

0: Course Overview

Content Area: **History**
Course(s):
Time Period: **Marking Period 1**
Length: **1 Week**
Status: **Published**

Weird NJ

School Mission Statement

The mission of Chartertech is to provide artists the opportunity to blend principles of artistic expression with cutting-edge technology, so artists will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21st century.

Artistic integration: Performing arts will be accessible to all artists as a skill and content area and will serve as a vehicle for imparting, enlivening, and motivating excellence in all academic topics, as well as providing a platform for learning multicultural appreciation and empathy, not just tolerance.

Technological integration: Technology will serve as the foundation for instructional delivery systems leading to knowledge acquisition, concept understanding, and skill mastery in all academic subjects. Technology will not be studied as a separate entity but infused into the very fabric of educational pursuits, exactly as it occurs in the business world. Artists will be prepared to compete in the modern workplace or post-secondary institution.

"Education has always been torn between vocational and utilitarian purposes on one hand and creative and holistic purposes on the other... We are rapidly entering a world that is hard to imagine. By developing the problem-solving skills, creativity, and discipline required in the arts, artists can prepare for life in the 21st century."

From Understanding How the Arts Contribute to Excellent Education

National Endowment for the Arts, 1991

School Goals

Goals for Arts Education:

Artists will learn the knowledge, skills, and abilities necessary to turn their passions and gifts in the arts into vocations or serious avocations.

- Objective 1: Each year, each artist will take two semesters (10 credits) of career-oriented training (80 minutes per day) in their artistic major.
- Objective 2: Each marking period, each artist will perform or produce frequently, in diverse settings and for diverse audiences.
- Objective 3: Artistic instruction will be integrated into the study of all academic subjects.
- Objective 4: Each year, each artist will complete at least twenty after-school “lab” hours in their artistic major. These will constitute career-oriented service to the school and/or community, and demonstrate accomplishment of the NJCCCS crosscutting workplace readiness standards.

Goal for Technology:

Chartertech will model the technology-intense workplace and artists will be able to compete successfully and perform well in a technology-intense workplace.

- Objective 5: Each artist will routinely use technology in a workplace-like manner to acquire, analyze, communicate, and present information in every subject.
- Objective 6: Each artist will have access to a computer every day, every class so that automated sources will be the main conduit for educational content.
- Objective 7: All administrative and instructional functions of the school will be supported by the most modern technology available.

Goals for Academic Achievement:

Artists will apply themselves in the serious pursuit of knowledge and skills, especially skills in critical thinking, problem solving, decision making, and communication.

- Objective 8: Each year, and to be promoted to the next grade each artist will pass five credits in English, Health, Social Studies, Science, Mathematics, and PE/Health. Between grades 9-12 artists will also complete 1 year of Spanish.
- Objective 9: In each academic subject, each year, each artist will complete a significant project that involves critical thinking, problem solving, decision making, and communication skills, and which demonstrates cross-content workplace readiness skills.
- Objective 10: Each year artists will develop a artist resume to guide his/her academic and artistic studies and to document his/her academic and artistic accomplishments. This work will be done under the mentorship of the faculty in the artist’s artistic major.
- Objective 11: Academic instruction in all subjects will be highly cross-curricular, in accordance with curricula design and continuously improved by teachers, in compliance with the New Jersey Artist Learning Standards.

Course Description

"Have you ever heard strange tales about our backyard that is New Jersey? Have you ever wanted to learn more about them...or even explore them for yourself? If so, Weird NJ is the course for you! Each time period in NJ history will receive its own section, giving us plenty of time to dive into the plethora of stories the Garden State has in store waiting for us to discover! From the Jersey Devil and lore-drenched county roads to claims of paranormal occurrences & unraveling the tales wrapped around historic structures, this course has something for everyone!"

Overview & Pacing

Unit #	Major Content	Expected Time
Unit 1: “What’s the Big Deal about New Jersey?”		1 Week
The purpose of this unit is to not only assess what students know about New Jersey so far, but also set the tone for the course by asking questions such as “What is folklore? What purpose can it serve in our lives, be it coming to terms with identity, history, values, etc.?”		
Unit 2 NJ Geography & The First Settlers of the Land		3 Weeks
Students will analyze the Lenni Lenape tribe, the original inhabitants of the land before it became NJ, as well as the earliest settlers and the role they played in shaping the culture of the area.		
Unit 3 Hubble Bubble: Jersey’s in Trouble		5 Weeks
Although it has not been settled for long, the colony of New Jersey faces a plethora of crises during its youth. Not only do conflicts arise between old and new inhabitants, but also infighting within groups, at one point culminating in the literal division of the state into two parts *and it’s not north and south*. And what does all this have to do with a certain devil of the jersey persuasion?		
Unit 4 New Jersey: Revolution & the Road Ahead		5 weeks
New Jersey’s history surrounding the road to the Revolutionary War is a fascinating, yet peculiar one at times- students will learn about events such as the NJ equivalent of the Boston Tea Party, as well as significant spots where pivotal events occurred during the period, as well as how the state responded to the issue of creating not only the U.S Constitution, but its own as well.		
Unit 5 The 1800s/The Civil War		6 Weeks
Analyze the domino effect that led to the Civil War through the lens of NJ history: From the social dynamics of slavery and the role of race/ethnicity in NJ to the efforts of Harriet Tubman & her peers in The Underground Railroad, as well as tracking down which NJ landmarks played a role during this troubled time.		
Unit 6	Growing Pains: NJ from 1866-1950	6 Weeks

In the aftermath of the Civil War, New Jersey sees an influx of immigrants from around the world...what impact did the Ku Klux Klan have on New Jersey? NJ also sees technological innovation through the rivalry between Nikola Tesla & Thomas Edison-How did this innovation influence industry and society within the state? And how did society respond to people who deviated from norms of the time? What role(s) did NJ serve during global conflicts such as WW1 and WW2?

Unit 7 NJ during the 2nd half of the 20th Century
Weeks

6

As if the rapid expansion and innovation covered in the previous chapter wasn't enough, there are some new issues facing not only the state, but the country & world as a whole...how does New Jersey respond to these matters? What role do her stories, landscape, and structures play in it?

Unit 8 NJ in the present & future
Weeks

3

Analyze NJ culture of the 21st century-What does it convey about the state-and the people within it-to not just other states, but the world at large? What does the future for New Jersey look like? We've seen the role that folklore and curious tales/places have played throughout the state's history...what lies ahead? And what can we anticipate/do about it?

Total
weeks

35