuals who constitute their publics
- Q and A- Copy in question and answer form, as in verbatim reports of court proceeding
- Quotes- (1) Quotation marks; (2) A quote is a portion of a story that consists of direct quotations
- Railroad - To rush copy through to the paper without careful editing
- Register - Correct placement of plates to ensure ink is properly aligned
- Reporters - the people who gather facts for the stories they are assigned to write
- Rough - A preliminary layout not in finished form
- Rules - lines used to separate one story from another on a newspaper page
- Screens - shaded areas of copy in a newspaper
- Scoop- A story obtained before other newspapers or other media receive the information
- Series - A group of related stories generally run on successive days or weeks
- Sidebar - A secondary news story that supports or amplifies a major story
- Thumbnail - A half-column picture.
- Transition - a rhetorical device used in writing to move the story smoothly from one set of ideas to the next by finding a way to connect the ideas logically
- Trend story - a feature story that focuses on the current fads, directions, tendencies, and inclinations of society

- Typographical Error (or Typo) - A mechanical error in typing a story.
- Web Press - Machine used to print the newspaper. Paper is woven through the press to facilitate printing
- Widow - A single word or short line of type at the end of a paragraph, particularly at the top or bottom of a column or page
- Wire services - services that provide news from around the world to publications that subscribe for a fee (e.g., Associated Press, Reuters, and United Press International)
- Yellow Journalism - Sensational journalism

Assessments

Unit Quizzes
 Proficiency Test
 Performance Assessment Article Writing
 Formative (interim)
 Summative (final)

21st Century Connections:

8.1 Technology (Education Technology)
 9.1 The 21st-Century Life & Career Skills
 9.3 Career Awareness, Exploration, Preparation

Character Education (Core Values):

South Brunswick High School's core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the year. In addition, the [Institute for Excellence and Ethics](#)' program, Power2Learn will be incorporated. Units focusing on character development, setting goals and attitude will provide engaging and authentic opportunities for students to develop and exhibit character strength. The program builds both the moral and performance character that all students need for success in school, work and life.

Power2Learn

Unit 4: Strategies for maximizing the power of character to achieve desired goals.
 Unit 6: Strategies for working harder and smarter.

Cross Curricular / Interdisciplinary:

Language Arts (Reading, Writing, Listening, and Speaking)
 Mathematics
 Social Studies

Course Resources:

Technologies: www.vikingvibe.com

Adobe Indesign software
Various email providers
Various word-processing programs
Various internet search engines

Text: *Journalism Today!*
The Newspaper Designer's Handbook – Tim Harrower
Associated Press Stylebook and Briefing on Media Law: With Internet Guide and Glossary

Other: www.asne.org
www.gsspa.org
www.jea.org

Films: *Shattered Glass*
All the President's Men
The Devil Wears Prada
Are We Scaring Ourselves to Death?

Pacing Chart - Units of Study

FIRST QUARTER

Unit 1 – Ethics and Responsibilities

1. History of American Journalism
2. Responsibilities of Journalists
3. Responsibilities of the Media
4. Character Ed Project 1

SECOND QUARTER

Unit 2 – Interviewing and Proper Attribution, News writing

5. Interview Skills
6. Handling Quotes and Quotations Fairly and Accurately
7. Writing News Articles
8. Character Ed Project 2

THIRD QUARTER

Unit 3 – Writing Feature and In-Depth Articles

9. In-Depth Reporting
10. Writing Feature Stories
11. News versus Feature Articles

12. Character Ed Project 3

FOURTH QUARTER

Unit 4 – Other Types of Journalistic Writing

- 13. Writing Sports Stories
- 14. Writing Editorials and the Editorial Page
- 15. Character Ed Project 4

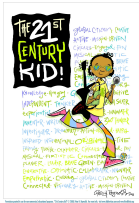
OPTIONAL (AS TIME PERMITS)

- 16. News Organizations and Sources
- 17. Photojournalism
- 18. Business and Advertising
- 19. Online vs, Hard-copy Publishing
- 20. Layout

SUPPLEMENTAL TOPICS

Besides all of the above, the instructor may alter the scope and sequence as instructionally appropriate. From time-to-time, additional supplemental material/topics may also be introduced in order to enhance the delivery of instructional.

KIDS IN THE 21ST CENTURY



Course Title: Kids in the 21st Century

Content: Family & Consumer Science, Educational Technology, 21st Century Skills

Adapted in 2013: For introduction to Naviance through Chrome technology

Mission:

The mission of the Family & Consumer Sciences department is to encourage students to use critical and creative thinking skills in order to become competent, caring, and confident individuals capable of managing their personal, family, and career lives. In the context of Family & Consumer Sciences, students will learn to communicate, connect and collaborate in a dynamic global society.

Course Description or Content Overview:

Kids! Kids! Kids! 21st Century introduces students to the teaching profession by combining regularly scheduled class sessions with a play school laboratory experience. Emphasis is placed on the acquisition of workplace skills and the development of ethical behaviors / core values related to teaching. Students will gain experience with the “Tools of the Mind” preschool curriculum, and they will begin the study of child development through textbook assignments and observations in the playschool lab. They will be responsible for observing and assessing two preschoolers and providing reports to parents. Also, current topics related to children and their healthy development will be researched and shared using available technology.

Students will learn skills that will enable them to learn on their own, think critically and apply knowledge to new situations. Career Preparation will be stressed by exposure to various post secondary options within the [16 Career Clusters](#), tools to assess interests and skills, and interactions with professionals from the field. A variety of media tools will be taught, with a focus on the ethical, safe and legal behaviors that should be followed. Character education will be weaved through the content as an underlying theme. As students work through problem-based activities, a focus will be placed on soft skills such as accountability and collaboration. These skills will foster lifelong learners who are productive citizens and workers in a global community.

Standards:

[New Jersey Core Curriculum Content Standards \(NJCCCS\)](#)

- **STANDARD 6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and

- promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- **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.
 - **STANDARD 9.1 21st Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
 - **STANDARD 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Common Core State Standards Initiative (CCSSI)

- **English Language Arts Standards** » Writing » Grade 9-10
- **English Language Arts Standards** » Speaking & Listening » Grade 9-10
- **English Language Arts Standards** » Language » Grade 9-10
- **Mathematics** » High School: Number & Quantity » Quantities

Enduring Understandings:

- In the 21st Century, it is imperative to acquire the skills needed to stay current in the global landscape in order to protect and sustain democracy in a world that does not share the same cultural beliefs.
- Success in the 21st Century is dependent on the ability to utilize digital tools and new technologies for collecting, organizing and managing data in order to stay competitive in an ever changing global business environment.
- The global economy and access to digital tools have created an environment in the 21st Century that is dependent on problem solving through collaboration to reflect diverse opinions in order to stay competitive in a connected world.
- Students must begin to explore their talents and interests during their primary years and continue throughout their lives. In order to effectively explore and prepare for a career in a world that is consistently evolving, students must understand that lifelong learning and skill building is imperative to sustain employment in the 21st Century.
- An effective teacher must be able to motivate, inspire, and influence students, while displaying the core values of honesty, respect, kindness, service, and responsibility.
- An effective curriculum should address physical and social / emotional development, as well as cognitive development because they are all equally important.
- Development is determined by heredity and environment, and it is the teacher's role to set up a rich, stimulating, and challenging environment which encourages development.

- All children are unique, but children of the same age group share certain characteristics which have implications for appropriate curriculum.
- Children develop at their own rate, and therefore, they require differentiated instruction.
- Development occurs in a predictable sequence, and “Tools of the Mind” curriculum uses that fact to find a child’s zone of proximal development.
- The most effective discipline teaches children self-control, or “self regulation.”

Essential Questions:

- Why are problem solving and critical thinking skills necessary to be successful in the 21st Century?
- Why is understanding other cultures so imperative when working collaboratively in a global economy?
- Why is gathering and learning how to evaluate data from multiple sources so important in the 21st Century?
- How does collaboration enable groups to achieve common goals more efficiently?
- Why are collaboration and the opportunity to compete necessary in order to develop leadership skills?
- How do we learn to effectively communicate with people from different cultural backgrounds in order to understand their cultural perspective?
- How will career plans be affected and altered in response to changes in society and the economy?
- Why are digital tools and their effective use so vital for success in the 21st Century?
- How do we as citizens in the 21st Century navigate through the ethical and unethical uses of communication and media?
- Should I become a teacher?
- What are the career opportunities in the field of education?
- What are the steps to becoming a teacher?
- What is a philosophy of teaching?
- What is child development?
- What influences child development?
- When does development stop?
- How would you separate child development into parts or areas of study?
- Could you separate your own development into parts or areas for the purpose of understanding your own development better?for the purpose of explaining your development to others?
- How would those areas sometimes interconnect?
- How does the “Tools of the Mind” curriculum address all areas of development?
- What is assessment?
- Is there such a thing as developing “normally?”
- How can “Tools” activities be used to assess children?
- What is the best way to discipline children?
- What is the relationship between discipline and safety?

- How does the “Tools” curriculum address discipline?
- How does an “open ended” question encourage language development?
- What activities are appropriate for preschoolers?

Knowledge and Skills

Knowledge: Students will know...

- There are a variety of technologies and tools available to create, access, and share information.
- Online learning communities are a viable source for knowledge sharing.
- There are safety, societal, ethical, and legal concerns regarding the use of technology.
- Critical thinking, collaboration and problem solving skills are necessary to function both as a global citizen and worker in the 21st Century.
- Teamwork and leadership enable groups to achieve common goals with greater efficiency.
- Understanding other cultures’ perspectives will facilitate communication with people from different backgrounds.
- Digital media can be used for both local and global communication; there are ethical and unethical uses of these 21st Century tools.
- The 21st Century workplace will demand greater individual collaboration, productivity and collaboration from its workers.
- Career preparation is a process that requires purposeful planning based on research, self-knowledge, and informed choices.
- Workers are entitled to a safe and healthy work environment by state and federal laws and regulations that regulate employment practices and workplace safety.
- Employers and employees are responsible to act professionally, legally, and ethically in the workplace and global marketplace.
- Qualities of an effective teacher
- Rewards and challenges of teaching
- The different employment opportunities available for teachers
- The steps to becoming a teacher
- The areas of development
- Developmentally appropriate activities for children and their impact on development
- The role of the teacher
- Guidelines for promoting children’s safety
- The signs of child abuse
- Various techniques for effective guidance

Skills: Students will be able to...

- Select and utilize information from a variety of digital resources and databases
- Select appropriate digital tools to assemble, evaluate, and utilize information
- Appropriately use a variety of digital technology and communication tools
- Use information and resources to accomplish real-world tasks

- Construct spreadsheets and utilize functions to interpret results
- Use multiple resources to create and manage documents (MS Office, Google Docs, Open Office)
- Participate in online learning environments
- Create a personalized digital portfolio using tools such as Naviance
- Create and launch a digital learning game
- Adhere to Fair Use and Multimedia Copyright Guidelines and cite sources of copyrighted materials in all work
- Practice safe, legal and ethical behaviors around technology and the internet
- Share knowledge and participate ethically and productively in group settings
- Communicate and collaborate with others both locally and globally
- Evaluate the impact that digital media has on international business and globalization
- Demonstrate leadership skills when participating in classroom settings and online learning communities
- Explore post-secondary options and investigate areas of interest for future career pursuits
- Develop transferrable work and life skills that will make them valuable workers and citizens
- Justify employee and employer rights and responsibilities in the workplace
- Assess and predict both current and future employment trends across various industries
- Give examples of how the qualities of effective teachers apply in actual classroom situations.
- Describe employment opportunities and trends in teaching.
- Summarize career opportunities for teachers outside schools.
- Identify the educational requirements for teachers at various levels.
- Analyze teacher salaries and benefits.
- Begin to develop a philosophy of teaching.
- Provide a safe environment for a preschool child.
- Speak appropriately with young children.
- Ask open ended questions.
- Plan appropriate activities for preschoolers based on developmental norms.
- Observe and listen to children in order to assess their thinking.
- Observe children in order to assess their physical development.
- Observe children in order to assess their social development.
- Be a good role model.

Terminology: Educational Technology & 21st Century Skills

Accountability
 Career Plan
 Career Clusters
 Censorship
 Character Education

Collaboration
Copyright
Creative Commons Guidelines
Creativity
Cyber Bullying
Cyber Crimes
Cyber Ethics
Cyber Security
Digital Learning Game
Digital Portfolio
Digital Media
Digital Media Campaign
Diversity in the Workplace
Globalization
Goal Setting
Electronic Authoring Tools
Employee Rights
Employer Responsibilities
Employment Trends
Entrepreneurship
Ethics
Free Enterprise
Hacking
Information Age
Interpersonal Communication
Initiative
Innovation
Integrity
Intellectual Property Rights
Interview Techniques
Job Entrance Criteria
Job Performance
Job Retention
Job Advancement
Leadership
Media-fluency
Multinational Workplace
Multimedia presentation
Online Behavior
Online Discussion
Online Learning Community
Personalized Digital Portfolio
Post-Secondary Options
Productivity

Resumes
Service Economy
Social Networks
Stakeholders
Specialized Database
Teamwork
Transferable Skills
Virtual Environments
Web-based Publication
Workplace Safety

Terminology: Teaching

Teaching Profession

- Curriculum
- Nonsectarian
- Paraprofessional
- Self-contained classrooms
- Abstract thinking
- Concrete thinking
- Collaborative learning
- Postsecondary education
- Technical schools
- Corporate trainers
- Job shadowing
- Service-learning
- Proficiency test
- Student teaching
- Cooperating teacher
- Certified teacher
- Teaching license
- Reciprocal agreement
- Personal portfolio
- Artifacts
- Philosophy of teaching
- Articulate
- Career goal

Early Childhood

- infant
- toddler
- preschooler

Assessment

- developmental norms

- anecdotal record
- checklist
- participation chart
- rating scale
- portfolio

Development

- Physical development
- Gross motor development
- Fine motor development
- Cognitive development
- Social-emotional development
- motor sequence
- object permanence
- deferred imitation
- telegraphic speech
- temperament
- attachment
- separation anxiety
- Language comprehension
- Expressive language
- Egocentrism
- Gender roles
- Self-concept
- Articulation
- Stuttering
- Role Counting

Assessments

Class participation

Participation in child development lab

Creating and executing activities in child development lab

Reports / Projects

Child Studies

Tests / Quizzes

Formative (interim)

Summative (final)

21st Century Connections:

8.1 Technology (Education Technology)

9.1 The 21st-Century Life & Career Skills

9.3 Career Awareness, Exploration, Preparation

Character Education (Core Values):

South Brunswick High School's core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the year. In addition, the [Institute for Excellence and Ethics](#)' program, Power2Learn will be incorporated. Units focusing on character development, setting goals and attitude will provide engaging and authentic opportunities for students to develop and exhibit character strength. The program builds both the moral and performance character that all students need for success in school, work and life.

Power2Learn

Unit 1: Strategies for maximizing the power of character to achieve desired goals.

Unit 3: Strategies for working harder and smarter.

Cross Curricular / Interdisciplinary:

Language Arts (Reading, Writing, Listening, and Speaking)

Mathematics

Social Studies

Course Resources:

Technologies:

(Internet Sites or specific software that will be used during the course):

Including, but not limited to:

Microsoft Office

Parenting.com

Unitedthroughreading.org

Pbs.org/wholechild

Theeducationcenter.com

Safekids.org

(DVD):

DVDs on the following topics:

Child Development (birth – age 5)

Child Care (birth – age 5)

Discipline

Nutrition

Preschool Curriculum

Safety

(Equipment, video cameras, tools,):

Classroom computers

Computer lab

Digital camera

Text: Working With Young Children – Judy Herr

Text: Teaching – Sharleen L. Kato

Other:

Magazines: Parent and Child – Scholastic, Mailbox Magazine

“Tools of the Mind” manuals

Extensive library of preschool curriculum books and child development books

Pacing Chart

YEARLONG TOPICS

Teaching as a career

Technology in the teaching profession

Ethics in the teaching profession

Areas of development

Developmental assessment

Safety in the classroom

Guidance in the classroom

Curriculum

UNITS OF STUDY:

Four main areas (see quarterly descriptions of each)

FIRST QUARTER

21st Century Skills / Career Awareness –

Students are introduced to teaching as a profession. They learn about the qualities of an effective teacher, employment opportunities for teachers, and the steps required to become a teacher

The following chapters in *Teaching* are studied extensively:

Chapter 1 – Teaching as a profession

Chapter 2 – Becoming a teacher

Power2Learn Unit 1

Child Development –

Students are introduced to the basic principles of child development from birth to the preschool years. They also learn about the importance of careful observation of children.

The following chapter in *Teaching* is studied extensively:

Chapter 3 – Understanding Human Development

Classroom Management –

Positive guidance techniques are discussed in the classroom, with an emphasis on safety and preventing child abuse.

The following chapter in *Teaching* will be studied extensively:

Chapter 15 – Classroom Management

The following chapters in *Working With Young Children* may be used as reference, in addition to outside readings from our extensive classroom library and / or the internet:

- Chapter 10 – Safety / Child Abuse
- Chapter 13 – Developing Guidance Skills
- Chapter 14 – Guidance Problems
- Chapter 15 – Establishing Classroom Rules

Curriculum –

Students are introduced to the preschool curriculum “Tools of the Mind.” Students will practice their oral reading skills with their peers, and will learn to use literature based activities in the classroom by planning and practicing “story labs.” Students will learn how to encourage preschoolers to write their names, draw pictures and dictate or write text via “play planning.” Students will learn how to use “Tools” materials to guide their teaching, and they will explore the preschool classroom and all of our materials. They will also explore our extensive classroom library of curriculum materials and the internet.

The following chapters in *Working With Young Children* may be used as reference, in addition to outside readings:

- Chapter 18 – Guiding Art, Block building, and Sensory Experiences
- Chapter 19 – Guiding Storytelling Experiences/ Literacy
- Chapter 21 – Guiding Manuscript Writing

SECOND QUARTER

Playschool Lab Experience Begins

21st Century Skills / Career Awareness –

Students continue their introduction to teaching as a profession. They learn about the qualities of an effective teacher by actual teaching in the preschool lab and by observing more experienced students and the teacher. They continue to learn about the teaching profession in general via their textbook and the internet.

The following chapters in *Teaching* are studied extensively:

- Chapter 6 - The Early History of Education in America
- Chapter 7 – The Modern History of Education in America

Power2Learn Unit 1 continues

Child Development –

Students learn about child development through ongoing observations of preschoolers in the lab. They collect data on two preschoolers and begin to write a report of their findings for the class and the parents.

Students will continue to study the following chapter in *Teaching*:

- Chapter 3 – Understanding Human Development

Classroom Management –

Positive guidance techniques are modeled in the classroom, with an emphasis on safety and preventing child abuse.

The following chapter in *Teaching* will be studied extensively:

Chapter 15 – Classroom Management

The following chapters in *Working With Young Children* may be used as reference, in addition to outside readings:

Chapter 10 – Safety / Child Abuse

Chapter 13 – Developing Guidance Skills

Chapter 14 – Guidance Problems

Chapter 15 – Establishing Classroom Rules

Curriculum –

Students are introduced to the preschool curriculum “Tools of the Mind.” Students will practice their oral reading skills with individual children and groups, and will learn to use literature-based activities in the classroom by planning and executing “story labs.” Students will encourage preschoolers to write their names, draw pictures and dictate or write text via “play planning.” Students will use “Tools” materials to guide their teaching. They will also use our extensive classroom library of teacher materials and the internet.

The following chapters in *Working With Young Children* may be used as reference, in addition to outside readings:

Chapter 18 – Guiding Art, Block building, and Sensory Experiences

Chapter 19 – Guiding Storytelling Experiences/ Literacy

Chapter 21 – Guiding Manuscript Writing

THIRD QUARTER**Preschool Lab Experience Continues****21st Century Skills / Career Awareness –**

Students continue their introduction to teaching as a profession. They learn about the qualities of an effective teacher by actual teaching in the preschool lab. They continue to learn about the teaching profession in general via their textbook and the internet.

The following chapter in *Teaching* is studied extensively:

Chapter 8 – Schools and Society

Power2Learn Unit 2

Child Development –

Students continue to learn about child development through ongoing observations of preschoolers in the lab. They complete data collection on two preschoolers and finalize their report to the class and to the parents via a letter to each family.

Students will continue to study the following chapter in *Teaching*:

Chapter 3 – Understanding Human Development

Classroom Management –

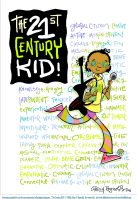
Same as Second Quarter
Curriculum – Same as Second Quarter

FOURTH QUARTER

Preschool Lab Experience is completed

<p>21st Century Skills / Career Awareness – Students reflect on their teaching experiences in the preschool classroom. They also learn more teaching in general.</p> <p>The following chapters in <i>Teaching</i> are explored: Chapter 10 – What makes an effective teacher Chapter 11 – Planning for Instruction Power2Learn Unit continues</p>
<p>Child Development – Students continue to learn the basic principles of child development, focusing on middle childhood to the teen years. They also review the importance of careful observation of children.</p> <p>The following chapters in <i>Teaching</i> are reviewed: Chapter 4 – Middle Childhood: Growth and Development Chapter 5 – The Teen Years: Growth and Development</p>
<p>Classroom Management – Students will reflect on safety and the use of positive guidance techniques in the preschool lab.</p> <p>The following chapter in <i>Teaching</i> will be reviewed: Chapter 15 – Classroom Management The following chapters in <i>Working With Young Children</i> will also be reviewed: Chapter 10 – Safety / Child Abuse Chapter 13 – Developing Guidance Skills Chapter 14 – Guidance Problems Chapter 15 – Establishing Classroom Rules</p>
<p>Curriculum – Students will reflect on the use of “Tools of the Mind” curriculum in the preschool classroom. Students will also learn about other teaching methods, and teaching methods used in other grades.</p> <p>The following chapters in <i>Teaching</i> are explored: Chapter 9 – Teaching Diverse Learners Chapter 12 – Instructional Methods Chapter 13 – Technology for Teaching and Learning Chapter 14 – The Role of Assessment</p>

MUSIC IN THE 21ST CENTURY



Course Title: Music in the 21st Century

Content: Music, Vocal/Choral, 21st Century Skills

Adapted in 2013: For introduction to Naviance through Chrome technology

Mission:

In the context of Music (Vocal/Choral), students will learn to communicate, use critical and creative thinking skills, connect and collaborate in a dynamic global society.

Course Description or Content Overview:

Music (Vocal/Choral) for the 21st Century will learn to communicate, connect and collaborate in a global society.

Simultaneously, students will learn skills that will enable them to learn on their own, think critically and apply knowledge to new situations. College and Career Preparation will be stressed through exposure to various post high school opportunities within the Arts, A/V Technology & Communications Career Cluster tools to assess interests and skills, and interactions with professionals from the field. A variety of media tools will be taught, with a focus on the ethical, safe and legal behaviors that should be followed. Character education will be weaved through the content as an underlying theme. As students work through problem-based activities, a focus will be placed on soft skills such as accountability and collaboration. These skills will foster lifelong learners who are productive citizens in a global community.

Standards:

[New Jersey Core Curriculum Content Standards \(NJCCCS\)](#)

- **STANDARD 6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- **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.
- **STANDARD 9.1 21st Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **STANDARD 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Common Core State Standards Initiative (CCSSI)

- **English Language Arts Standards** » Writing » Grade 9-10
- **English Language Arts Standards** » Speaking & Listening » Grade 9-10
- **English Language Arts Standards** » Language » Grade 9-10

Enduring Understandings:

- In the 21st Century, it is imperative to acquire the skills needed to stay current in the global landscape in order to protect and sustain democracy in a world that does not share the same cultural beliefs.
- Success in the 21st Century is dependent on the ability to utilize digital tools and new technologies for collecting, organizing and managing data in order to stay competitive in an ever changing global business environment.
- The global economy and access to digital tools have created an environment in the 21st Century that is dependent on problem solving through collaboration to reflect diverse opinions in order to stay competitive in a connected world.
- Students must begin to explore their talents and interests during their primary years and continue throughout their lives. In order to effectively explore and prepare for a career in a world that is consistently evolving, students must understand that lifelong learning and skill building is imperative to sustain employment in the 21st Century.
- Understanding musical concepts, style and cultural use are all important components in maximizing the use and effectiveness of music in the 21st Century.
- The music industry is comprised of many career paths, all of which the students should grasp and understand before choosing their future career: performance, sound engineering, music business, music direction, musical composition, musical arranging, publishing, education, etc.
- Music as a universal language is means cross-cultural communication.

Essential Questions:

- Why are problem solving and critical thinking skills necessary to be successful in the 21st Century?
- Why is understanding other cultures so imperative when working collaboratively in a global economy?
- Why is gathering and learning how to evaluate data from multiple sources so important in the 21st Century?
- How does collaboration enable groups to achieve common goals more efficiently?
- Why are collaboration and the opportunity to compete necessary in order to develop leadership skills?

- How do we learn to effectively communicate with people from different cultural backgrounds in order to understand their cultural perspective?
- How will career plans be affected and altered in response to changes in society and the economy?
- Why are digital tools and their effective use so vital for success in the 21st-century?
- How do we as citizens in the 21st Century navigate through the ethical and unethical uses of communication and media?
- What careers are available in the music industry?
- How does music impact the world and how does the world impact music?
- How are ethics prevalent in decisions made in the field of music?
- How has technology changed the music industry?

Knowledge and Skills

Knowledge: Students will know...

- There are a variety of technologies and tools available to create, access, and share information.
- Online learning communities are a viable source for knowledge sharing.
- There are safety, societal, ethical, and legal concerns regarding the use of technology.
- Critical thinking, collaboration and problem solving skills are necessary to function both as a global citizen and worker in the 21st Century.
- Teamwork and leadership enable groups to achieve common goals with greater efficiency.
- Understanding other cultures' perspectives will facilitate communication with people from different backgrounds.
- Digital media can be used for both local and global communication; there are ethical and unethical uses of these 21st Century tools.
- The 21st-century workplace will demand greater individual collaboration, productivity and collaboration from its workers.
- Career preparation is a process that requires purposeful planning based on research, self-knowledge, and informed choices.
- Workers are entitled to a safe and healthy work environment by state and federal laws and regulations that regulate employment practices and workplace safety.
- Employers and employees are responsible to act professionally, legally, and ethically in the workplace and global marketplace.
- Appropriate physical production of vocal music
- Musical terms, functions and significance

Skills: Students will be able to...

- Select and utilize information from a variety of digital resources and databases
- Select appropriate digital tools to assemble, evaluate, and utilize information
- Appropriately use a variety of digital technology and communication tools

- Use information and resources to accomplish real-world tasks
- Construct spreadsheets and utilize functions to interpret results
- Use multiple resources to create and manage documents (MS Office, Google Docs, Open Office)
- Participate in online learning environments
- Create a personalized digital portfolio using tools such as Naviance
- Create and launch a digital learning game
- Adhere to Fair Use and Multimedia Copyright Guidelines and cite sources of copyrighted materials in all work
- Practice safe, legal and ethical behaviors around technology and the internet
- Share knowledge and participate ethically and productively in group settings
- Communicate and collaborate with others both locally and globally
- Evaluate the impact that digital media has on international business and globalization
- Demonstrate leadership skills when participating in classroom settings and online learning communities
- Explore post-secondary options and investigate areas of interest for future career pursuits
- Develop transferrable work and life skills that will make them valuable workers and citizens
- Justify employee and employer rights and responsibilities in the workplace
- Assess and predict both current and future employment trends across various industries
- Develop musical skills
- Determine musical styles and determine uses
- Work collaboratively in a group to enhance teamwork skills
- Produce a musical presentation, while utilizing skills necessary in the career world.

Terminology: Educational Technology & 21st Century Skills

Accountability
 Career Plan
 Career Clusters
 Censorship
 Character Education
 Collaboration
 Copyright
 Creative Commons Guidelines
 Creativity
 Cyber Bullying
 Cyber Crimes
 Cyber Ethics
 Cyber Security
 Digital Learning Game

Digital Portfolio
Digital Media
Digital Media Campaign
Diversity in the Workplace
Globalization
Goal Setting
Electronic Authoring Tools
Employee Rights
Employer Responsibilities
Employment Trends
Entrepreneurship
Ethics
Free Enterprise
Hacking
Information Age
Interpersonal Communication
Initiative
Innovation
Integrity
Intellectual Property Rights
Interview Techniques
Job Entrance Criteria
Job Performance
Job Retention
Job Advancement
Leadership
Media-fluency
Multinational Workplace
Multimedia presentation
Online Behavior
Online Discussion
Online Learning Community
Personalized Digital Portfolio
Post-Secondary Options
Productivity
Resumes
Service Economy
Social Networks
Stakeholders
Specialized Database
Teamwork
Transferable Skills
Virtual Environments
Web-based Publication

Workplace Safety

Terminology: Music (Vocal/Choral)

- Music terms: tempo, key, tonality, dynamic, tonal, atonal, genre, style, staccato, legato, clef, sharp, flat, natural, accidentals, pitch, diaphragm, etc.
- Music styles: Broadway, Classical, Folk, Madrigal, World, etc.
- Tools and Equipment: Mac Computer, Finale Software, Recording Software and Hardware, Skype
- Careers- performance, sound engineering, music business, music direction, musical composition, musical arranging, publishing, education

Assessments

Formative (interim)

Discussions

Presentations

Quizzes

Tests

Do Now

Closure

Projects (individual/group; oral and written)

Concerts and Performances

Summative

Mid-Point Exam

Final Exam

Concerts

Performances

21st-Century Connections:

8.1 Technology (Education Technology)

9.1 The 21st Century Life & Career Skills

9.3 Career Awareness, Exploration, Preparation

Character Education (Core Values):

South Brunswick High School's core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the year. In addition, the [Institute for Excellence and Ethics](#)' program, Power2Learn will be incorporated. Units focusing on character development, setting goals and attitude will provide engaging and authentic opportunities for students to develop and exhibit character strength. The program builds both the moral and performance character that all students need for success in school, work and life.

Power2Learn

Unit 4: Strategies for maximizing the power of character to achieve desired goals.

Unit 6: Strategies for working harder and smarter.

Cross Curricular / Interdisciplinary:

Language Arts (Reading, Writing, Listening, and Speaking)

Social Studies

World Language

Course Resources:

Technologies:

- Mac Computers
- Finale Music Writing Software
- Recording Software and Hardware

Text:

- *Global/Cultural musical selections*
- *Choral Director Magazine*
- *Building a Successful 21st Century Music Career*, Simon Cann
- Other musical and cultural resources

Other:

- Class website –
- <http://www.classroom-aid.com/educational-resources/arts-and-music>
- <http://www.slideshare.net/vavraj1/2st-century-skills-life-and-career-skills>
- <http://www.npr.org/2011/03/11/134394051/music-as-the-21st-century-diplomat>

Pacing Chart and Units of Study

YEARLONG TOPICS

Vocal/Choral Development

Character Education

Recording and Critique

Study of Career Options

Cultural Study through Music

FIRST QUARTER

Introduction	Rules, housekeeping expectations, classroom pride, student profile forms, website
Music	Development of Vocal/Choral understanding and production. <i>Posture, breathing support and techniques, tone placement, diction, Projection, Blend and balance, pitch</i> Introduction to musical terminology and concepts Introduction to appropriate musical style
Character Education Integration Segment 1A	Introduction to the Power of Character Examination of “character” messages in music
Technology	Introduction to Music Writing and Recording technology

SECOND QUARTER

Music	Musical Piece #1 – Learning of notes, rhythms, phrasing Study of appropriate performance style and cultural connections
Music Careers	Introduction to Music careers Overview of each Research and development
Character Education Integration Segment 1B	Strategies for maximizing the power of character to achieve desired goals Goal writing as related to music
Technology	Continued development of writing and recording technological skills Recording of Piece #1

THIRD QUARTER

Music	Musical Piece #2 – Learning of notes, rhythms, phrasing Study of appropriate performance style and cultural connections
--------------	---

Music Careers/ Global Awareness	Global concerns in the music industry Cultural awareness through music
Character Education Integration Segment 2A	Introduction to the concepts of working harder and smarter Strategies for working harder and smarter
Technology	Continued development of writing and recording technological skills Electronic enhancement and recording of Piece #2

FOURTH QUARTER

Music	Musical Piece #3 – Learning of notes, rhythms, phrasing Study of appropriate performance style and cultural connections
Music Careers/ Global Awareness	Service project that touches upon global concern
Character Education Integration Segment 2B	Year end personal assessments of working habits Discussion and evaluation on ways to improve working habits
Final Project	Incorporate year's lessons into collaborative assignment for the class Final Exam

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

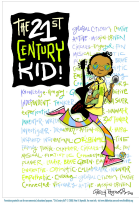
GRADING / ASSESSMENTS

- 65% Project Performance encompassing the quality and completeness of assigned activities as outlined by individual assessment scales.
- 25% Tests and Quizzes including unit pre- and posttests, text assignments, and portfolio submissions.
- 10% Participation as outlined by worksheet completions and classroom participation.

MINIMUM PROFICIENCY

- Attendance in accordance to SBHS agenda guidelines
- A minimum grade of "D" proficiency

TECHNOLOGY IN THE 21ST CENTURY



Course Title: Technology in the 21st Century

Content: Technology Education, Educational Technology, 21st Century Skills

Adapted in 2013: For introduction to Naviance through Chrome technology

Mission:

In the context of Technology Education, students will learn to communicate, connect and collaborate in a dynamic global society.

Through the study of several different areas in the field on Technology Education, students will be exposed to various problem-solving techniques, critical thinking skills, multitasking, hands-on workmanship, effective written and oral communication skills and the ability to work with peers in a group setting.

Course Description or Content Overview:

This course is designed to give students exposure to several different areas of Technology Education including mechanical systems, structural systems, engineering, architecture, transportation technology, electronics and robotics, communications and video production. Students will have the opportunity to develop critical thinking and problem solving skills while working in a team setting to accomplish a given task. There will be a focus on the design and problem solving process as students get a “taste” of various areas of Technology Education. The skills gained in this class will foster life-long learners who are productive citizens and workers in a global community.

Students will learn skills that will enable them to learn on their own, think critically and apply knowledge to new situations. Career Preparation will be stressed by exposure to various post secondary options within the [16 Career Clusters](#), tools to assess interests and skills, and interactions with professionals from the field. A variety of media tools will be taught, with a focus on the ethical, safe and legal behaviors that should be followed. Character education will be weaved through the content as an underlying theme. As students work through problem-based activities, a focus will be placed on soft skills such as accountability and collaboration. These skills will foster lifelong learners who are productive citizens and workers in a global community.

Standards:

[New Jersey Core Curriculum Content Standards \(NJCCCS\)](#)

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

- **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.
- **8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.
- **STANDARD 9.1 21st-Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **STANDARD 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Common Core State Standards Initiative (CCSSI)

- **English Language Arts Standards** » Writing » Grade 9-10
- **English Language Arts Standards** » Speaking & Listening » Grade 9-10
- **English Language Arts Standards** » Language » Grade 9-10
- **Mathematics** » High School: Number & Quantity » Quantities

Enduring Understandings:

- In the 21st Century, it is imperative to acquire the skills needed to stay current in the global landscape in order to protect and sustain democracy in a world that does not share the same cultural beliefs.
- Success in the 21st Century is dependent on the ability to utilize digital tools and new technologies for collecting, organizing and managing data in order to stay competitive in an ever changing global business environment.
- The global economy and access to digital tools have created an environment in the 21st Century that is dependent on problem solving through collaboration to reflect diverse opinions in order to stay competitive in a connected world.
- Students must begin to explore their talents and interests during their primary years and continue throughout their lives. In order to effectively explore and prepare for a career in a world that is consistently evolving, students must understand that lifelong learning and skill building is imperative to sustain employment in the 21st Century.
- Technology impacts our everyday lives and the ability to understand it and be able to control it is essential to future success.
- There is a process/system used to effectively solve problems called the “Design Loop.” This process allows you to use critical thinking skills to arrive at the best possible solution.
- In an ever shrinking global society, the ability to work in a group, think creatively and problem solve is essential.

- The design world is more than a creative outlet. Design is based on many factors with the goal of improving our lives and making our lives easier.
- All new technologies and advances in technology have both expected and unexpected positive and negative impacts.
- When developing new ideas, the local and global impact must be considered.
- The ability to research and investigate is crucial when developing new ideas.
- Technology is not a computer; it is a human process of applying knowledge to satisfy our needs and wants and to extend our capabilities.

Essential Questions:

- Why are problem solving and critical thinking skills necessary to be successful in the 21st Century?
- Why is understanding other cultures so imperative when working collaboratively in a global economy?
- Why is gathering and learning how to evaluate data from multiple sources so important in the 21st Century?
- How does collaboration enable groups to achieve common goals more efficiently?
- Why are collaboration and the opportunity to compete necessary in order to develop leadership skills?
- How do we learn to effectively communicate with people from different cultural backgrounds in order to understand their cultural perspective?
- How will career plans be affected and altered in response to changes in society and the economy?
- Why are digital tools and their effective use so vital for success in the 21st-century?
- How do we as citizens in the 21st Century navigate through the ethical and unethical uses of communication and media?
- How do the advances in technology affect our day-to-day lives?
- With advances in technology “shrinking” the world we live in, why is it important to look at the global impact of new technologies?
- How can critical thinking and problem solving skills impact the chances of leading a successful life?
- How do architects design for today’s society and what impact do these designs have on the way you live your life?
- What role do electronic devices play in society? What positive and negative impacts do they have?
- What interpersonal skills are essential when trying to solve a problem or accomplish a task when working with a group of your peers?
- How does advertising influence our decision making as consumers?
- What impact does having the ability to effectively communicate your ideas and thoughts to a given audience have on your future?
- With the state of the environment in mind, what factors dictate the design and production of new transportation technologies?

- Are the advances in technologies a blessing or a curse? Are new technologies solving problems or creating more problems?

Knowledge and Skills

Knowledge: Students will know...

- There are a variety of technologies and tools available to create, access, and share information.
- Online learning communities are a viable source for knowledge sharing.
- There are safety, societal, ethical, and legal concerns regarding the use of technology.
- Critical thinking, collaboration and problem solving skills are necessary to function both as a global citizen and worker in the 21st-century.
- Teamwork and leadership enable groups to achieve common goals with greater efficiency.
- Understanding other cultures' perspectives will facilitate communication with people from different backgrounds.
- Digital media can be used for both local and global communication; there are ethical and unethical uses of these 21st Century tools.
- The 21st Century workplace will demand greater individual collaboration, productivity and collaboration from its workers.
- Career preparation is a process that requires purposeful planning based on research, self-knowledge, and informed choices.
- Workers are entitled to a safe and healthy work environment by state and federal laws and regulations that regulate employment practices and workplace safety.
- Employers and employees are responsible to act professionally, legally, and ethically in the workplace and global marketplace.
- Technology is defined as a human process of applying knowledge to satisfy our needs and wants and to extend our capabilities.
- The problem solving technique, "The Design Loop."
- Design is based on many different factors including the "Human Factor."
- Various drawing techniques and styles are used to represent real life objects in a 2D form.
- Simple machines and mechanisms are used to gain a mechanical advantage.
- Effective design of packaging serves both form and function.
- Proper videotaping and digital editing technique allows the creator to influence the audience perception.
- Effective transportation technologies and design rely heavily on math and science principles.
- As a consumer and homeowner, a basic understanding of electronics and electrical concepts can be financially beneficial as well as ensure safety when dealing with electric.

Skills: Students will be able to...

- Select and utilize information from a variety of digital resources and databases
- Select appropriate digital tools to assemble, evaluate, and utilize information
- Appropriately use a variety of digital technology and communication tools
- Use information and resources to accomplish real-world tasks
- Construct spreadsheets and utilize functions to interpret results
- Use multiple resources to create and manage documents (MS Office, Google Docs, Open Office)
- Participate in online learning environments
- Create a personalized digital portfolio using tools such as Naviance
- Create and launch a digital learning game
- Adhere to Fair Use and Multimedia Copyright Guidelines and cite sources of copyrighted materials in all work
- Practice safe, legal and ethical behaviors around technology and the internet
- Share knowledge and participate ethically and productively in group settings
- Communicate and collaborate with others both locally and globally
- Evaluate the impact that digital media has on international business and globalization
- Demonstrate leadership skills when participating in classroom settings and online learning communities
- Explore post-secondary options and investigate areas of interest for future career pursuits
- Develop transferrable work and life skills that will make them valuable workers and citizens
- Justify employee and employer rights and responsibilities in the workplace
- Assess and predict both current and future employment trends across various industries
- Define technology
- Identify the parts of a technological system
- Evaluate a technology by listing the impacts (expected, unexpected, positive, and negative) of the technology
- Use the steps of the design process to creatively solve a problem
- Document the design and thought process they went through while solving a problem
- Sketch objects using 2D techniques as well as create perspective drawings of 3D objects
- Evaluate the effectiveness of a design based on ergonomics and human factor engineering
- Measure using an architect's scale
- Draw an object to scale
- Dimension and label an architectural drawing
- Safely operate power tools and hands tools in a workshop environment
- Create a mechanical advantage using simple machines and mechanisms
- Apply the elements and principles of design to evoke a desired reaction or feeling
- Operate video equipment safely and correctly

- Complete all steps of a video project from the pre-production through post production stages
- Process various materials to create transportation technologies to satisfy a set of restriction and specifications
- Identify electronic components and list the uses of each
- Create an electronic control system
- Evaluate a technological product or system based on ethical guidelines

Terminology: Educational Technology & 21st Century Skills

Accountability
 Career Plan
 Career Clusters
 Censorship
 Character Education
 Collaboration
 Copyright
 Creative Commons Guidelines
 Creativity
 Cyber Bullying
 Cyber Crimes
 Cyber Ethics
 Cyber Security
 Digital Learning Game
 Digital Portfolio
 Digital Media
 Digital Media Campaign
 Diversity in the Workplace
 Globalization
 Goal Setting
 Electronic Authoring Tools
 Employee Rights
 Employer Responsibilities
 Employment Trends
 Entrepreneurship
 Ethics
 Free Enterprise
 Hacking
 Information Age
 Interpersonal Communication
 Initiative
 Innovation
 Integrity
 Intellectual Property Rights

Interview Techniques
Job Entrance Criteria
Job Performance
Job Retention
Job Advancement
Leadership
Media-fluency
Multinational Workplace
Multimedia presentation
Online Behavior
Online Discussion
Online Learning Community
Personalized Digital Portfolio
Post-Secondary Options
Productivity
Resumes
Service Economy
Social Networks
Stakeholders
Specialized Database
Teamwork
Transferable Skills
Virtual Environments
Web-based Publication
Workplace Safety

Terminology: Technology

acoustics
adhesion
ambient sound
annotated Sketch
anthropometrics
appearance model
B-roll
balance
beam
bell crack
border line
brainstorming
brittleness
cam
capacitor
center line

chroma
clutch
cohesion
composites
composition
compression
concept tree
conductor
continuity
current
design brief
design loop
documentation
dolly
dynamic load
effort
electromagnetic
emphasis
ergonomics
exposure
extension lines
focus
forming
fulcrum
guideline hidden line
hue
human factor engineering
hydraulic
incline plane
innovation
invention
lateral thinking
lever
light emitting diode (LED)
linear motion
load
logo
sensor
mechanical advantage (MA)
mechanism
microphone
mind map
model
object line

pan
perspective drawing
pickup Patterns
portfolio
post-Production
pneumatic
point load
pre-Production
proportion
prototype
pulley
reciprocal motion
resistor
rotary motion
rhythm
roll Tape
separating
screw
shear
simple machines
standard deviation
static load
strain
stress
structure
strut
tension
tie
tilt
torsion
trucking
unity
velocity ratio
vertical thinking
voltage
wedge
wheel and axle
white Balance
working drawing
zoom

Assessments

Formative (interim)

Discussions
Quizzes
Presentations
Tests
Peer critiques
Self reflections
Do Now
Closure
Rubric based
Projects (individual/group; oral and written)

Summative (final)

Final Exam

21st Century Connections:

8.1 Technology (Education Technology)
8.2 Technology (Engineering and Design)
9.1 The 21st Century Life & Career Skills
9.3 Career Awareness, Exploration, Preparation

Character Education (Core Values):

South Brunswick High School's core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the year. In addition, the [Institute for Excellence and Ethics](#)' program, Power2Learn will be incorporated. Units focusing on character development, setting goals and attitude will provide engaging and authentic opportunities for students to develop and exhibit character strength. The program builds both the moral and performance character that all students need for success in school, work and life.

Power2Learn

Unit 1: Strategies for maximizing the power of character to achieve desired goals.
Unit 3: Strategies for working harder and smarter.

Cross Curricular / Interdisciplinary:

Language Arts (Reading, Writing, Listening, and Speaking)
Mathematics
Social Studies

Course Resources:**Technologies:**

Architectural/Engineering drawing tools
Drill press
Band saw

Disc sander
Belt sander
Materials processing hand tools
Small electronics tools and supplies
Video camcorders
Digital editing equipment

Text:

Design and Problem Solving in Technology by John Hutchinson and John Karsnitz
The Way Things Work By David Macaulay
Various technology education/technology related magazines, journals and textbooks

Software:

iMovie
iDVD
Quicktime
Adobe Photoshop
Microsoft Office
Other software may be used based on need for various student projects

Other:

Various technology education/technology related websites based on project topics.

Units of Study

- Unit 1: What is Technology?
- Unit 2: The Design and Problem Solving
- Unit 3: Creative Design
- Unit 4: Engineering Drawing/Architecture
- Unit 5: Engineering Technology
- Unit 6: Graphic Design
- Unit 7: Video Production
- Unit 8: Transportation Technology
- Unit 9: Electronic Systems
- Unit 10: Global Impacts of Technology

Pacing Chart

YEARLONG TOPICS

Do-now Activities

Character Education - maximizing power of goals and strategies for working harder and smarter

Website updates – posting activities/entries

FIRST QUARTER

Unit 1 What is Technology?	Define Technology Technological Systems Impacts of Technology Relationship between Technology, Math and Science
Unit 2 Design and Problem Solving	The Design Process Steps of the Design Loop Documentation process Creative problem solving
Unit 3 Creative Design/ Industrial Design	Sketching/Drawing 2-D techniques Perspective drawing Designing for the human factor (ergonomics) Product Innovation

SECOND QUARTER

Unit 4 Engineering Drawing/ Architecture	Measuring using an architect's scale Scale versus size The Alphabet of Lines Symbols & Dimensioning
Unit 5 Engineering Technology	Workplace safety Simple machines Use of mechanisms Structural Systems
Unit 6 Graphic Design	Elements and Principles of Design Retail product packaging Importance of Point of Purchase displays
Character Education Integration Segment 1	Strategies for maximizing the power of character to achieve desired goals Goal writing as related to Technology Education Integrate into next unit – segment assignment by goals written and achieved

THIRD QUARTER

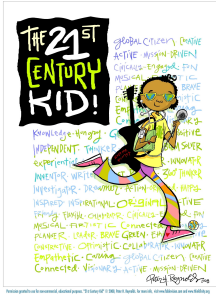
Character Education Integration Segment 2	Strategies for working harder and smarter Midyear personal assessments of working habits Discussion and evaluation on ways to improve working habits Integrate into next unit – make changes in working habits and evaluate
Unit 7 Video Production	Camera operation basics Video aesthetics and camera shots Planning a video shoot

	Digital editing process
Unit 8 Transportation Technology	Physics principles behind design Materials processing Environmental effects
Unit 9 Electronic Systems	Introduction to control systems Direct current (DC) electronics Basic electronic components

FOURTH QUARTER

Unit 10 Global Impacts of Technology	Effects of Technology on the world we live in Technology: Curse vs. Answer? Ethical case study How can Technology solve global issues?
Final Project	Incorporate year's lessons into culminating project highlighting the knowledge and skills gained throughout the course.

VIDEO IN THE 21ST CENTURY



Course Title: Video in the 21st Century

Content: Technology Education, Educational Technology, 21st Century Skills

Adapted in 2013: For introduction to Naviance through Chrome technology

Mission:

This course is designed to help students become effective communicators. In today's world success is often determined upon the ability to communicate ideas and work collaboratively to deliver information in an accurate and efficient manner. This course is designed to help students develop communication skills to be better equipped to be successful.

In the context of Technology, students will learn to communicate, connect and collaborate in a dynamic global society.

Course Description or Content Overview:

Students are introduced to the modern strategies of relaying information, while using print and video equipment. Through projects, the skills of planning, producing, and critiquing videos are developed. Students will be challenged to combine their technical and creative abilities in order to produce assignments. After successfully completing this course, student will be able to assist in productions for the Viking Television Network.

Students will learn skills that will enable them to learn on their own, think critically and apply knowledge to new situations. Career Preparation will be stressed by exposure to various post secondary options within the [16 Career Clusters](#), tools to assess interests and skills, and interactions with professionals from the field. A variety of media tools will be taught, with a focus on the ethical, safe and legal behaviors that should be followed. Character education will be weaved through the content as an underlying theme. As students work through problem-based activities, a focus will be placed on soft skills such as accountability and collaboration. These skills will foster lifelong learners who are productive citizens and workers in a global community.

Standards:

[New Jersey Core Curriculum Content Standards \(NJCCCS\)](#)

- **STANDARD 6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- **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.
- **STANDARD 8.2 Technology Education** All students will develop an understanding of the nature and impact of technology
- **STANDARD 9.1 21st-Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **STANDARD 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Common Core State Standards Initiative (CCSSI)

- **English Language Arts Standards** » Writing » Grade 9-10
- **English Language Arts Standards** » Speaking & Listening » Grade 9-10
- **English Language Arts Standards** » Language » Grade 9-10
- **Mathematics** » High School: Number & Quantity » Quantities

Enduring Understandings:

- In the 21st Century, it is imperative to acquire the skills needed to stay current in the global landscape in order to protect and sustain democracy in a world that does not share the same cultural beliefs.
- Success in the 21st Century is dependent on the ability to utilize digital tools and new technologies for collecting, organizing and managing data in order to stay competitive in an ever changing global business environment.
- The global economy and access to digital tools have created an environment in the 21st Century that is dependent on problem solving through collaboration to reflect diverse opinions in order to stay competitive in a connected world.
- Students must begin to explore their talents and interests during their primary years and continue throughout their lives. In order to effectively explore and prepare for a career in a world that is consistently evolving, students must understand that lifelong learning and skill building is imperative to sustain employment in the 21st Century.
- Students will understand the importance of communication and will be able to effectively and accurately demonstrate both verbal and nonverbal communication techniques. They will examine the different ways to effectively reach a mass of viewers using the skills learned in this course.

Essential Questions:

- Why are problem solving and critical thinking skills necessary to be successful in the 21st Century?
- Why is understanding other cultures so imperative when working collaboratively in a global economy?
- Why is gathering and learning how to evaluate data from multiple sources so important in the 21st Century?
- How does collaboration enable groups to achieve common goals more efficiently?
- Why are collaboration and the opportunity to compete necessary in order to develop leadership skills?
- How do we learn to effectively communicate with people from different cultural backgrounds in order to understand their cultural perspective?
- How will career plans be affected and altered in response to changes in society and the economy?
- Why are digital tools and their effective use so vital for success in the 21st Century?
- How do we as citizens in the 21st Century navigate through the ethical and unethical uses of communication and media?
- What is communication?
- How do we effectively communicate verbally?
- How do we effectively communicate nonverbally?
- What are the components of a successful advertising campaign?
- How do we effectively create a balance of information and entertainment?
- How do you use video production equipment to communicate your ideas?
- How do you use video production software to communicate your ideas?
- What are the proper camera shots and angles to be used in professional video production?
- What are the characteristics of high quality video production?
- What skills are necessary to successfully produce a video project within a group of peers?
- What techniques are necessary to effectively create a situational comedy?
- What techniques are necessary to effectively create a stop motion video?
- What techniques are necessary to effectively deliver the news?

Knowledge and Skills

Knowledge: Students will know...

- There are a variety of technologies and tools available to create, access, and share information.
- Online learning communities are a viable source for knowledge sharing.
- There are safety, societal, ethical, and legal concerns regarding the use of technology.

- Critical thinking, collaboration and problem solving skills are necessary to function both as a global citizen and worker in the 21st Century.
- Teamwork and leadership enable groups to achieve common goals with greater efficiency.
- Understanding other cultures' perspectives will facilitate communication with people from different backgrounds.
- Digital media can be used for both local and global communication; there are ethical and unethical uses of these 21st Century tools.
- The 21st Century workplace will demand greater individual collaboration, productivity and collaboration from its workers.
- Career preparation is a process that requires purposeful planning based on research, self-knowledge, and informed choices.
- Workers are entitled to a safe and healthy work environment by state and federal laws and regulations that regulate employment practices and workplace safety.
- Employers and employees are responsible to act professionally, legally, and ethically in the workplace and global marketplace.

Skills: Students will be able to...

- Select and utilize information from a variety of digital resources and databases
- Select appropriate digital tools to assemble, evaluate, and utilize information
- Appropriately use a variety of digital technology and communication tools
- Use information and resources to accomplish real-world tasks
- Construct spreadsheets and utilize functions to interpret results
- Use multiple resources to create and manage documents (MS Office, Google Docs, Open Office)
- Participate in online learning environments
- Create a personalized digital portfolio using tools such as Naviance
- Create and launch a digital learning game
- Adhere to Fair Use and Multimedia Copyright Guidelines and cite sources of copyrighted materials in all work
- Practice safe, legal and ethical behaviors around technology and the internet
- Share knowledge and participate ethically and productively in group settings
- Communicate and collaborate with others both locally and globally
- Evaluate the impact that digital media has on international business and globalization
- Demonstrate leadership skills when participating in classroom settings and online learning communities
- Explore post-secondary options and investigate areas of interest for future career pursuits
- Develop transferrable work and life skills that will make them valuable workers and citizens
- Justify employee and employer rights and responsibilities in the workplace
- Assess and predict both current and future employment trends across various industries

- Students will understand and display the foundational knowledge that will allow them to create and evaluate high quality video productions while working cooperatively with peers.

Technical Skills: Students will know...

- Self Portrait
- Communication
- Verbal/Nonverbal
- Shots and Camera Movements
- Camera Operation
- Basics of iMovie
- Logos/Slogans
- 1st Person Perspective Shooting
- Storyboarding
- Types of Commercials
- Commercial Production
- Photoshop
- Incorporating graphics in video
- Microphones
- Pickup patterns
- Appropriate use of audio in video
- Stop Motion Video
- Foley Sound FX
- Creating Audio for Video
- Introduction to Sitcoms
- Character Development
- Giving a Pitch
- The Production Crew
- Writing a Script
- Location Preparation
- Anatomy of the News?
- Important News Terms
- Important New Jobs
- Producing a Soft Package
- How to Interview
- Writing for News “inverted pyramid”
- Writing for TV News (heads only/voiceover)
- Newscast (position/production)

Terminology: Educational Technology & 21st Century Skills

Accountability
 Career Plan
 Career Clusters
 Censorship

Character Education
Collaboration
Copyright
Creative Commons Guidelines
Creativity
Cyber Bullying
Cyber Crimes
Cyber Ethics
Cyber Security
Digital Learning Game
Digital Portfolio
Digital Media
Digital Media Campaign
Diversity in the Workplace
Globalization
Goal Setting
Electronic Authoring Tools
Employee Rights
Employer Responsibilities
Employment Trends
Entrepreneurship
Ethics
Free Enterprise
Hacking
Information Age
Interpersonal Communication
Initiative
Innovation
Integrity
Intellectual Property Rights
Interview Techniques
Job Entrance Criteria
Job Performance
Job Retention
Job Advancement
Leadership
Media-fluency
Multinational Workplace
Multimedia presentation
Online Behavior
Online Discussion
Online Learning Community
Personalized Digital Portfolio
Post-Secondary Options

Productivity
Resumes
Service Economy
Social Networks
Stakeholders
Specialized Database
Teamwork
Transferable Skills
Virtual Environments
Web-based Publication
Workplace Safety

Terminology: Videography

Roll Tape
Broll
Balance
Proportion
Emphasis
Rhythm
Unity
Pan
Tilt
Zoom
Trucking
Dollying
Exposure
Focus
White Balance Quiet on the Set
Slate
Pre-Production
Post-Production
Acoustics
Pickup Patterns
Ambient sound
Crosstalk
Teleprompter
Producer
Talent
Director
Character Generator
Continuity
Composition

Assessments

What evidence will show that students understand?

Evidence of student understanding will be based upon evaluation through the use of a rubric assessment and a peer review process. Every project based learning activity will be graded using a similar rubric, which will be given out at the beginning of each project. In addition all projects will be evaluated using a peer review process following the completion of the project.

Unprompted Evidence: e.g. Observations and dialogues

The teacher, throughout the work periods that the projects are being produced, will closely monitor student progress. Students will be required to submit a project timeline detailing the tasks which are to be completed on a daily basis. Students will also receive peer and teacher participation grades based on the amount of work that they have completed.

Student Self Assessment:

Students will be responsible for logging their daily activities in their “Do Now” journals and be accountable for the progress they record. In addition students will be required to take part in a peer review process identifying the “praise” and “polish” points of each production. During the production, students will be responsible for managing their time effectively to complete scheduled tasks and acquire teacher signatures.

Formative: (interim)

The purpose is to witness the students’ understanding of the techniques and creativity necessary to work cooperatively to create an effective video production.

Summative: (final)

The purpose is to identify the student’s’ ability to provide detailed pre-planning techniques and constructive criticism in order to improve their mass communication and postproduction editing skills.

21st Century Connections:

- 8.1 Technology (Education Technology)
- 8.2 Technology (Engineering and Design)
- 9.1 The 21st-Century Life & Career Skills
- 9.3 Career Awareness, Exploration, Preparation

Character Education (Core Values):

South Brunswick High School’s core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the year. In addition, the [Institute for Excellence and Ethics](#)’ program, Power2Learn will be incorporated. Units focusing on character development, setting goals and attitude will provide engaging and authentic opportunities for students to develop and exhibit character strength. The program builds both the moral and performance character that all students need for success in school, work and life.

Power2Learn

Unit 1: Strategies for maximizing the power of character to achieve desired goals.

Unit 3: Strategies for working harder and smarter.

Cross Curricular / Interdisciplinary:

Language Arts (Reading, Writing, Listening, and Speaking)

Mathematics

Social Studies

Course Resources:

Technologies:

Technologies that are used in class include but are not limited to the computers for documentation purposes, the machinery, an LCD projector and screen.

Pacing Chart (Scope & Sequence)

YEARLONG TOPICS

- Advancing students' knowledge of the working of the digital video camcorder and the many options and manual adjustments that can be made to improve the quality of the recordings.
- Advancing students knowledge of the working of the digital video editing software used in the classroom. Continuing to gain knowledge of the various features the programs have to offer the student.

FIRST QUARTER

1.1 (Aesthetics)

1.2 (Creation and Performance)

1.4 (Critique)

8.1 (Comp and Info Literacy)

8.2 (Technology Ed)

9.1 (Career and Technical Ed)

- Self Portrait
- What is Communication?
- Verbal/Nonverbal
- Shots and Camera Movements
- Camera Operation
- Basics of iMovie
- What is communication?
- How do we effectively communicate verbally?
- How do we effectively communicate nonverbally?
- How do you use video production equipment to communicate your ideas?
- How do you use video production software to communicate your ideas?

- What are the proper camera shots and angles to be used in professional video production?
- What skills are necessary to successfully produce a video project within a group of peers?

SECOND QUARTER

1.1 (Aesthetics)

1.2 (Creation and Performance)

1.4 (Critique)

8.1 (Comp and Info Literacy)

8.2 (Technology Ed)

9.1 (Career and Technical Ed)

- Logos/Slogans
- 1st Person Perspective Shooting
- Storyboarding
- Types of Commercials
- Commercial Production
- Photoshop
- Incorporating graphics in video
- Microphones
- Pickup patterns
- Appropriate use of audio in video
- What are the components of a successful advertising campaign?
- How do we effectively create a balance of information and entertainment?
- How do you use video production equipment to communicate your ideas?
- How do you use video production software to communicate your ideas?
- What are the proper camera shots and angles to be used in professional video production?
- What are the characteristics of high quality video production?
- What skills are necessary to successfully produce a video project within a group of peers?

THIRD QUARTER

1.1 (Aesthetics)

1.2 (Creation and Performance)

1.4 (Critique)

8.1 (Comp and Info Literacy)

8.2 (Technology Ed)

9.1 (Career and Technical Ed)

- Stop Motion Video
- Foley Sound FX
- Creating Audio for Video
- Introduction to Sitcoms
- Character Development

- Giving a Pitch
- The Production Crew
- Writing a Script
- Location Preparation
- How do we effectively create a balance of information and entertainment?
- How do you use video production equipment to communicate your ideas?
- How do you use video production software to communicate your ideas?
- What are the proper camera shots and angles to be used in professional video production?
- What are the characteristics of high quality video production?
- What skills are necessary to successfully produce a video project within a group of peers?
- What techniques are necessary to effectively create a situational comedy?
- What techniques are necessary to effectively create a stop motion video?

FOURTH QUARTER

1.1 (Aesthetics)

1.2 (Creation and Performance)

1.4 (Critique)

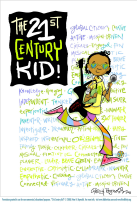
8.1 (Comp and Info Literacy)

8.2 (Technology Ed)

9.1 (Career and Technical Ed)

- Anatomy of the News?
- Important News Terms
- Important New Jobs
- Producing a Soft Package
- How to Interview
- Writing for News “inverted pyramid”
- Writing for TV News (heads only/voiceover)
- Newscast (position/production)
- How do we effectively create a balance of information and entertainment?
- How do you use video production equipment to communicate your ideas?
- How do you use video production software to communicate your ideas?
- What are the proper camera shots and angles to be used in professional video production?
- What are the characteristics of high quality video production?
- What skills are necessary to successfully produce a video project within a group of peers?
- What skills are necessary to effectively deliver the news?

WRITING FOR FILM AND MEDIA FOR THE 21ST CENTURY



Course Title: Writing for Film and Media for the 21st Century

Content: Writing, Communication, Educational Technology, 21st Century Skills

Adapted in 2013: For introduction to Naviance through Chrome technology

Mission:

In the 21st Century, graduates entering the workforce will find a growing need to compete in a global society. Writing for digital media will have increased importance as film, video, podcasts, online media and future technologies address complex challenges and diverse communities. Writing for Film and Media will give students opportunities to write for media, take leadership roles, collaborate on projects, and use media for communication. In the context of writing for film and media, students will learn to communicate, connect and collaborate in a dynamic global society. Through composing a wide variety of scripts and presentations, they will develop the expertise needed to compete in an increasingly competitive workforce.

Course Description or Content Overview:

Writing for Film and Media in the 21st Century will focus on writing for film, television, video and online media. Through analyzing and comparing scripts and final products, students will develop an understanding of the creation of movies, TV shows and online productions. The course will have the structure of a workshop in which students watch and discuss films, write scripts alone and with partners, and read and critique other students' work. Some projects will be filmed or recorded. Focus will be on screenplays, but students will also work on writing scripts for television, podcasts, radio, commercials, viral videos, web series, video logs and industrials. The class will meet with writers and film professionals, and will learn about the business aspects of filmmaking and online media.

Students will learn skills that will enable them to learn on their own, think critically and apply knowledge to new situations. Career Preparation will be stressed by exposure to various post secondary options within the [16 Career Clusters](#), tools to assess interests and skills, and interactions with professionals from the field. A variety of media tools will be taught, with a focus on the ethical, safe and legal behaviors that should be followed. Character education will be weaved through the content as an underlying theme. As students work through problem-based activities, a focus will be placed on soft skills such as accountability and collaboration. These skills will foster lifelong learners who are productive citizens and workers in a global community.

Standards:

New Jersey Core Curriculum Content Standards (NJCCCS)

- **STANDARD 3.1 Reading:** All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.
- **STANDARD 3.2 Writing:** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- **STANDARD 3.3 Speaking:** All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- **STANDARD 3.4 Listening:** All students will listen actively to information from a variety of sources in a variety of situations.
- **STANDARD 3.5 Viewing and Media Literacy:** All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- **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 skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- **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.
- **STANDARD 9.1 21st-Century Life & Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **STANDARD 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
- **STANDARD 9.4: Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Common Core State Standards Initiative (CCSSI)

- **English Language Arts Standards » Writing » Grade 9-10**

- **English Language Arts Standards** » Speaking & Listening » Grade 9-10
- **English Language Arts Standards** » Language » Grade 9-10
- **Mathematics** » High School: Number & Quantity » Quantities

Enduring Understandings:

- In the 21st Century, it is imperative to acquire the skills needed to stay current in the global landscape in order to protect and sustain democracy in a world that does not share the same cultural beliefs.
- Success in the 21st Century is dependent on the ability to utilize digital tools and new technologies for collecting, organizing and managing data in order to stay competitive in an ever changing global business environment.
- The global economy and access to digital tools have created an environment in the 21st Century that is dependent on problem solving through collaboration to reflect diverse opinions in order to stay competitive in a connected world.
- Students must begin to explore their talents and interests during their primary years and continue throughout their lives. In order to effectively explore and prepare for a career in a world that is consistently evolving, students must understand that lifelong learning and skill building is imperative to sustain employment in the 21st Century.
- An individual’s informed choice and appropriate application of media can enhance personal expression and communicate ideas in a powerful manner.
- Media enables us to gain and share information about ourselves, others and the world.
- Communication can influence understanding and relationships among diverse cultures and groups. In order to be effective, communication should be focused with an understanding of the culture and diversity of the audience for which it is to be delivered.
- Media and technologies can be used to enhance, transform and interpret communication.
- Audience and purpose influence choices in content, style, and organization.
- There are rights and responsibilities associated with the use of technology and media.
- Media literacy is an integral skill to digital citizenship, critical thinking, informed decision-making and active participation in our society.
- Media literacy includes the ability to interpret themes, understand perspectives and develop an appreciation for multiple styles of communicating information.
- The appropriate choice and creative use of media allows us to communicate effectively.
- Technology and information tools can enhance work, education, and communication.
- Media provides opportunities for collaboration and has the power to persuade and influence society.

- Media in a democratic society provides a forum for public discussion, open exchange of ideas and evaluation of multiple perspectives.
- The integrity of the worldwide technology community depends upon its members exhibiting safe and ethical use of electronic resources.
- Information systems, both printed and digital, are the centers of intellectual, academic, social, and cultural life.
- Knowledge of technology tools and operational procedures enables people to use technology effectively.
- When technology serves communication, the exchange of ideas and information expands.
- Media has evolved and will continue to change and evolve.

Essential Questions:

- Why are problem solving and critical thinking skills necessary to be successful in the 21st Century?
- Why is understanding other cultures so imperative when working collaboratively in a global economy?
- Why is gathering and learning how to evaluate data from multiple sources so important in the 21st Century?
- How does collaboration enable groups to achieve common goals more efficiently?
- Why are collaboration and the opportunity to compete necessary in order to develop leadership skills?
- How do we learn to effectively communicate with people from different cultural backgrounds in order to understand their cultural perspective?
- How will career plans be affected and altered in response to changes in society and the economy?
- Why are digital tools and their effective use so vital for success in the 21st Century?
- How do we as citizens in the 21st Century navigate through the ethical and unethical uses of communication and media?
- How do film and media express and enhance life experiences?
- What are the ethics and responsibilities associated with the use of information?
- How is media literacy integral to digital citizenship?
- How does the appropriate choice of media allow for more effective communication?
- How is communication influenced by society and culture?
- How do we choose the most effective medium for a message?
- What are the purpose, function and requirements of a script in a filmed project?

Knowledge and Skills

Knowledge: Students will know...

- There are a variety of technologies and tools available to create, access, and share information.

- Online learning communities are a viable source for knowledge sharing.
- There are safety, societal, ethical, and legal concerns regarding the use of technology.
- Critical thinking, collaboration and problem solving skills are necessary to function both as a global citizen and worker in the 21st-century.
- Teamwork and leadership enable groups to achieve common goals with greater efficiency.
- Understanding other cultures' perspectives will facilitate communication with people from different backgrounds.
- Digital media can be used for both local and global communication; there are ethical and unethical uses of these 21st-century tools.
- The 21st Century workplace will demand greater individual collaboration, productivity and collaboration from its workers.
- Career preparation is a process that requires purposeful planning based on research, self-knowledge, and informed choices.
- Workers are entitled to a safe and healthy work environment by state and federal laws and regulations that regulate employment practices and workplace safety.
- Employers and employees are responsible to act professionally, legally, and ethically in the workplace and global marketplace.
- Copyright laws and technology ethics protect writers and artists and give artists guidelines for the use of material.
- Scripts or written material is produced in different formats for different media.
- Scripted material has structure and format.
- A screenplay tells a story through description of visual action and images.
- There are trends in filmmaking and online media.

Skills: Students will be able to...

- Select and utilize information from a variety of digital resources and databases
- Select appropriate digital tools to assemble, evaluate, and utilize information
- Appropriately use a variety of digital technology and communication tools
- Use information and resources to accomplish real-world tasks
- Construct spreadsheets and utilize functions to interpret results
- Use multiple resources to create and manage documents (MS Office, Google Docs, Open Office)
- Participate in online learning environments
- Create a personalized digital portfolio using tools such as Naviance
- Create and launch a digital learning game
- Adhere to Fair Use and Multimedia Copyright Guidelines and cite sources of copyrighted materials in all work
- Practice safe, legal and ethical behaviors around technology and the internet
- Share knowledge and participate ethically and productively in group settings
- Communicate and collaborate with others both locally and globally
- Evaluate the impact that digital media has on international business and globalization

- Demonstrate leadership skills when participating in classroom settings and online learning communities
- Explore post-secondary options and investigate areas of interest for future career pursuits
- Develop transferrable work and life skills that will make them valuable workers and citizens
- Justify employee and employer rights and responsibilities in the workplace
- Assess and predict both current and future employment trends across various industries
- Analyze and evaluate a screenplay
- Discuss elements of screenplay structure
- Write scripts for various film and media projects in the correct formats
- Film scripts they have written
- Storyboard scripts and media projects
- Peer edit scripts
- Create a podcast, video log and other projects that could be posted online
- Pitch a film or media project.
- Create a video portfolio.

Terminology: Educational Technology & 21st Century Skills

- Accountability
- Career Plan
- Career Clusters
- Censorship
- Character Education
- Collaboration
- Copyright
- Creative Commons Guidelines
- Creativity
- Cyber Bullying
- Cyber Crimes
- Cyber Ethics
- Cyber Security
- Digital Learning Game
- Digital Portfolio
- Digital Media
- Digital Media Campaign
- Diversity in the Workplace
- Globalization
- Goal Setting
- Electronic Authoring Tools
- Employee Rights
- Employer Responsibilities
- Employment Trends

- Entrepreneurship
- Ethics
- Free Enterprise
- Hacking
- Information Age
- Interpersonal Communication
- Initiative
- Innovation
- Integrity
- Intellectual Property Rights
- Interview Techniques
- Job Entrance Criteria
- Job Performance
- Job Retention
- Job Advancement
- Leadership
- Media-fluency
- Multinational Workplace
- Multimedia presentation
- Online Behavior
- Online Discussion
- Online Learning Community
- Personalized Digital Portfolio
- Post-Secondary Options
- Productivity
- Resumes
- Service Economy
- Social Networks
- Stakeholders
- Specialized Database
- Teamwork
- Transferable Skills
- Virtual Environments
- Web-based Publication
- Workplace Safety

Terminology: Film and Media

- Above-the-line
- Action
- Angle
- Act
- Audio/Visual Script
- b.g.
- Beat
- Beat Sheet
- Character
- Close On
- Continuous
- Copyright
- Coverage
- Crawl
- Cut To
- Dialogue
- Dissolve
- Dolly
- Establishing Shot
- Exposition
- Exterior
- Fade
- Flashback
- Freeze Frame
- Green Light
- High Concept
- Hook
- Industrial
- Insert
- Interior
- Intercutting
- Jump Cut
- Match Cut
- Montage
- MOS
- OS or OC
- Package
- Pan
- Parenthetical
- Podcast
- POV

- Reversal
- Reverse Angle
- Scene
- Shot
- Slug Line
- Spec Script
- SPFX
- Split Screen
- Stock Shot
- Storyboard
- Super
- Tag
- Tease
- Tight On
- Time Stamp
- Tracking Shot
- Transition
- Video Diary
- Viral Video
- V.O., Voiceover
- Wipe To
- Zoom

Assessments

Formative (interim)

- Writing tasks – Scene Analysis
- Papers – Film, Video, Script Analyses
- Journal Entries
- Oral Presentations
- Storyboards
- Quizzes
- Self-Evaluations
- Scripts
- Films
- Videos
- Podcasts
- Blogs and Vlogs

Summative (final)

- Midterm Exam
- Final Project/Exam

21st Century Connections:

- STANDARD 8.1 Technology (Education Technology)
- STANDARD 9.1 The 21st Century Life & Career Skills

- STANDARD 9.3 Career Awareness, Exploration, Preparation
- STANDARD 9.4 Career and Technical Education

Character Education (Core Values):

South Brunswick High School’s core values of honesty, respect, responsibility, kindness, and service are addressed and stressed throughout the year. In addition, the [Institute for Excellence and Ethics](#)’ program, Power2Learn will be incorporated. Units focusing on character development, setting goals and attitude will provide engaging and authentic opportunities for students to develop and exhibit character strength. The program builds both the moral and performance character that all students need for success in school, work and life.

Community Issue Project

Students will create a public service announcement that could be used online for a community issue.

Ethics

Students will evaluate ethical issues involved in writing and presenting messages through media. From this, students will develop ethical standards for communication of messages online and through other media.

Power2Learn

Unit 1: Strategies for maximizing the power of character to achieve desired goals.

Unit 3: Strategies for working harder and smarter.

Cross Curricular / Interdisciplinary:

Language Arts (Reading, Writing, Listening, and Speaking) through translation and communication of ideas and information

Social Studies through reading and interpreting data and information

Course Resources:

Texts:

- Book: *Screenplay: The Foundations of Screenwriting* by Syd Fields
- Book: *Story: Substance, Style and The Principles of Screenwriting* by Robert McKee
- Screenplay and Film: *Butch Cassidy and the Sundance Kid*
- Screenplay and Film: *Casablanca*
- Screenplay and Film: *North by Northwest*
- Book: *A Short History of the Movies* by Bruce Kawin and Gerald Mast
- Book: *Understanding Global Media* by Terry Flew
- Book: *How to Write for Animation* by Jeffrey Scott
- Book: *Writing for Animation, Comics, and Games* by Christy Marx
- Screenplay and Film: *Adaptation*
- Book, Screenplay and Film: *All the President’s Men*

- Book: *Real-World Media Ethics: Inside the Broadcast and Entertainment Industries* by Philippe Perebinosoff
- Book: *Podcasting: Do It Yourself Guide* by Todd Cochrane
- Book: *Student-Powered Podcasting* by Christopher Shamburg
- Scripts and Recordings: “Baby Snooks,” “Burns and Allen,” “My Favorite Wife,” “Sorry Wrong Number”
- Book: *The 101 Habits of Highly Successful Screenwriters* by Karl Iglesias
- Book: *Game Writing: Narrative Skills for Videogames* by Chris Bateman
- Book: *Essentials of Screenwriting: The Art, Craft, and Business of Film and Television Writing* by Richard Walter
- Book: *A Career Handbook for TV, Radio, Film, Video & Interactive Media* by Shiona Llewellyn
- Guest Speakers

Films and Videos:

- Film: *Citizen Kane*
- Films: *Academy Award Nominated Short Films*
- Book: *Crafting Short Screenplays that Connect* by Claudia Johnson
- Film: *Metropolis*
- Film: *The Cabinet of Dr. Caligari*
- Films: *Battleship Potemkin* and *The Untouchables*
- Films: *The Seven Samurai* and *The Magnificent Seven*
- Scripts and Videos: “Seinfeld”
- Videos: “I Love Lucy”
- Media: Sample podcasts, YouTube films, industrial films and viral videos

Technology and Hardware: Camera, Computers

- iMovie
- Video cameras
- GarageBand
- Celtx program
- Web camera
- Technology: Celtx program

Other

- Guest Speakers

Pacing Chart / Units of Study

FIRST QUARTER

USING FILM AND MEDIA TO TELL A STORY	
Unit 1 Introduction: Principles of Dramatic Writing	Telling a Story Visually Purpose and Uses of the Script, Script Format

	<p>Screenplay and Film Terms</p> <p>The Screenplay – Structure, Format and Principles</p> <p>Script: Characterization & Conflict</p> <p>Character Education – Power2Learn</p>
<p>Unit 2</p> <p>Putting Drama in Dramatic Writing</p>	<p>Theme and Visual Metaphors</p> <p>Scene Analysis</p> <p>Script: Visual Metaphors</p> <p>Outlining and Storyboarding</p> <p>Project: Web Series</p>

SECOND QUARTER

USING MEDIA TO CROSS BOUNDARIES	
<p>Unit 3</p> <p>Global Perspectives in Film and Media</p>	<p>Film Trends and History</p> <p>Global Film and Media</p> <p>Paper: Global Communication</p> <p>Script: Adaptation</p> <p>Character Education – Power2Learn</p>
<p>Unit 4</p> <p>Cultural Diversity and the Media</p>	<p>Cultural Diversity and the Media</p> <p>The Effect of the Audience</p> <p>Television Programs – Script and Program Analysis</p> <p>Script: Television Comedy and Drama</p> <p>Project: Animation Script</p> <p>Midterm Assessment: Terms and Form Test</p>

THIRD QUARTER

USING MEDIA IN BUSINESS	
<p>Unit 5</p> <p>Media for Sales and Marketing</p>	<p>New and Innovative Ways to Use Media to Sell</p> <p>Marketing in Different Media, Viral Video</p> <p>Media Ethics for Business</p> <p>Project: Creativity in PowerPoint Presentations</p> <p>Script: Radio Broadcasts and Podcasts for Business</p> <p>Character Education – Power2Learn</p>
<p>Unit 6</p> <p>Multimedia for Business</p>	<p>Multimedia Presentations</p> <p>Script: The Industrial Film</p> <p>Project: Online Viral Video for Marketing</p>

FOURTH QUARTER

USING MEDIA FOR GOOD

<p>Unit 7 Media Has and Will Change the World</p>	<p>History and Global Perspectives of Media Use Video Diary/Vlog Script: Public Service Announcement Project: Documentary/Community Service Project Character Education – Power2Learn</p>
<p>Unit 8 Careers in Media</p>	<p>The Business of Film–Agents, Pitches, & Budgeting Careers in Media – Researching Building a resume and a Digital Portfolio New Media Online Final Project & Assessment: Filming and Editing</p>

South Brunswick School District



DISTRICT APPENDIX

There are the various strands that cross content.

They have relevance to every curricular area and all grade levels.

The strands are interwoven into content and integrated into instruction.

They do not stand alone.

A synopsis of each strand is included in this document.

The full SBSD K-12 District Appendix, with detailed information about each strand, can be found as a separate document.

Topics

Teaching for the 21st Century

Educational Technology Standards

21st Century Life and Career Education Skills

Character Education

Differentiation

Understanding by Design (UbD): "Reader's Digest" Version

Topic

Teaching for the 21st Century: What does this mean and how do you do it?

Students need to gain skills that will enable them to learn on their own, think critically and creatively, and apply knowledge to new situations. An emphasis needs to be placed on problem solving, teamwork skills, global awareness, and proficiency in using technology. Students need to learn to collaborate and work on authentic problems that they will likely encounter in their future careers. This section will outline what this means and how you “teach” for the 21st century: Elementary, Middle and High.

Tools for the 21st Century: Life, Careers, and Digital Environments

21st Century Life and Career Education Skills and Educational Technology Skills outline the NJ Core Curriculum Content Standards for these areas that align with PK-12 learning.

These standards are written into the curriculum documents for all areas of content—English Language Arts, Mathematics, Science, Social Studies, PE/Health Education, Visual Art, Music, World Language and Library-Media. They are integrated into curriculum and instruction in places where it is relevant and meaningful to do so, and in ways that enhance learning. You will see these integrations explicitly noted in the curriculum guides: Elementary, Middle and High.

Character Education: Safe and Caring Learning Communities

South Brunswick takes an “approach” to character education that fosters the social, emotional and academic growth of each child. The intent is to create a safe and caring community while building life skills based on the five core values (CARES):

- C Cooperation
- A Assertion
- R Responsibility (and Respect)
- E Empathy
- S Self-Control

For over ten years, the K-5 teachers have been trained in and have followed the *Responsive Classroom (RC)* approach.

The middle school teachers have studied and/or been trained in the *Developmental Designs (DD)* approach to character education.

The high school approach has been named “Strive for Five” and includes an annual theme with related activities to bring Character Education to the forefront. There is always a service-learning

project connected to the theme. In addition, the high school also follows the *Institute of Excellence and Ethics* (IEE) approach. The IEE approach allows for explicit teaching of Character Education through a series of multimedia lessons that are embedded into the students' schedules.

Differentiation

Differentiation of instruction is a deliberate and conscious method of planning and teaching that provides multiple avenues of learning. It means different challenges to different students. It is characterized by strategies that use an assessment of each individual student for readiness, interest and learning style to modify instruction in three ways: by content, process and product.

In this document, there is a brief description of several approaches and methods that have long been utilized in South Brunswick to meet the differentiated needs of students within the classroom.

- Bloom's Taxonomy
- Gardner's Multiple Intelligences
- Learning Styles
- Inclusion Classrooms
- Kagan Cooperative Learning
- Principles of Differentiation

It is expected that classroom instruction will be differentiated. This expectation is predicated upon the belief or disposition that "all students can learn."

Understanding by Design

For nearly two decades, the South Brunswick School District has held much value in the Understanding by Design (UbD) or Backward Design model of curriculum writing by Grant Wiggins. This model and the process of curriculum development, has been used in the district for many years. The curriculum template—which was recommended by the State of NJ and adopted/adapted by the District, includes elements of the UbD approach.)

You will note that in every curricular area, we begin with the end in mind (that is, the big idea). Enduring understandings, essential questions and performance assessments—all based on standards—are used in the process of curriculum development.

With this being said, it is not only important to understand the process of UbD, but also how to implement curriculum designed in such a way.

A brief overview of how to use Understanding by Design in delivering curriculum is included in the Appendix.