

## 2009 New Jersey Curriculum Project

Aligned to the 2009 New Jersey Core Curriculum Content Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

### Introduction

This template is the product of an initiative led by the New Jersey Department of Education, Office of Academic Standards, in partnership with the New Jersey Association for Supervision and Curriculum Development (NJASCD) and the New Jersey Principals and Supervisors Association (NJPSA). The project was undertaken with the assistance of New Jersey content area supervisors, curriculum coordinators, and teachers during spring-summer 2009. The goal of the project was to design exemplar unit plans and accompanying lesson plans aligned with the 2009 Core Curriculum Content Standards that may be used by districts as models for the development of local curricula.

The Unit Overview Template, which follows, is a tool that can help districts define one unit plan of several that comprise a specific course in the curriculum for any content area. It is designed, once completed, to summarize the content and objectives for the unit, outline lessons and assessments that support the unit, and provide links to documents that facilitate delivery of the unit, such as student materials, background information, resources, and performance rubrics. To see how the units fit together in the design of a course, see the Curriculum Design Template included at the end of this document.

Seven content area Unit Overviews were created as part of the project to serve as exemplar unit plans that are aligned with the 2009 Core Curriculum Content Standards and that assist in achieving the goal of engaging students, fostering achievement, and cultivating 21<sup>st</sup> century global skills. The units stress the integration of 21<sup>st</sup> century themes and skills, global perspectives, technology, and cross-curricular connections.

We encourage districts to use the exemplars in conjunction with the curriculum development tools and templates that emanated from this project as models for teaching and learning based on the 2009 standards.

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Unit Overview	
<b>Content Area:</b>	
<b>Unit Title:</b>	
<b>Target Course/Grade Level:</b>	
<b>Unit Summary</b>	
<b>Primary interdisciplinary connections:</b>	
<b>21<sup>st</sup> century themes:</b>	
<b>Unit Rationale</b>	
Learning Targets	
<b>Standards</b>	
<b>Content Statements</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Standards 9.4 Career and Technical Education</b> 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.	
<b>Content Statements</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Industry Standards</b>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>
<b>Unit Learning Targets</b>	
<i>Students will ...</i>	
<ul style="list-style-type: none"> <li></li> <li></li> </ul>	

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### Evidence of Learning

**Summative Assessment (X days)**

**Equipment needed:**

**Teacher Resources:**

### Formative Assessments

- 
- 
- 
- 
- 

### Lesson Plans

Lesson	Timeframe
Lesson 1 Name of Lesson 1	X hours/days
Lesson 2 Name of Lesson 2	X hours/days
Lesson 3 Name of Lesson 3	X hours/days

**Teacher Notes:**

### Curriculum Development Resources

Click the links below to access additional resources used to design this unit:

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Lesson Plan 1 Template					
<b>Content Area:</b>					
<b>Lesson Title:</b>				<b>Timeframe:</b> X hours/days	
Lesson Components					
<u>21<sup>st</sup> Century Themes</u>					
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy	Environmental Literacy
<u>21<sup>st</sup> Century Skills</u>					
Creativity and Innovation		Critical Thinking and Problem Solving		Communication	Collaboration
<b>Interdisciplinary Connections:</b>					
<b>Integration of Technology:</b>					
<b>Equipment needed:</b>					

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<b>Students:</b> <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> </ul>	<b>Lesson Sequence</b> 1. 2. 3.	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> </ul>
<b>Differentiation</b>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li></li> <li></li> </ul>		

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**LESSON REFLECTION**

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

<b>Lesson Activities:</b>	<b>Strongly</b>	<b>Moderately</b>	<b>Weakly</b>
Are challenging and require higher order thinking and problem solving skills			
Allow for student choice			
Provide scaffolding for acquiring targeted knowledge/skills			
Integrate global perspectives			
Integrate 21 <sup>st</sup> century skills			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills			
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			
Are varied to address different student learning styles and preferences			
Are differentiated based on student needs			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives			
Provide opportunities for student reflection and self-assessment			
Provide data to inform and adjust instruction to better meet the varying needs of learners			

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**Curriculum Design Template**

**Content Area:**

**Course Title:**

**Grade Level:**

<b>Unit Plan 1</b>	<b>Pacing Guide</b>
<b>Unit Plan 1</b>	<b>Pacing Guide</b>
<b>Unit Plan 3</b>	<b>Pacing Guide</b>
<b>Unit Plan 4</b>	<b>Pacing Guide</b>
<b>Unit Plan 5</b>	<b>Pacing Guide</b>
<b>Unit Plan 6</b>	<b>Pacing Guide</b>

**Date Created:**

**Board Approved on:**