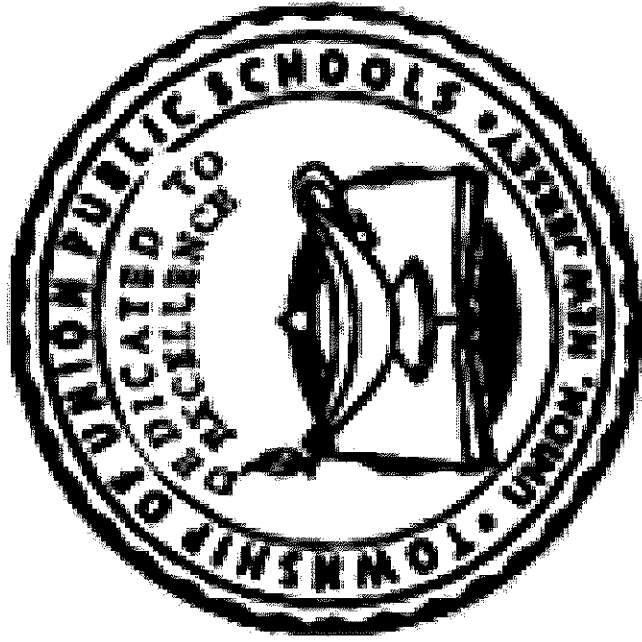
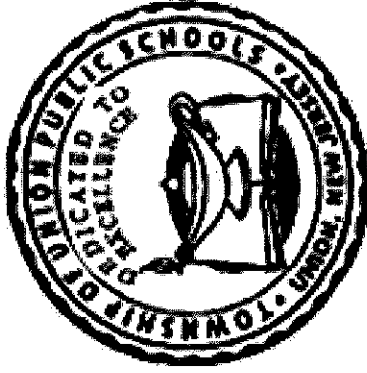


TOWNSHIP OF UNION PUBLIC SCHOOLS



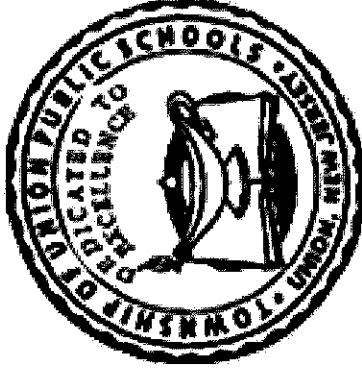
Academic Area

Curriculum Guide 2015



Board Members

David Arminio, President
Vito Nufrio, Vice-President
Guy Francis
Lois Jackson
Thomas Layden
Ron McDowell
Angel Salcedo
Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

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

DEPARTMENT SUPERVISORS

Language Arts/Social Studies K-2	Ms. Maureen Corbett
Mathematics/Science K-2	Ms. Terry Matthews
Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Math/Science 3-5	
Guidance K-12/SAC	Ms. Nicole Ahern
Language Arts/Library Services 6-12	Ms. Mary Malyska
Math 6 -12	Dr. Jeremy Cohen
Science 6 -12	Ms. Maureen Guilfoyle
Social Studies/ Business	Ms. Libby Galante
Art/Music	Mr. Ronald Rago
World Language/ESL/Career Education	Ms. Yvonne Lorenzo
Special Services Pre K-8	
Special Services Pre K - 8	Dr. Frank Santora
Special Services 9 - 12	Mr. Joseph Seugling

Table of Contents

Title Page
Board Members
Administration
Department Supervisors
Curriculum Committee
Table of Content
District Mission/Philosophy Statement/Anti-Bullying Mission
District Goals
Course Proficiencies
Curriculum Units

Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

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

Anti-Bullying Mission Statement

Our school is a place where everyone feels safe and accepted and has a sense of belonging. Bullying will never be tolerated here. School personnel, students, parents and the community will work in collaboration to prevent all forms of bullying through education and the establishment and maintenance of policies and programs designed to eradicate bullying.

Course Proficiencies

- Students will be able to identify the meaning of bullying, how to report bullying and the consequence.
- Student will be able to increase their awareness about the impact of negative bystander behavior and their responsibility to act when they witness bullying.
- Students will be able to identify types of bullying.
- Students will be able to exhibit conflict resolution strategies.
- Students will be able to identify the meaning of diversity, prejudice and empathy.
- Students will be able to give examples of diversity, prejudice and empathy.
- Students will be able to discover that first impressions of people are not always true.
- Students will be able to recognize and openly address the diversity in their classroom.
- Students will be able to identify the meaning of cyber-bullying and the potential long term consequences of cyber-bullying.
- Students will be able to identify the meaning of integrity, truth, honesty and fairness and the value of these qualities.
- Students will be able to develop an understanding of the concept of respect including self-respect.
- Students will be able to evaluate their own beliefs regarding respect.
- Students will be able to brainstorm and come up with a list of qualities that make up a good friend.
- Students will be able to identify the meaning of relational aggression and will learn strategies to establish healthy boundaries.
- Students will be able to understand myths and misperceptions about school bullying.
- Students will understand the reason why some kids bully.
- Students will be able to understand the difference between bullying and conflict.

Curriculum Units

Unit 1: What is Bullying?

Unit 2: Respect/Week of Respect Activities

Unit 3: Cyber-bullying

Unit 4: Healthy Boundaries

Unit 5: "No Name Calling Week"
Diversity, Prejudice, Empathy

Unit 6: Honesty/Integrity/Upstanding

Unit 7: Self-esteem and Self-acceptance

Unit 8: Kindness/Friendship/Relational Bullying

Unit 9: Social-emotional Health and Wellness

Unit 10: Wrap Up/ End of Year Survey

Pacing Guide- Course

<u>Content</u>	Number of Days
<u>Unit 1:</u> What is bullying? Bullying vs Conflict	2
<u>Unit 2:</u> Respect/Week of Respect activities	5
<u>Unit 3:</u> Cyber-bullying	1
<u>Unit 4:</u> Healthy personal boundaries	1
<u>Unit 5:</u> Diversity, prejudice, empathy	2
<u>Unit 6:</u> Honesty/Integrity/Upstanding	1
<u>Unit 7:</u> Self-esteem and self-acceptance	1
<u>Unit 8:</u> Kindness/Friendships/Relational Bullying	2
<u>Unit 9:</u> Social-emotional health and wellness	1
<u>Unit 10:</u> Wrap up and final survey	1

Unit 1:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is a bully?</p> <p>What is conflict?</p> <p>What is the difference between bullying & conflict?</p> <p>What can I do to respond to a bully?</p>	<p>Teachers:</p> <p>Review the information included in Appendix A that will answer the essential questions.</p> <p>Use suggested lessons to reach stated objectives</p>	<p>Class Discussions</p> <p>Pre-Bullying Test (will be sent via survey monkey)</p> <p>Who can I turn to if I am being bullied or know someone else who is being bullied? How can I report?</p> <p>Bullying vs Conflict</p> <p>See Appendix A</p>	<p>Pre-Bullying Test (will be sent via survey monkey)</p>

Unit 2:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Week of Respect</p> <p>How do we define "respect"?</p>	<p>Define Respect and how to be respectful to others</p>	<p>Class Discussion</p> <p>Respecting self and others Activities:</p> <p>Shred the hate</p> <p>Week of Respect Spirit Week</p> <p>Movie night</p> <p>Take what you need</p> <p>Wear blue for unity</p> <p>Graffiti wall</p> <p>Paint your pinkies purple</p> <p>Catch the wave of respect (wear tropical/beach themed clothing)</p> <p>Discussion - Recognizing respect when it is demonstrated.</p> <p>Understanding that you don't have to like someone to respect them. How to earn someone's respect.</p> <p>Refer to Appendix B for suggested lesson plans</p>	

Unit 3:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
<p>What is Cyberbullying?</p> <p>What are the consequences?</p> <p>How can we use tools to stay safe online?</p>	<p>To define cyberbullying and recognize consequences</p> <p>Recognize that all posts are PUBLIC AND PERMANENT</p> <p>To understand how to stay safe online</p>	<p>Class Discussion</p> <p>Cyberbullying worksheets</p> <p>Internet safety handouts</p> <p>Activities</p> <p>Suggested lessons</p> <p>See Appendix C</p>	

Unit 4:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>What are healthy personal boundaries, and how to we establish and maintain them?</p>	<p>To understand the value of healthy personal boundaries, and how to we establish them</p>	<p>Class Discussion</p> <p>Guidelines/rules or limits that you create to identify what are reasonable and safe ways for others to behave towards you. How will you respond when someone steps past those limits?</p> <p>Strategies to establish boundaries without creating conflict, and understanding how this demonstrates self-respect.</p> <p>See Appendix D</p>	

Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>What is empathy and how do I demonstrate it?</p> <p>What is the premise of "NO NAME CALLING WEEK?"</p> <p>What are the social implications of diversity & prejudice</p>	<p>Students will be able to define empathy</p> <p>Students will be able to explain the magnitude of the problem of name-calling and the impact it has on students</p> <p>Students will be able to express empathy for those who are called names.</p>	<p>Class Discussion</p> <p>"No Name Calling Week Activities"</p> <p>Suggested Lessons</p> <p>See Appendix E</p>	

Unit 6:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What does integrity mean?</p> <p>What does honesty mean?</p> <p>Am I a fair person?</p> <p>What does it mean to be fair?</p>	<p>Students will be able to recognize the value of integrity, honesty, and fairness</p>	<p>Class Discussion</p> <p>Honesty/Integrity dilemmas</p> <p>Deciding what is fair</p> <p>Are you a fair person?</p> <p>Writing activity - why is it important to value honesty and integrity?</p> <p>Bystanding versus upstanding - How does this demonstrate fairness, integrity and honesty?</p> <p>Why is bullying in school EVERYONE's problem?</p> <p>How can we be brave?</p> <p>See Appendix F</p>	

Unit 7:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CP/s)	Activities	Assessments
<p>How can we establish positive self-worth and value that will enable us to create positive peer relationships?</p>	<p>Define self-esteem as: how we view and think about ourselves and the value that we place on ourselves as a person</p>	<p>Class Discussions</p> <p>Self Esteem activities</p> <p>Suggested lessons</p> <p>See Appendix G</p>	

Unit 8:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><i>Why is kindness a vital attribute?</i></p> <p><i>Who are our true friends?</i></p> <p><i>What is Relational Bullying?</i></p> <p><i>What does it mean to be "Fair?"</i></p> <p><i>What does it mean to have "Integrity?"</i></p>	<p>To recognize kindness as a positive personality trait</p> <p>Recognize gossip as a negative behavior</p>	<p><i>Class Discussions</i></p> <p>Qualities of a good friend.</p> <p>"Fairness"</p> <p>How to be a good friend?</p> <p>Suggested lessons & activities</p> <p>See Appendix H</p>	

Unit 9:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What are the keys to our social-emotional and physical health and wellness?</p>	<p>Recognize the value of self-care</p> <p>To understand the connection between physical and mental health</p>	<p>Class Discussions</p> <p>Defining wellness - it is more than just absence of disease or sickness.</p> <p>How can we care for ourselves, and why is it vital to do so.</p> <p>Putting yourself first, and saying no without guilt.</p> <p>See Appendix I</p>	

Unit 10:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What have we learned this year?</p> <p>What are the student's suggestions to make things better in the school moving forward?</p>	<p>Using data to evaluate the program</p>	<p>Class Discussions</p> <p>Post test (survey monkey)</p> <p>Wrap Up</p> <p>End of year survey</p> <p>Round table discussion with a diverse cross section of the school population.</p> <p>Have students write letters to their younger selves; have 8th grade students write letters for the incoming 6th grade class.</p>	<p>Post test (survey monkey)</p>