

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

COUNTRIES OF THE WORLD

Schools..... Elementary Schools
Department..... Gifted Program
Length of Course..... 1 day a week
Grade Level..... 4
Prerequisite identification by district
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

A goal of the Westfield Public Schools is to identify and provide appropriate academic and social/emotional learning opportunities and character development to students identified as gifted. In the third-fifth grade the needs of gifted students are addressed by clustering identified students, differentiating curriculum as appropriate, and providing a pullout experience designed to expose students to advanced in-depth study. The New Jersey Administrative Code requires district boards of education to develop appropriate curricular and instructional modifications for gifted students. Programs must address appropriate content, process, products, and learning environment. Each subject-area curriculum framework developed by the New Jersey Department of Education provides general as well as content-specific information on gifted education. This course follows the Department's recommended strategy for gifted students.

Countries of the World is an advanced interdisciplinary course that builds upon the elementary social studies curriculum adding rigor and challenge to meet the needs of identified gifted students. In this course, students discover the interconnected and complex fields of economics, civics, geography, culture, and world history. The students pursue methods of inquiry that will lead to a depth of intellectual understanding of global citizenship in order to analyze how the past connects to the present. Through investigative research, analysis and evaluation of information the students determine that climate, resources, agriculture, industry, trade and a country's geographic location are interdependent. Through the use of critical thinking, real-world applications and problem-based tasks the students synthesize the information gained in order to create and present a globally accurate country of the world.

II. OBJECTIVES

The Countries of the World curriculum fulfills Westfield Board of Education expectations for student achievement. The following course objectives are aligned with the New Jersey Student Learning Standards for English Language Arts, the New Jersey Student Learning Standards for Mathematics, the New Jersey Student Learning Standards for Science, Social Studies, Visual and Performing Arts, Computer Science and Design Thinking, and Career Readiness, Life Literacies, and Key Skills. They are developed sequentially throughout the course.

Students:

A. Apply the five themes of geography to explain relationships between the locations of places and regions and their environmental characteristics

New Jersey Student Learning Standards for Social Studies 6.1.5, 6.2.5

New Jersey Student Learning Standards for English Language Arts SL.5.1 a-d

New Jersey Student Learning Standards for Science P1, P4, P7

New Jersey Student Learning Standards for Technology 8.1

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4.5

B. Improve knowledge of geography and map skills through analysis and creation of political, physical and topographic maps

New Jersey Student Learning Standards for Social Studies 6.1.5.Geo.SV.1-4

Practice- Gathering and Evaluating Sources

New Jersey Student Learning Standards for English Language Arts R1, R7, RI.4.7, W2, W4, SL1-2, SL5

New Jersey Student Learning Standards for Mathematics SMP4

New Jersey Student Learning Standards for Science 4-ESS2-1

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

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

B. Identify, analyze and evaluate how landform affects growth and development

New Jersey Student Learning Standards for Social Studies 6.1.5.Geo.PP.2, 6.1.5.Geo.SV.1-4, 6.1.5.Geo.HE.1-3, 6.1.5.Geo.GI.1

Practice- Developing Questions and Planning Inquiry, Gathering and Evaluating Sources, Presenting Arguments and Explanations

New Jersey Student Learning Standards for English Language Arts R1, R7, R10, RI.4.7, W2, W4, W9, SL1-2, SL5

New Jersey Student Learning Standards for Science 4-ESS2-1

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

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

New Jersey Competencies for SEL- Self-Awareness, Social Awareness, Responsible Decision-Making and Relationship Skills

C. Utilize current weather and climate data to create charts/graphs to analyze, evaluate and recognize that climate is largely determined by geographic location

New Jersey Student Learning Standards for Social Studies 6.1.5.Geo.PP.2, 6.1.5.Geo.SV.1-4, 6.1.5.Geo.HE.1-3

Practice- Developing Questions and Planning Inquiry, Gathering and Evaluating Sources, Presenting Arguments and Explanations

New Jersey Student Learning Standards for English Language Arts R1, R7, R10, RI.4.7, W2, W4, W9, SL1-2, SL5

New Jersey Student Learning Standards for Mathematics SMP2, 4

New Jersey Student Learning Standards for Science 4-ESS2-1

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

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

D. Identify, analyze and evaluate how climate change affects environmental characteristics of places or regions to devise and propose possible solutions

New Jersey Student Learning Standards for Social Studies 6.1.5.Geo.HE.1-3, 6.1.5.Econ.ET.2, 3, 6.3.5.Geo.HE.1, Practice- Developing Claims and Using Evidence, Presenting Arguments and Explanations, Taking Informed Action
New Jersey Student Learning Standards for English Language Arts R1, R7, R10, RI.4.7, W1-2, W4, W6-7, W9, SL1-2, SL5, SL1-5, LI-2

New Jersey Student Learning Standards for Mathematics SMP2, 3, 4

New Jersey Student Learning Standards for Science 4-ESS2-1, 4-ESS3-2, 3-5-ETS1-1, 2

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.2, 9.4

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

New Jersey Competencies for SEL- Self-Awareness, Social Awareness, Responsible Decision-Making and Relationship Skills

E. Analyze, compare and contrast countries to determine that a country's resources, agriculture and industry is dependent upon geographic location

New Jersey Student Learning Standards for Social Studies 6.1.5.Geo.PP.2, 3, 6.1.5.Geo.SV.2, 4, 6.1.5.Econ.GE.4 Practice- Gathering and Evaluating Sources, Developing Claims and Using Evidence

New Jersey Student Learning Standards for English Language Arts R1, R7, R10, RI.4.7, RI.4.9, W2, W4, W6, W8-9, SL1-2

New Jersey Student Learning Standards for Science 4-ESS2-1

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

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

F. Identify forms of government and create a written plan for governance of a country

New Jersey Student Learning Standards for Social Studies 6.1.5.Civics.PI.4-9, 6.1.5.Civics.HR.1, 6.1.5.History.CC.15 Practice- Gathering and Evaluating Sources, Developing Claims and Using Evidence

New Jersey Student Learning Standards for English Language Arts R1, R7, R10, RI.4.7, RI.4.9, W1-2, W4-10, SL1-2, SL4-5, LI-2

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

G. Compare, contrast and analyze countries regarding geographic location, climate, weather, physical landscape, government, culture, resources, education, industry, population, and history

New Jersey Student Learning Standards for Social Studies 6.1.5.Civics.PI.9, 6.1.5.Geo.PP.3, 6, 6.1.5.Geo.SV.2-4, 6.1.5.Geo.GI.1, 4, 6.1.5.Econ.EM.5, 6.1.5.Econ.NM.1, 5, 6.1.5.History.CC.10

Practice- Gathering and Evaluating Evidence, Seeking Diverse Perspectives, Developing Claims and Using Evidence, Presenting Arguments and Explanations

New Jersey Student Learning Standards for English Language Arts R1, R10, RI.4.7, W1-2, W4, W9, SL1-2

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

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

H. Synthesize information gained of world history and geography in order to create and present a "globally accurate" country of the world

New Jersey Student Learning Standards for Social Studies 6.1.5.Civics.PI.9, 6.1.5.Geo.PP.3, 6.1.5.Geo.SV.2-4, 6.1.5.Geo.GI.1, 4, 6.1.5.Econ.EM.5, 6.1.5.Econ.NM.1, 5, 6.1.5.History.CC.10

Practice- Gathering and Evaluating Evidence, Developing Claims and Using Evidence, Presenting Arguments and Explanations
New Jersey Student Learning Standards for English Language Arts R1, R7, R10, RI.4.7, RI.4.9, W1-2, W4-10, SL1-2, SL4-5, LI-2

NJ Core Curriculum Content Standards for Career Readiness, Life Literacies, and Key Skills- 9.4

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

New Jersey Student Learning Standards Visual and Performing Arts 1.2, 1.4

New Jersey Student Learning Standards Visual and Performing Arts Anchor Standard 5

I. Deepen research, writing and presentation skills

New Jersey Student Learning Standards for Social Studies 6.1, 6.2

Practice- Gathering and Evaluating Sources, Developing Claims and Using Evidence, Presenting Arguments and Explanations
New Jersey Student Learning Standards for English Language Arts R1, R7, R10, RI.4.7, RI.4.9, W1-2, W4-10, SL1-2, SL4-5, LI-2

NJ Core Curriculum Content Standards for Career Readiness, Life Literacies, and Key Skills- 9.4

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

New Jersey Student Learning Standards Visual and Performing Arts Anchor Standard 5

III. CONTENT, SCOPE, AND SEQUENCE

Inherent in this unit is a high degree of analysis, synthesis, and evaluation of information. The students are encouraged, as stated in the New Jersey Student Learning Standards for Social Studies role of Essential Questions, to pursue methods of inquiry that will lead to a depth of intellectual understanding of global citizenship to better comprehend how the past connects to the present.

Unit I: Geography, People and the Environment: Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information. Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts. A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress. Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.

Essential Questions: How can geographic data be used to increase understanding of the environment and the world? How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? How do people analyze and interpret geographic data to plan for the future? How can groups and communities work together to make decisions and solve problems? How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

A. Exploration of Geographic Concepts (suggested time: 10 days)

1. Five Themes of Geography
 - a. Geographers use the five themes of geography (location, place, human/environment interaction, movement and regions) to understand how they impact the human experience.
2. Map Skills
 - a. Political, physical, topographic maps
Similarities and differences
 - b. Topographic terms:
Contour lines, elevation, projection, relief, sea level, surveying, and topography
3. Landforms
 - a. Effect on growth and development
Landforms are the result of interactions of various natural physical processes with the surface of the Earth
 - b. Natural impacts- geological changes
 - 1) Stream erosion, wind erosion, glacial action, earthquakes, volcanic action, etc.
Man-made impacts
 - 2) Lakes are drained, lowland areas flood, rivers are diverted, etc.
 - c. Landforms place limitations and also help to identify opportunities for development
 - 1) Locations are indicated that are suitable for development
 - 2) Areas where natural resources are abundant and/or accessible via farming, mining, and forestry
 - 3) Areas where natural features are of such ecological importance or social value that they should be preserved

4. Weather and Climate
 - a. Terms weather and climate
 - b. A country of the world is selected on which current local weather and climate data is collected
 - c. Compare with long-term climate data
 - d. A country's climate is largely determined by its geographic location
 5. Climate Change
 - a. Case Study
 - 1) Climate change affects environmental characteristics of places or regions
 - 2) Use parameters of the problem, criteria and resources, to devise and propose possible solutions
 6. Resources, Agriculture and Industry
 - a. Natural (renewable and nonrenewable), human, and capital resources i.
 - 1) Scarcity and abundance
 - 2) Agriculture and farming
 - b. Imports and Exports
 - c. Interdependence and trade
 - 1) Decisions are made and reasons are stated as to what kinds of resources might logically be exported and imported between other countries and the U.S.
- B. Government (suggested time: 3 days)
1. Term government is examined
 2. US Constitution and Bill-of-Rights
 - a. 7 articles, 7 principles
 - b. Separation of powers- Executive, Legislative, Judicial
 - c. Amendments
 3. Forms of government can be based upon economic systems Capitalism, Socialism, Communism, Mixed Market Economy
 4. Various forms of governments will be compared and contrasted
Anarchy, communism, confederacy, constitutional democracy, constitutional monarchy, democracy, democratic republic, dictatorship, federal, federal republic, monarchy, oligarchy, parliamentary democracy, parliamentary government, parliamentary monarchy, republic, socialism, totalitarian
- C. Education (suggested time: 1 day)
1. Connection between an educational system and culture
 2. Impacts of socioeconomic status
 3. U.S. education plan
- D. Culture (suggested time: 1 day)
1. Race, national origin, gender, class, and religion
 2. Influences views/perspectives and values, culture diversity

Unit II: Global Connections: Understanding the past helps to make sense of the present. Regions form and change as a result of unique physical characteristic conditions, economies, and cultures. Global interconnections occur between human and physical systems across different regions of the world. A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.

Essential Questions: How do our interpretations of past events inform our understanding of cause and effect, and continuity and change? How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

A. Specific Countries of the World Exploration (suggested time: 8 days)

1. Research to investigate and gather information on one country covering the following concepts
 - a. Geographic location
 - b. Climate
 - c. Weather patterns
 - d. Physical landscape
 - e. Government
 - f. Cultural makeup and customs
 - g. Natural resources
 - h. Education and employment opportunities
 - i. Population size
 - j. Industry, imports and exports
 - k. Important historical events

B. Presentation of Countries/Compare and Contrast (suggested time: 2 days)

1. Multimedia presentation incorporating research conducted
2. Compare and contrast the featured countries
3. Citing similarities and differences
4. Connections will be made
 - a. Geographic location and: climate, weather patterns, landscape, density, natural resources, industry, imports and exports, interdependence and trade
 - b. Education, industry and employment opportunities

Unit III: Science, Technology & Innovation (Time, Continuity & Change)

Essential Questions: How have scientific and technological developments over the course of history changed the way people live and economics and government function? How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups and societies?

A. Creation of Original Country (suggested time: 8 days)

Information learned to create a new globally accurate country of the world

1. State form, or fusions of forms of government that will be implemented

Describe the structure and function

- a. Written plan for government
 - 1) Constitution
 - 2) State the rights of the citizens
 - a) State the education laws that will be put into place
 - i. Guidelines for required years of schooling and length of school year
 - ii. Curriculum
 - b) State laws protecting the environment
2. Research existing countries similar in location and/or landform
Climate, weather patterns, landscape, natural resources, industry, imports and exports
3. Brief history of the land
Reference, or create new historical events and landmarks
4. Create a map
 - a. Political
 - 1) Capital, major cities, national boundaries, ports, airports, historical landmarks and land preservations
 - 2) Map legend
 - a) Transportation routes
 - b. Physical, or topographical map
 - i. Physical landscape features
 - ii. Mountains, rivers, lakes, elevation changes
 - iii. Create a map legend
 5. National currency and sub currency
 - a. National flag
 - b. Symbolism referencing the history, values, or culture of the people
 6. Population size
 7. National language
Create or adopt
 8. National anthem
Written and or composed

B. Presentation of Original Country (suggested time: 2 days)

1. Design and prepare a multimedia presentation for peers, parents and administrators
2. Project requirements stated above
3. Appropriate graphics and visual accompaniment.

IV. INSTRUCTIONAL TECHNIQUES:

A wide variety of instructional techniques will be employed to engage all students in the learning process and accommodate differences in readiness levels, interests, and learning styles. The students' diverse interests and needs will be addressed through varied pacing and assignments. Typical teaching techniques include, but are not limited to the following:

- A. Teacher-directed whole group instruction and modeling of procedures
- B. Flexible grouping
- C. Differentiated tasks
- D. Learning centers
- E. Guided investigations, experiments, and laboratories
- F. Discovery based activities
- G. Hands-on activities
- H. Modeling with manipulatives
- I. Independent practice
- J. Independent and guided research
- K. Use of technology
- L. Integration of social studies with other disciplines
- M. Multi-media presentation
- N. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

Teachers employ assessment tools and techniques that enable children to demonstrate what they know in a variety of ways and provide reliable information from multiple sources. Assessment based on evidence of student learning enables teachers to make instructional decisions that lead to higher levels of achievement for all students. Multiple assessment techniques will be employed.

- A. Ongoing informal assessment
 - 1. Classroom observation
 - 2. Analysis of student work, homework and class work
 - 3. Journal responses
- B. Periodic formal assessment
 - 1. Baseline pre and post assessment
 - 2. Written tests and quizzes

- C. Product assessment
 - 1. Student portfolios
 - 2. Student reflections
 - 3. Student self-assessments
 - 4. Project scoring rubrics

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities are encouraged in order for the teacher to seek opportunities that provide insight and training to support this curriculum:

- A. Attendance at workshops, seminars and courses with a Focus on Gifted education, or biology and life science content, pedagogy, alternate assessment techniques or technology
- B. Access to professional books and journals
- C. Opportunities to learn and share ideas about teaching and learning Gifted education with colleagues in district
- D. College courses
- E. Opportunities to learn and share ideas about teaching and learning Gifted education through participation in the Union County Gifted and Talented Association
- F. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework and assessment

APPENDIX I

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES

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

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

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

The entire standards document can be viewed at <https://www.state.nj.us/education/aps/cccs/ss/>

APPENDIX II

NEW JERSEY STUDENT LEARNING STANDARDS - SOCIAL STUDIES PRACTICES

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

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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

APPENDIX III

NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

Key Ideas and Details

- RL.K-4.1. Ask and answer questions about key details in a text.
- RL.K-4.2. Retell familiar stories, including key details.
- RL.K-4.3. Identify characters, settings, and major events in a story.

Craft and Structure

- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6. Name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

- RL.K-4.7 Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K-4.9. Compare and contrast the adventures and experiences of characters in familiar stories.

ENGLISH LANGUAGE ARTS STANDARDS FOR READING INFORMATIONAL TEXT

Key Ideas and Details

- RI.K-4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.K-4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text

- RI.K-4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

- RI.K-4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade K-4 social studies topic*.
- RI.K-4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.K-4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

- RI.K-4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.K-4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- RI.K-4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

ENGLISH LANGUAGE ARTS WRITING STANDARDS

Text Types and Purposes

W.K-4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- Provide a concluding statement or section related to the opinion presented.

W.K-4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented

W.K-4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- Use dialogue and description to develop experiences and events or show the responses of characters to situations
- Use a variety of transitional words and phrases to manage the sequence of events
- Use concrete words and phrases and sensory details to convey experiences and events precisely
- Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.K-4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.K-4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.K-4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting

Research to Build and Present Knowledge

W.K-4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic

W.K-4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.K-4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply *grade K-4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- Apply *grade K-4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Range of Writing

W.K-4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING

Comprehension and Collaboration

SL.K-4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.K-4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.K-4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

SL.K-4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.K-4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.K-4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

ENGLISH LANGUAGE ARTS LANGUAGE STANDARDS

Knowledge of Language

L.K-4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

The entire standards document can be viewed at <https://www.state.nj.us/education/aps/cccs/lal/>

APPENDIX IV

NEW JERSEY STUDENT LEARNING STANDARDS FOR MATHEMATICS

Making Inferences and Justifying Conclusions

S-IC: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

The entire standards document can be viewed at <https://www.state.nj.us/education/aps/cccs/math/>.

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR VISUAL & PERFORMING ARTS

ANCHOR STANDARD 5: Developing and refining techniques and models or steps needed to create products.

The entire standards document can be views at <https://www.state.nj.us/education/aps/cccs/arts/>

APPENDIX VI

NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY

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

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR 21ST CENTURY LIFE & CAREERS

Standard 9.1: (21st-Century Life and 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.

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

APPENDIX VIII

New Jersey Competencies for Social Emotional Learning

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

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

APPENDIX XI

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS FOR SPECIAL EDUCATIONSTUDENTS, ENGLISH LANGUAGE LEARNERS, STUDENTS AT RISK OF SCHOOL FAILURE, GIFTED AND TALENTED STUDENTS, AND STUDENTS WITH 504 PLANS (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.

Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)

Provide auditory aids (cues, tapes, etc.)

Use manipulatives

Provide hands-on learning activities

INSTRUCTIONAL STRATEGIES

Check work in progress

Provide immediate feedback

Provide extra drill/practice

Provide review sessions

Provide models

Highlight key words

Provide pictures/charts

Use mnemonics

Support auditory presentations with visuals

Have student restate information

Provide lecture notes/outline

Give oral reminders

Give visual reminders

Review directions

Use graphic organizers

Assign partners

Repeat instructions

Display key vocabulary

Monitor assignments

Provide visual reinforcement

Provide concrete examples

Use vocabulary word bank

ORGANIZATION

Post assignments

Provide a desktop list of tasks

Give one paper at a time

Provide extra space for work

List sequential steps

Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures

Provide shortened tasks

Provide extra time for tests

Read test to student

Provide test study guides

Limit multiple choice options

Provide extra time for projects

Pace long term projects

Simplify test wording

Provide hands-on projects

Allow extra response time

ENGLISH LANGUAGE LEARNERS

GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

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

Identify supplementary materials to use

Adapt content to all levels of students proficiency

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

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

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

STRATEGIES

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

Use scaffolding techniques consistently throughout lesson

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

INTERACTION

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

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

Provide sufficient wait time for student responses consistently

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

PRACTICE/APPLICATION

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

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

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)

Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)

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

Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions

Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>

<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

EXPLORATORY SPANISH I - 3416

Schools..... Westfield High School
Department..... World Languages
Length of course Full Year
Credits5
Grade Level..... 9-12
Prerequisite Counselor recommendation
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Public Schools Department of World Languages seeks to provide a well-articulated program in order to prepare students to become responsible citizens in a multicultural and diverse global society. Language skills and cultural awareness stimulate cognitive development and academic achievement. The study of a world language promotes knowledge, understanding and respect for the perspectives, practices, and products of different cultures.

Exploratory Spanish I is designed for students who have demonstrated the need for support in their first language. This course satisfies the graduation requirements for World Languages. Moving at a modified pace, this foundation course develops the four basic skills of listening, speaking, reading and writing while focusing on the different cultures of Spanish-speaking countries. Students at this level begin to describe themselves and others, ask and answer questions, say what they are doing, and express preferences using memorized and rehearsed expressions. The understanding and appreciation of the Spanish-speaking world and its culture form an integral part of the learning experience thereby fostering the world languages standards of communication, culture, connections, comparisons and communities.

II. OBJECTIVES

This curriculum fulfills the Westfield Board of Education expectations for student achievement. The course objectives, divided by each of the communication modes, are aligned with the NJ Student Learning Standards for World Languages. These objectives also align with NJ Students Learning Standards for English Language Arts, Social Studies, Computer Science & Design Thinking, and Career Readiness, Life Literacies, and Key Skills.

Students:

A. Interpretive Communication Mode

Identify familiar words and phrases in culturally authentic materials related to targeted themes

New Jersey Student Learning Standards for World Languages 7.1.NH.IPRET.1

New Jersey Student Learning Standards for Social Studies 6.3

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

Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes

New Jersey Student Learning Standards for World Languages 7.1.NH.IPRET.2

New Jersey Student Learning Standards for A.R4

New Jersey Student Learning Standards for Social Studies 6.3

Respond and act on a series of oral and written instructions, directions, and Commands

New Jersey Student Learning Standards for World Languages 7.1.NH.IPRET.3

New Jersey Student Learning Standards for A.R4

Recognize some common gestures and cultural practices associated with target culture(s)

New Jersey Student Learning Standards for World Languages 7.1.NH.IPRET.4

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

New Jersey Student Learning Standards for Social Studies 6.3

Identify some unique linguistic elements in the target culture

New Jersey Student Learning Standards for World Languages 7.1.NH.IPRET.5

New Jersey Student Learning Standards for A.R4

New Jersey Student Learning Standards for Social Studies 6.3

Interpret some common cultural practices associated with the target culture(s)

New Jersey Student Learning Standards for World Languages 7.1.NH.IPRET.6

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written

New Jersey Student Learning Standards for World Languages 7.1.NH.IPRET.7

New Jersey Student Learning Standards for A.R4

New Jersey Student Learning Standards for Social Studies 6.3

Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change

New Jersey Student Learning Standards for World Languages 7.1.NH.IPRET.8

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

B. Interpersonal Communication Mode

Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.1

New Jersey Student Learning Standards for A.R4

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Ask and respond to questions on practiced topics and on information from other subjects

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.2

New Jersey Student Learning Standards for A.R4

Make requests and express preferences in classroom settings and in various social situations

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.3

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.4

New Jersey Student Learning Standards for A.R4

New Jersey Student Learning Standards for Social Studies 6.3

Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.5

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.6

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

C. Presentational Communication Mode

Recombine basic information at the phrase and sentence level related to everyday topics and themes

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.1

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

Create and present brief messages using familiar vocabulary orally or in writing

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.2

New Jersey Student Learning Standards for A.R4

Describe orally and in writing people and things from the home and school environment

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.3

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.4

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

When speaking and writing, use simple sentences and try to connect them with a few transition words

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.5

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

Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.6

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

III. CONTENT, SCOPE, AND SEQUENCE

Exploratory Spanish I provides students the opportunity to develop basic vocabulary and grammar. Students are given many opportunities to practice new vocabulary and expressions through interactive lessons. This course seeks to begin the development of language skills that can be applied in both formal and informal situations.

Themes

- A. The Spanish-speaking World (suggested time 4 - 5 weeks)
 - 1. identify countries and capitals in Latin America and Spain
 - 2. recognize famous Hispanic and Hispanic-American people
 - 3. discuss Spanish-speakers in the United States
- B. All about Me (suggested time 4 - 5 weeks)
 - 1. imitate basic introductions and greetings
 - 2. express preferences
 - 3. describe oneself
- C. My Family and Friends (suggested time 5 - 6 weeks)
 - 1. identify kinship terms
 - 2. create a family tree
 - 3. recognize family relationships
 - 4. describe others and their preferences

- D. My School (suggested time 4 - 5 weeks)
 - 1. identify subjects, supplies and classrooms
 - 2. express time
 - 3. describe school schedule
- E. My Home (suggested time 5 - 6 weeks)
 - 1. identify rooms and furniture
 - 2. describe activities and chores
 - 3. describe a house
- F. My Clothing and Shopping (suggested time 4 - 5 weeks)
 - 1. state preferences
 - 2. describe clothing, including styles and trends
- G. The Seasons (suggested time 5 - 6 weeks)
 - 1. identify weather conditions
 - 2. describe activities according to weather
 - 3. recognize geographical differences

Grammatical Structures

- A. Articles
- B. Gender and number
- C. Adjective agreement
- D. Reflexive verbs
- E. Possessive adjectives
- F. Personal “a”; contractions “al” and “del”
- G. Present tense and present progressive (introduction)
- H. Most commonly used irregular verbs (ser, estar, ir, gustar, irregular “yo”, stem-changing verbs, saber vs. conocer)
- I. Expressions of courtesy

IV. INSTRUCTIONAL TECHNIQUES

Differentiated instruction creates a student-centered environment that seeks to accommodate diverse learners and provides multiple pathways to learning. A variety of instructional approaches are employed to involve all students in the learning process and accommodate differences in readiness levels, interests and learning styles. Instructional techniques include but are not limited to the following:

- A. Teacher-directed, whole-group instruction
- B. Small-group instruction
- C. Flexible grouping

- D. Technology-based instruction
- E. Hands-on activities
- F. Research projects
- G. Guided reading and discussion
- H. Think-Pair-Share student partner activities
- I. Total Physical Response (TPR)
- J. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

The purpose of assessment is to improve student learning, gauge student progress and make necessary adjustments in methodology when needed. Student assessment practices include but are not limited to the following:

- A. Informal Assessments
 - 1. interviews
 - 2. oral presentations
 - 3. aural practice
 - 4. role-play
 - 5. classroom observations during coupled and group activities
- B. Formal Assessments
 - 1. baseline assessments
 - 2. benchmark assessments
 - 3. short essays
 - 4. oral presentations
 - 5. written quizzes and tests
 - 6. aural assessments
 - 7. projects.

VI. PROFESSIONAL DEVELOPMENT

The following activities support this curriculum:

- A. Collaboration with colleagues through discussion and observation
- B. Department meetings to plan and coordinate curriculum and activities
- C. Visitation to districts that implement innovative language programs
- D. Professional development through courses or conferences.

APPENDIX I

NEW JERSEY STUDENT LEARNING STANDARDS FOR WORLD LANGUAGES

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

Interpretive Mode

- 7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4 Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode

- 7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

- 7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave-takings.
- 7.1.NL.IPERS.6 Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational Mode

- 7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4 State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

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

APPENDIX II

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES

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

STANDARD 6.2 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.

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

APPENDIX III

NEW JERSEY STUDENT LEARNING STANDARDS - SOCIAL STUDIES **PRACTICES**

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

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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

APPENDIX IV

NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

STANDARD A.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

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

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR VISUAL & PERFORMING ARTS

ANCHOR STANDARD 1: Anchor Standard 1: Generating and conceptualizing ideas.

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

APPENDIX VI

NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY

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

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

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

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

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

APPENDIX VIII

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS FOR SPECIAL EDUCATION STUDENTS, ENGLISH LANGUAGE LEARNERS, STUDENTS AT RISK OF SCHOOL FAILURE, GIFTED AND TALENTED STUDENTS, AND STUDENTS WITH 504 PLANS (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed

Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)

Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress

Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners

Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools

Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests

Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

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

Identify supplementary materials to use

Adapt content to all levels of students proficiency

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

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

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

STRATEGIES

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

Use scaffolding techniques consistently throughout lesson

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

INTERACTION

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

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

Provide sufficient wait time for student responses consistently

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

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units

Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks

Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions

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

GIFTED AND TALENTED STUDENTS

CURRICULUM

Acceleration

Compacting

Telescoping

Advanced Placement Courses

INSTRUCTION

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work

Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

EXPLORATORY SPANISH II - 3426

Schools..... Westfield High School
Department..... World Languages
Length of course Full Year
Credits5
Grade Level..... 9-12
Prerequisite Expl. Span. I / Recommendation
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Public Schools Department of World Languages seeks to provide a well-articulated program in order to prepare students to become responsible citizens in a multicultural and diverse global society. Language skills and cultural awareness stimulate cognitive development and academic achievement. The study of a world language promotes knowledge, understanding and respect for the perspectives, practices, and products of different cultures.

Exploratory Spanish II is designed for students who have demonstrated the need for support in their first language and who have completed Exploratory Spanish I. This course builds on the concepts and skills explored during Exploratory Spanish I. It enhances the language foundation that supports the development of the four basic skills of listening, speaking, reading and writing. Students at this level begin to discuss favorite foods, describe their preferences while discussing food, travel, professions and daily life. The understanding and appreciation of the Spanish-speaking world and its culture form an integral part of the learning experience thereby fostering the world languages standards of communication, culture, connections, comparisons and communities.

II. OBJECTIVES

This curriculum fulfills the Westfield Board of Education expectations for student achievement. The course objectives, divided by each of the communication modes, are aligned with the NJ Student Learning Standards for World Languages. These objectives also align with NJ Students Learning Standards for English Language Arts, Social Studies, Computer Science & Design Thinking, and Career Readiness, Life Literacies, and Key Skills.

Students:

A. Interpretive Communication Mode

Identify familiar words and phrases in culturally authentic materials related to targeted themes

New Jersey Student Learning Standards for World Languages 7.1.NH.IPRET.1

New Jersey Student Learning Standards for Social Studies 6.3

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

Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes

New Jersey Student Learning Standards for World Languages 7.1.NH.IPRET.2

New Jersey Student Learning Standards for A.R4

New Jersey Student Learning Standards for Social Studies 6.3

Respond and act on a series of oral and written instructions, directions, and Commands

New Jersey Student Learning Standards for World Languages 7.1.NH.IPRET.3

New Jersey Student Learning Standards for A.R4

Recognize some common gestures and cultural practices associated with target culture(s)

New Jersey Student Learning Standards for World Languages 7.1.NH.IPRET.4

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

New Jersey Student Learning Standards for Social Studies 6.3

Identify some unique linguistic elements in the target culture

New Jersey Student Learning Standards for World Languages 7.1.NH.IPRET.5

New Jersey Student Learning Standards for A.R4

New Jersey Student Learning Standards for Social Studies 6.3

Interpret some common cultural practices associated with the target culture(s)

New Jersey Student Learning Standards for World Languages 7.1.NH.IPRET.6

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for 21st Century Life & Careers 9.1

Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written

New Jersey Student Learning Standards for World Languages 7.1.NH.IPRET.7

New Jersey Student Learning Standards for A.R4

New Jersey Student Learning Standards for Social Studies 6.3

Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change

New Jersey Student Learning Standards for World Languages 7.1.NH.IPRET.8

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

B. Interpersonal Communication Mode

Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.1

New Jersey Student Learning Standards for A.R4

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Ask and respond to questions on practiced topics and on information from other subjects

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.2

New Jersey Student Learning Standards for A.R4

Make requests and express preferences in classroom settings and in various social situations

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.3

New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.4

New Jersey Student Learning Standards for A.R4

New Jersey Student Learning Standards for Social Studies 6.3

Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.5

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.6

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

C. Presentational Communication Mode

Recombine basic information at the phrase and sentence level related to everyday topics and themes

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.1

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

Create and present brief messages using familiar vocabulary orally or in writing

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.2

New Jersey Student Learning Standards for A.R4

Describe orally and in writing people and things from the home and school environment

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.3

New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.4

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

When speaking and writing, use simple sentences and try to connect them with a few transition words

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.5

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

Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.6

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

III. CONTENT, SCOPE, AND SEQUENCE

Exploratory Spanish II provides students the opportunity to develop basic vocabulary and grammar. Students are given many opportunities to practice new vocabulary and expressions through interactive lessons. The course aims to continue the development of language skills that can be applied in both formal and informal situations.

Themes:

A. Sports (suggested time 5 - 6 weeks)

1. identify weather, equipment, and venues
2. explain the rules of various sports
3. describe various sporting events

B. Professions (suggested time 5 - 6 weeks)

1. name different professions
2. express professional activities
3. describe responsibilities of various professions

C. Food (suggested time 5 - 6 weeks)

1. identify foods and food groups
2. recognize My Plate guidelines for a healthy lifestyle
3. recognize typical foods from the U.S. and Spanish-speaking countries

- D. Travel (suggested time 6 - 7 weeks)
 - 1. describe travel planning
 - 2. describe airport procedures
 - 3. recognize identification, passports and money
 - 4. describe public transportation
- E. Communities (suggested time 6 - 7 weeks)
 - 1. describe your surroundings
 - 2. ask/give directions
 - 3. describe activities in the neighborhood
 - 4. compare/contrast suburbs vs. city life
- F. Environment (suggested time 5 - 6 weeks)
 - 1. identify animals and animal classifications
 - 2. describe animal habitats
 - 3. describe activities at the zoo

Grammatical Structures

- A. Articles
- B. Gender and number
- C. Adjective agreement
- D. Reflexive verbs
- E. Possessive adjectives
- F. Personal “a”; contractions “al” and “del”
- G. Present tense and present progressive (introduction)
- H. Most commonly used irregular verbs (ser, estar, ir, gustar, irregular “yo”, stem-changing verbs, saber vs. conocer)
- I. Expressions of courtesy

IV. INSTRUCTIONAL TECHNIQUES

Differentiated instruction creates a student-centered environment that seeks to accommodate diverse learners and provides multiple pathways to learning. A variety of instructional approaches are employed to involve all students in the learning process and accommodate differences in readiness levels, interests and learning styles. Instructional techniques include but are not limited to the following:

- A. Teacher-directed, whole-group instruction
- B. Small-group instruction
- C. Flexible grouping
- D. Technology-based instruction
- E. Hands-on activities
- F. Research projects
- G. Guided reading and discussion
- H. Think-Pair-Share student partner activities
- I. Total Physical Response (TPR)
- J. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

The purpose of assessment is to improve student learning, gauge student progress and make necessary adjustments in methodology when needed. Student assessment practices include but are not limited to the following:

- A. Informal Assessments
 - 1. interviews
 - 2. oral presentations
 - 3. aural practice
 - 4. role-play
 - 5. classroom observations during coupled and group activities
- B. Formal Assessments
 - 1. baseline assessments
 - 2. benchmark assessments
 - 3. short essays
 - 4. oral presentations
 - 5. written quizzes and tests
 - 6. aural assessments
 - 7. projects.

VI. PROFESSIONAL DEVELOPMENT

The following activities support this curriculum:

- A. Collaboration with colleagues through discussion and observation
- B. Department meetings to plan and coordinate curriculum and activities
- C. Visitation to districts that implement innovative language programs
- D. Professional development through courses or conferences.

APPENDIX I

NEW JERSEY STUDENT LEARNING STANDARDS FOR WORLD LANGUAGES

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

Interpretive Mode

- 7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4 Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode

- 7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

- 7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave-takings.
- 7.1.NL.IPERS.6 Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational Mode

- 7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4 State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

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

APPENDIX II

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES

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

STANDARD 6.2 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.

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

APPENDIX III

New Jersey Student Learning Standards - Social Studies Practices

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

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

Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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

APPENDIX IV

NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

STANDARD A.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

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

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR VISUAL & PERFORMING ARTS

ANCHOR STANDARD 1: Anchor Standard 1: Generating and conceptualizing ideas.

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

APPENDIX VI

NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY

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

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

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

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

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

APPENDIX VIII

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS FOR SPECIAL EDUCATION STUDENTS, ENGLISH LANGUAGE LEARNERS, STUDENTS AT RISK OF SCHOOL FAILURE, GIFTED AND TALENTED STUDENTS, AND STUDENTS WITH 504 PLANS (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder

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

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

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

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

Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects

Allow extra response time

ENGLISH LANGUAGE LEARNERS

GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

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

Identify supplementary materials to use
Adapt content to all levels of students proficiency
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
BUILDING BACKGROUND
Explicitly link concepts to students' backgrounds and experiences
Explicitly link past learning and new concepts
Emphasize key vocabulary for students
COMPREHENSIBLE INPUT
Use speech appropriate for students' proficiency level
Explain academics tasks clearly
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
STRATEGIES
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
<u>Use scaffolding techniques consistently throughout lesson</u>

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

INTERACTION

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

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

Provide sufficient wait time for student responses consistently

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

PRACTICE/APPLICATION

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

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

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding

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

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

Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating

Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>

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

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

INTRODUCTION TO CHEMISTRY

Schools Elementary Schools
Department Gifted Program
Length of Course 1 day a week
Grade Level 4
Prerequisite Identification by district
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

A goal of the Westfield Public Schools is to identify and provide appropriate academic and social/emotional learning opportunities and character development to students identified as gifted. The needs of gifted students are addressed by clustering identified students, differentiating curriculum as appropriate, and providing a pullout experience designed to expose students to advanced in-depth study. The New Jersey Administrative Code requires district boards of education to develop curricular and instructional modifications for gifted students. Programs must address appropriate content, process, products, and learning environment. Each subject-area curriculum framework developed by the New Jersey Department of Education provides general as well as content-specific information on gifted education. This course follows the Department's recommended strategies for gifted students.

Introduction to Chemistry is an advanced course that builds upon the elementary science curriculum adding rigor and challenge to meet the needs of identified gifted students. In this course, students discover the complex fields of chemical and physical science. Students deepen their existing understanding of the scientific method as well as best practices in laboratory skills. They have opportunities to make connections to life around them through rigorous analysis, synthesis and evaluation of concepts in chemistry. Emphasis is placed on development of critical thinking through the use of real-world applications, problem-based tasks and hands-on experimentation. Students pursue methods of inquiry that lead to discovery and a depth of intellectual understanding of chemistry in our world.

II. OBJECTIVES

The Introduction to Chemistry curriculum fulfills Westfield Board of Education expectations for student achievement. The following course objectives are aligned with the New Jersey Student Learning Standards for English Language Arts, the New Jersey Student Learning Standards for Mathematics, the New Jersey Student Learning Standards for Science, Social Studies, Computer Science and Design Thinking, and Career Readiness, Life Literacies, and Key Skills. They are developed sequentially throughout the course.

Students:

- A. Conduct laboratories as beginning chemists theorizing to comprehend scientific explanations, generate, and reflect on scientific evidence through active experimentation

New Jersey Student Learning Standards for Science: Performance Expectations 5-PS1-1, 2, 3, 4

New Jersey Student Learning Standards for Science: Science and Engineering Practices P1-8

New Jersey Student Learning Standards for Science: Disciplinary Core Ideas PS1.A, PS2.B, ETS1.B

New Jersey Student Learning Standards for Science: Cross Cutting Concepts CCC3

New Jersey Student Learning Standards for English Language Arts RI 1, 3, 4, 5, 7, W2, 4, 6, 9, SL 1, 2, 4, 5

New Jersey Student Learning Standards for Mathematics SMP1, 2, 3, 4

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.2, 9.4

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

New Jersey Competencies for SEL- Self-Awareness, Social Awareness, Responsible Decision-Making and Relationship Skills

- B. Demonstrate and apply best practices in laboratory procedures and safety

New Jersey Student Learning Standards for Science: Science and Engineering Practices P3

New Jersey Student Learning Standards for Science: Performance Expectations PS1.A, PS2.B, ETS1.B

New Jersey Student Learning Standards for Science: Cross Cutting Concepts CCC3

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.2

- C. Understand and analyze the energy and particle movement involved in the transitioning of the phases of matter: solid, liquid, gas, plasma and Bose-Einstein condensate

New Jersey Student Learning Standards for Science: Performance Expectations 5-PS1-1, 2, 3, MS-PS1-4

New Jersey Student Learning Standards for Science: Science and Engineering Practices P4

New Jersey Student Learning Standards for Science: Disciplinary Core Ideas PS1.A

New Jersey Student Learning Standards for Science: Cross Cutting Concepts CCC4

New Jersey Student Learning Standards for English Language Arts RI 1, 4, 7, 10, W2, 4, 9, SL1, 2

- D. Discover, identify, and analyze substances/objects to understand that all matter has the general properties of mass, weight, volume, and density

New Jersey Student Learning Standards for Science: Performance Expectations 5-PS1-3

New Jersey Student Learning Standards for Science: Science and Engineering Practices P7

New Jersey Student Learning Standards for Science: Disciplinary Core Ideas PS1.A

New Jersey Student Learning Standards for Science: Cross Cutting Concepts CCC4

New Jersey Student Learning Standards for English Language Arts RI 1, 4, 7, 10, W2, 4, 9, SL1, 2

New Jersey Student Learning Standards for Mathematics SMP2, 4

- E. Identify and understand an atom consists of subatomic particles that have an electrical charge and create atomic models

New Jersey Student Learning Standards for Science: Performance Expectations 5-PS1-1

New Jersey Student Learning Standards for Science: Science and Engineering Practices P4

New Jersey Student Learning Standards for Science: Disciplinary Core Ideas PS1.A

New Jersey Student Learning Standards for Science: Cross Cutting Concepts CCC4

New Jersey Student Learning Standards for Mathematics SMP4

- F. Develop an understanding that elements are atoms in their purest form, that elements combine together to create molecules and compounds and that all matter is composed of various combinations of elements

New Jersey Student Learning Standards for Science: Performance Expectations 5-PS1-1, MS-PS1-1

New Jersey Student Learning Standards for Science: Science and Engineering Practices P4

New Jersey Student Learning Standards for Science: Disciplinary Core Ideas PS1.A

New Jersey Student Learning Standards for Science: Cross Cutting Concepts CCC4

New Jersey Student Learning Standards for English Language Arts R1, 4, 7, 10, W2, 4, 9, SL1, 2

New Jersey Student Learning Standards for Mathematics SMP4

- G. Identify and analyze the patterns of organization on The Periodic Table of Elements

New Jersey Student Learning Standards for Science: Performance Expectations 5-PS1-1, 3

New Jersey Student Learning Standards for Science: Science and Engineering Practices P4

New Jersey Student Learning Standards for Science: Disciplinary Core Ideas PS1.A

New Jersey Student Learning Standards for Science: Cross Cutting Concepts CCC4

New Jersey Student Learning Standards for English Language Arts R1, 4, 7, 10, W2, 4, 9, SL1, 2

New Jersey Student Learning Standards for Mathematics SMP4

- H. Observe the results of the combination of two or more materials, describe the response and recognize that materials can respond differently based on conditions and properties

New Jersey Student Learning Standards for Science: Performance Expectations 5-PS1-2, MS-PS1-2

New Jersey Student Learning Standards for Science: Science and Engineering Practices P2, 3

New Jersey Student Learning Standards for Science: Disciplinary Core Ideas PS1.A, PS1.B

New Jersey Student Learning Standards for Science: Cross Cutting Concepts CCC2, CCC3

New Jersey Student Learning Standards for English Language Arts R1, 4, 7, 10, W2, 4, 9, SL1, 2

- I. Investigate, discover and distinguish the difference between physical and chemical properties and changes.

New Jersey Student Learning Standards for Science: Performance Expectations 5-PS1-2, MS-PS1-2:

New Jersey Student Learning Standards for Science: Science and Engineering Practices P2, 3

New Jersey Student Learning Standards for Science: Disciplinary Core Ideas PS1.A, PS1.B

New Jersey Student Learning Standards for Science: Cross Cutting Concepts CCC2, CCC3

New Jersey Student Learning Standards for English Language Arts R1, 4, 7, 10, W2, 4, 9, SL1, 2

III. CONTENT, SCOPE, AND SEQUENCE

This course begins by engaging students in analysis and evaluation of characteristic properties of matter, for example, mass, weight, volume, density and temperature. Student learning continues taking a deeper look at phase transitions with an emphasis on energy and particle movement. Atoms and elements are then explored along with the organization of The Periodic Table. Finally, the course concludes upon physical and chemical changes through analysis of molecules and compounds. Laboratories with experimentation are threaded throughout this course which provides opportunities for hands on application and analysis of concepts, and enabling students to build upon scientific inquiry and best laboratory practices.

- A. Laboratories (suggested time: 9 days)

1. Inquiry, problem solving and discovery utilizing the scientific method
2. Laboratory best practices and procedures

- 3. Experiments
 - a. Density
 - b. Phases of matter
 - c. Molecules
 - d. Mixtures and compounds
- B. Matter (suggested time: 2 days)
 - 1. Properties of size, mass, weight, volume, density and temperature
 - a. Observations and manipulations of properties
 - b. Different materials have different properties
 - 2. Density laboratory
 - a. $D=M/V$
 - b. $V = \text{length} \times \text{width} \times \text{height}$
 - c. Water displacement
 - 3. Phases (suggested time: 4 days)
 - a. Solid, liquid, gas, plasma, Bose-Einstein condensate
 - 1) Non-Newtonian fluid and viscosity
 - 2) Colloids
 - b. Phase change transitions
 - 1) Energy and particle movement
 - 2) Changing densities, pressures, temperatures, etc.
 - 3) Temperature and energy gain/loss due to particle movement
 - c. Phase change laboratories
- C. Atoms (suggested time: 4 days)
 - 1. Brief history of atomic theory; Democritus, Dalton, Thomson, Rutherford, Bohr, Current Model
 - 2. Atomic Structure
 - a. Subatomic particles
 - b. Build an atomic model
- D. Elements, Molecules, Compounds (suggested time: 16 days)
 - 1. Elements
 - a. Common elements
 - b. Elements of life, applications and uses in the creation of goods
 - c. Periodic Table
 - 1) Dmitri Mendeleev
 - 2) Organization
 - 2. Molecules and compounds
 - a. Similarities and differences
 - b. Building of molecules and compounds
 - c. Physical and chemical changes

IV. INSTRUCTIONAL TECHNIQUES:

A wide variety of instructional techniques is employed to engage all students in the learning process and accommodate differences in readiness levels, interests, and learning styles. The students' diverse interests and needs are addressed through varied pacing and assignments. Typical teaching techniques include, but are not limited to the following:

- A. Teacher-directed whole group instruction and modeling of procedures
- B. Flexible grouping
- C. Differentiated tasks
- D. Learning centers
- E. Guided investigations, experiments, and laboratories
- F. Discovery based activities
- G. Hands-on activities
- H. Modeling with manipulatives
- I. Independent practice
- J. Independent and guided research
- K. Use of technology
- L. Integration of science with other disciplines
- M. Multi-media presentation
- N. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

Teachers employ assessment tools and techniques that enable children to demonstrate what they know in a variety of ways and provide reliable information from multiple sources. Assessment based on evidence of student learning enables teachers to make instructional decisions that lead to higher levels of achievement for all students. Multiple assessment techniques are employed.

- A. Ongoing informal assessment
 - 1. Classroom observation
 - 2. Analysis of student work, homework and class work
 - 3. Journal responses
- B. Periodic formal assessment
 - 1. Baseline pre and post assessment
 - 2. Written tests and quizzes

- C. Product assessment
 - 1. Student portfolios
 - 2. Student reflections
 - 3. Student self-assessments
 - 4. Project scoring rubrics

VI. PROFESSIONAL DEVELOPMENT

Opportunities for professional development may include:

- A. Attendance at workshops, seminars and courses with a focus on gifted education, chemistry content, pedagogy, alternate assessment techniques and/or technology
- B. Access to professional books and journals
- C. Opportunities to learn and share ideas about teaching and learning gifted education with colleagues in district
- D. College courses
- E. Opportunities to learn and share ideas about teaching and learning gifted education through participation in the Union County Gifted and Talented Association
- F. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework and assessment

APPENDIX I

NEW JERSEY STUDENT LEARNING STANDARDS FOR SCIENCE

Physical Science Performance Expectations

- 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.
- 4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- 4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- 4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- 4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- 5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.
- 5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
- 5-PS1-3. Make observations and measurements to identify materials based on their properties.
- 5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.
- 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Life Science Performance Expectations

- 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
- 5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Engineering, Technology, and Applications of Science Performance Expectations

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Science and Engineering Practices

P1 - Asking Questions and Defining Problems

P2 - Developing and Using Models

P3 - Planning and Carrying Out Investigations P4 - Analyzing and Interpreting Data

P5 - Using Mathematics and Computational Thinking P6 - Constructing Explanations and Designing Solutions P7 - Engaging in Argument from Evidence

P8 - Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

PS3.D - Energy in Chemical Processes and Everyday Life PS4.A - Wave Properties

PS4.B - Electromagnetic Radiation

PS4.C - Information Technologies and Instrumentation ESS1.A - The Universe and its Stars

ESS1.B - Earth and the Solar System ESS1.C - The History of Planet Earth ESS2.A - Earth

Materials and Systems

ESS2.B - Plate Tectonics and Large-Scale System Interactions ESS2.C - The Roles of Water in Earth's Surface Processes ESS2.D - Weather and Climate

ESS2.E - Biogeology ESS3.A - Natural Resources ESS3.B - Natural Hazards

ESS3.C - Human Impacts on Earth Systems ESS3.D - Global Climate Change

LS1.A - Structure and Function

LS1.B - Growth and Development of Organisms

LS1.C - Organization for Matter and Energy Flow in Organisms LS1.D - Information

Processing

LS2.A - Interdependent Relationships in Ecosystems

LS2.B - Cycles of Matter and Energy Transfer in Ecosystems LS2.C - Ecosystem Dynamics, Functioning, and Resilience LS2.D - Social Interactions and Group Behavior

LS3.A - Inheritance of Traits

LS3.B - Variation of Traits LS4.B - Natural Selection LS4.C - Adaptation

LS4.D - Biodiversity and Humans ETS1.A - Defining Engineering Problems ETS1.B - Developing Possible Solutions ETS1.C - Optimizing the Design Solution

Cross Cutting Concepts

CCC1 - Patterns

CCC2 - Cause and effect: Mechanism and explanation CCC3 - Scale, proportion, and quantity

CCC4 - Systems and system models

CCC5 - Energy and matter: Flows, cycles, and conservation CCC6 - Structure and function

CCC7 - Stability and change

The entire standards document may be viewed at: <http://www.state.nj.us/education/cccs/2016/science/>

APPENDIX II

NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY

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

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

APPENDIX III

NEW JERSEY STUDENT LEARNING STANDARDS FOR 21st CENTURY LIFE and SKILLS

Standard 9.1: (21st-Century Life and 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.

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

APPENDIX IV

NEW JERSEY STUDENT LEARNING STANDARDS FOR MATHEMATICAL PRACTICE

SMP1 – Make sense of problems and persevere in solving them
SMP2 – Reason abstractly and quantitatively

SMP3 – Construct viable arguments and critique the reasoning of others
SMP4 – Model with mathematics

SMP5 – Use appropriate tools strategically
SMP6 – Attend to

precision

SMP7 – Look for and make use of structure

SMP8 – Look for and express regularity in repeated reasoning

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2016/math/>

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

Anchor Standards – Reading: Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Anchor Standards – Reading: Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Anchor Standards – Reading: Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standards – Writing: Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Anchor Standards – Writing: Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Anchor Standards – Writing: Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standards – Speaking and Listening: Comprehension and Collaboration

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

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

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Anchor Standards – Speaking and Listening: Presentation of Knowledge and Ideas

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

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

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APPENDIX VI

NEW JERSEY DEPARTMENT OF EDUCATION RECOMMENDED STRATEGIES FOR GIFTED STUDENTS

- A. Interdisciplinary and problem-based assignments with planned scope and sequence
- B. Advanced, accelerated, or compacted content
- C. Abstract and advanced higher-level thinking activities
- D. Allowance for individual student interests
- E. Assignments geared to development in areas of affect, creativity, cognition, and research skills
- F. Complex, in-depth assignments
- G. Diverse enrichment that broadens learning
- H. Variety in types of resources
- I. High expectations, provides appropriate rigor and support for all students
- J. Is rooted in useful real-life situations

The entire standards document may be viewed at
<http://www.state.nj.us/education/educators/commission/gifted.pdf>

APPENDIX VII

New Jersey Competencies for Social Emotional Learning

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

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

APPENDIX VIII

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS FOR SPECIAL EDUCATION STUDENTS, ENGLISH LANGUAGE LEARNERS, STUDENTS AT RISK OF SCHOOL FAILURE, GIFTED AND TALENTED STUDENTS, AND STUDENTS WITH 504 PLANS (N.J.A.C. 6A: 8)

Special Education	
ENVIRONMENT	
Preferential Seating	
Adjust time for completion of assignments when needed	
Adjust length of assignments when needed	
Allow additional oral response time	
Break tasks (including long range assignments) into manageable steps	
Provide copies of notes	
Reduce the number of problems on a page	
Provide assistance with organizing a notebook or folder	
Repeat/ clarify directions when needed	
Make frequent checks for work/assignment completion.	

Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)

Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders

Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps

Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures

Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

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

Identify supplementary materials to use

Adapt content to all levels of students proficiency

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

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
STRATEGIES
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
<u>Use scaffolding techniques consistently throughout lesson</u>
<u>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</u>
INTERACTION
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses
Use group configurations that support language and content objectives of the lesson
Provide sufficient wait time for student responses consistently
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text
PRACTICE/APPLICATION
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly

Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)

Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)

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

Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions

Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>

<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

LIFE SCIENCE EXPLORATION

Schools..... Elementary Schools
Department.....Gifted Program
Length of Course.....1 day a week
Grade Level.....3
Prerequisite Identification by district
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

A goal of the Westfield Public Schools is to identify and provide appropriate academic and social/emotional learning opportunities and character development to students identified as gifted. The needs of gifted students are addressed by clustering identified students, differentiating curriculum as appropriate, and providing a pullout experience designed to expose students to advanced in-depth study. The New Jersey Administrative Code requires district boards of education to develop appropriate curricular and instructional modifications for gifted students. Programs must address appropriate content, process, products, and learning environment. Each subject-area curriculum framework developed by the New Jersey Department of Education provides general as well as content-specific information on gifted education. This course follows the Department's recommended strategy for gifted students.

Life Science Exploration is an advanced course that builds upon the elementary science curriculum adding rigor and challenge to meet the needs of identified gifted students. In this course, students discover the complex field of biology and life science. Students deepen their existing understanding of the scientific method as well as learn best practices in laboratory skills. They have opportunities to make connections to life around them through rigorous analysis, synthesis and evaluation of concepts in biology. Students focus on the interdependence between plants and animals and their environments, and develop a sense of custodial responsibility regarding environmental issues. Emphasis placed on development of critical thinking, self-assessment and study skills, particularly through the use of real-world applications and problem-based tasks.

II. OBJECTIVES

The Life Science Exploration curriculum fulfills Westfield Board of Education expectations for student achievement. The following course objectives are aligned with the New Jersey Student Learning Standards for English Language Arts, the New Jersey Student Learning Standards for Mathematics, the New Jersey Student Learning Standards for Science, Social Studies, Computer Science and Design Thinking, and Career Readiness, Life Literacies, and Key Skills. They are developed sequentially throughout the course.

Students:

- A. Study living organisms to develop and use evidence-based criteria to evaluate and determine if an unfamiliar object is living or nonliving

New Jersey Student Learning Standards for Science: Performance Expectations 5-PSI-3, MS-LS1-1

New Jersey Student Learning Standards for Science: Science and Engineering Practices P2

New Jersey Student Learning Standards for Science: Disciplinary Core Ideas PS1.A, LS1.A, ETS1.B

New Jersey Student Learning Standards for Science: Cross Cutting Concepts CCC3

New Jersey Student Learning Standards for English Language Arts RI 1, 3, 4, 5, 7, W2, 4, 9, SL 1, 2

- B. Analyze, classify and identify (taxonomy) living organisms according to physical characteristics

New Jersey Student Learning Standards for Science Performance Expectations 5-PSI-3, MS-LS1-1

New Jersey Student Learning Standards for Science: Science and Engineering Practices P4

New Jersey Student Learning Standards for Science: Disciplinary Core Ideas LS1.A

New Jersey Student Learning Standards for Science: Cross Cutting Concepts CCC6

New Jersey Student Learning Standards for English Language Arts RI 1, 3, 4, 5, 7, W2, 4, 9, SL 1, 2

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.2

- C. Identify, compare and contrast plant and animal organelles to understand that living organisms are composed of cellular units (structures) that carry out functions required to sustain life

New Jersey Student Learning Standards Science Performance Expectations 3-LS3-1, 4-LS1-1, MS-LS1-1, MS-LS1-1

New Jersey Student Learning Standards for Science: Science and Engineering Practices P4

New Jersey Student Learning Standards for Science: Disciplinary Core Ideas LS1.A, LS1.B, LS3.A, LS3.B

New Jersey Student Learning Standards for Science: Cross Cutting Concepts CCC6

New Jersey Student Learning Standards for English Language Arts RI 1, 3, 4, 5, 7, W2, 4, 9, SL 1, 2

- D. Identify sources of energy in a chosen biome to create an illustration that depicts all energy (food) can be traced to the sun

New Jersey Student Learning Standards for Science: Performance Expectations 5-PS3-1, 5-LS2-1, MS-LS1-6

New Jersey Student Learning Standards for Science: Science and Engineering Practices P4

New Jersey Student Learning Standards for Science: Disciplinary Core Ideas LS1.C, LS2.A, LS2.B

New Jersey Student Learning Standards for Science: Cross Cutting Concepts CCC5

New Jersey Student Learning Standards for English Language Arts RI 1, 3, 4, 5, 7, W2, 4, 6, 9, SL 1, 2, 4, 5

- E. Conduct investigations as beginning biologists theorizing to comprehend scientific explanations, generate, and reflect on scientific evidence through active experimentation

New Jersey Student Learning Standards for Science: Performance Expectations 4-LS1-1, MS-LS1-1, MS-LS1-1

New Jersey Student Learning Standards for Science: Science and Engineering Practices P1-8

New Jersey Student Learning Standards for Science: Disciplinary Core Ideas LS1.A, ETS1.A, ETS1.B

New Jersey Student Learning Standards for Science: Cross Cutting Concepts CCC2, CCC3

New Jersey Student Learning Standards for English Language Arts RI 1, 3, 4, 5, 7, W2, 4, 6, 9, SL 1, 2, 4, 5

New Jersey Student Learning Standards for Mathematics SMP4

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.2, 9.4

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

New Jersey Competencies for SEL- Self-Awareness, Social Awareness, Responsible Decision-Making and Relationship Skills

- F. Analyze biomes to further comprehend and identify the interdependence of animals and plants on their environment

New Jersey Student Learning Standards for Science: Performance Expectations 3.ESS2-2, 5-LS2-1

New Jersey Student Learning Standards for Science: Science and Engineering Practices P3

New Jersey Student Learning Standards for Science: Disciplinary Core Ideas EES2.D, LS2.C, LS4.C

New Jersey Student Learning Standards for Science: Cross Cutting Concepts CCC7

New Jersey Student Learning Standards for English Language Arts RI 1, 3, 4, 5, 7, W2, 4, 9, SL 1, 2

New Jersey Student Learning Standards for Mathematics SMP2

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

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

- G. Analyze and evaluate environmental changes to explain and present the consequences and impact it has on the survival of organisms

New Jersey Student Learning Standards for Science: Performance Expectations 3-LS3-2, 3-LS4-2, 3-LS4-3, 3-LS4-4, 3-ESS2-2, 3-ESS3-1

New Jersey Student Learning Standards for Science: Science and Engineering Practices P2, 3, 5, 6

New Jersey Student Learning Standards for Science: Disciplinary Core Ideas ETS1.B, ETS1.C

New Jersey Student Learning Standards for Science: Cross Cutting Concepts CCC7
New Jersey Student Learning Standards for Social Studies 6.3.5.GeoG1.1

New Jersey Student Learning Standards for English Language Arts RI 1, 3, 4, 5, 7, W2, 4, 6, 9, SL 1, 2, 4, 5

New Jersey Student Learning Standards for Mathematics SMP2, 3

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

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

- H. Demonstrate and apply best practices in laboratory procedures and safety

New Jersey Student Learning Standards for Science: Science and Engineering Practices P3

New Jersey Student Learning Standards for Science: Disciplinary Core Ideas ETS1.B

New Jersey Student Learning Standards for Science: Cross Cutting Concepts CCC3

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.2

New Jersey Competencies for SEL- Self-Awareness, Social Awareness, Responsible Decision-Making and Relationship Skills

III. CONTENT, SCOPE, AND SEQUENCE

- A. 7 Characteristics of living things (suggested time: 2 days)
1. Determine if an unfamiliar object is living or nonliving
 2. Paramecium, bacteria, dust mites, dirt, animal, plant

- B. Classification of living things: scientists organize the great diversity of living forms (suggested time: 9 days)
1. Similarities and differences
 - a. Physical characteristics; traits
 - b. The greater the degree of physical similarity, the closer the biological relationship
 - c. Discovering an unknown organism
 - 1) Classification begins by looking for anatomical features that appear to have the same function as those found on other species
 - 2) Virtual trip to Galapagos Islands
 - 3) Classify new species of plant and animal life into our current classification system
 2. Levels of classification
 - a. Domain, kingdom, phylum, class, order, family, genus, species
 - b. 6 Kingdoms of life- animal, plant, fungi, protist, moneran –Archea bacteria & Eubacteria
 - 1) Single cellular and multicellular organisms
 - 2) Prokaryotic and eukaryotic cells
 - 3) Movable body parts
 - 4) Make own food
 - 5) Cannot make their own food
 - 6) Need a water based environment
- C. Taxonomy and classification keys (suggested time: 8 days)
1. Taxonomy
Dichotomous
Identifying unknown organisms
Consists of several pairs of descriptive statements that have only two alternative responses
 2. Create a dichotomous key for a population of organisms
 3. Utilize the dichotomous keys created to identify the organisms
- D. Cells (suggested time: 8 days)
1. Prokaryotic and eukaryotic cells
 2. Structure and function of plant and animal organelles
 - a. Conduct research to compare and contrast plant and animal cells
 - b. Cell skit
Dialogue from organelles perspective
 - c. Cell models
Organelles work together to meet a cell's needs
To sustain life
 3. Nucleus- DNA and genetic information
 - a. 46 Chromosomes- location of genes; 23 from each parent
 - b. DNA laboratory
 - 1) Genetic information influences organism's trait
 - 2) Lysis solutions disrupt cell and nuclear membranes
 - 3) DNA extraction from fruit cells

4. Processes of diffusion, osmosis and passive transport
Experimentation on cell membrane
 5. Cell specialization and tissues
- E. Plant and animal function in an environment (suggested time: 8 days)
1. Biotic and abiotic factors
 2. Population, community, ecosystem, biome
 3. Consumers, producers, decomposers- energy flow from sun
Interdependence
 4. Man-made and natural disasters
Stability in an ecosystem can be disrupted by natural or human interactions
 5. Plant, animal, adaptations
Consequences of rapid ecosystem change.

IV. INSTRUCTIONAL TECHNIQUES:

A wide variety of instructional techniques will be employed to engage all students in the learning process and accommodate differences in readiness levels, interests, and learning styles. The students' diverse interests and needs will be addressed through varied pacing and assignments. Typical teaching techniques include, but are not limited to the following:

- A. Teacher-directed whole group instruction and modeling of procedures
- B. Flexible grouping
- C. Differentiated tasks
- D. Learning centers
- E. Guided investigations, experiments, and laboratories
- F. Discovery based activities
- G. Hands-on activities
- H. Modeling with manipulatives
- I. Independent practice
- J. Independent and guided research
- K. Use of technology
- L. Integration of science with other disciplines
- M. Multimedia presentation
- N. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

Teachers employ assessment tools and techniques that enable children to demonstrate what they know in a variety of ways and provide reliable information from multiple sources. Assessment based on evidence of student learning enables teachers to make instructional decisions that lead to higher levels of achievement for all students. Multiple assessment techniques will be employed.

- A. Ongoing informal assessment
 - 1. Classroom observation
 - 2. Analysis of student work, homework and class work
 - 3. Journal responses
- B. Periodic formal assessment
 - 1. Baseline pre and post assessment
 - 2. Written tests and quizzes
- C. Product assessment
 - 1. Student portfolios
 - 2. Student reflections
 - 3. Student self-assessments
 - 4. Project scoring rubrics

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities are encouraged in order for the teacher to seek opportunities that provide insight and training to support this curriculum:

- A. Attendance at workshops, seminars and courses with a focus on gifted education, biology and life science content, pedagogy, alternate assessment techniques and/or technology
- B. Access to professional books and journals
- C. Opportunities to learn and share ideas about teaching and learning gifted education with colleagues in district
- D. College courses
- E. Opportunities to learn and share ideas about teaching and learning gifted education through participation in the Union County Gifted and Talented Association
- F. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework and assessment

APPENDIX I

NEW JERSEY STUDENT LEARNING STANDARDS **FOR SOCIAL STUDIES**

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

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

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

The entire standards document can be viewed at <https://www.state.nj.us/education/aps/cccs/ss/>

APPENDIX II

NEW JERSEY STUDENT LEARNING STANDARDS - SOCIAL STUDIES PRACTICES

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

	building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
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The entire standards document may be viewed at
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLSSS.pdf>

APPENDIX III

NEW JERSEY STUDENT LEARNING STANDARDS **FOR ENGLISH LANGUAGE ARTS**

Key Ideas and Details

- RL.K-4.1. Ask and answer questions about key details in a text.
- RL.K-4.2. Retell familiar stories, including key details.
- RL.K-4.3. Identify characters, settings, and major events in a story.

Craft and Structure

- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6. Name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

- RL.K-4.7 Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K-4.9. Compare and contrast the adventures and experiences of characters in familiar stories.

ENGLISH LANGUAGE ARTS STANDARDS FOR READING INFORMATIONAL TEXT

Key Ideas and Details

RI.K-4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.K-4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text

RI.K-4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text,

including what happened and why, based on specific information in the text.

Craft and Structure

RI.K-4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade K-4 social studies topic*.

RI.K-4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.K-4.6. Compare and contrast a firsthand and secondhand account of the same event or topic;

describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

RI.K-4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs,

diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.K-4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.K-4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

ENGLISH LANGUAGE ARTS WRITING STANDARDS

Text Types and Purposes

W.K-4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
- Provide a concluding statement or section related to the opinion presented.

W.K-4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented W.K-

4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- Use dialogue and description to develop experiences and events or show the responses of characters to situations
- Use a variety of transitional words and phrases to manage the sequence of events
Use concrete words and phrases and sensory details to convey experiences and events precisely
- Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.K-4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.K-4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.K-4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting

Research to Build and Present Knowledge

W.K-4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic

W.K-4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.K-4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply *grade K-4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- Apply *grade K-4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Range of Writing

W.K-4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING
Comprehension and Collaboration**

SL.K-4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.K-4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.K-4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

SL.K-4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.K-4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.K-4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

ENGLISH LANGUAGE ARTS LANGUAGE STANDARDS**Knowledge of Language**

L.K-4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

The entire standards document can be viewed at <https://www.state.nj.us/education/aps/cccs/lal/>

APPENDIX IV**NEW JERSEY STUDENT LEARNING STANDARDS FOR
MATHEMATICS****Making Inferences and Justifying Conclusions**

S-IC: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

The entire standards document can be viewed at <https://www.state.nj.us/education/aps/cccs/math/>.

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY

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

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

APPENDIX VI

NEW JERSEY STUDENT LEARNING STANDARDS FOR 21ST CENTURY LIFE & CAREERS

Standard 9.1: (21st-Century Life and 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.

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

APPENDIX VII

New Jersey Competencies for Social Emotional Learning

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

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

APPENDIX VIII

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS FOR SPECIAL EDUCATION STUDENTS, ENGLISH LANGUAGE LEARNERS, STUDENTS AT RISK OF SCHOOL FAILURE, GIFTED AND TALENTED STUDENTS, AND STUDENTS WITH 504 PLANS (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time

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

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

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

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

Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>

<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>
<u>SIOP COMPONENTS AND FEATURES</u>
PREPARATION
Write content objectives clearly for students
Write language objectives clearly for students
Choose content concepts appropriate for age and educational background levels of students
Identify supplementary materials to use
Adapt content to all levels of students proficiency
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
BUILDING BACKGROUND
Explicitly link concepts to students' backgrounds and experiences
Explicitly link past learning and new concepts
Emphasize key vocabulary for students
COMPREHENSIBLE INPUT
Use speech appropriate for students' proficiency level
Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
STRATEGIES
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
Use scaffolding techniques consistently throughout lesson
Use a variety of question types including those that promote higher-order thinking skills throughout the lesson
INTERACTION
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses
Use group configurations that support language and content objectives of the lesson
Provide sufficient wait time for student responses consistently
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text
PRACTICE/APPLICATION
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly

Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers

Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system

Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan

Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study

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

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

LIVING TOGETHER IN COMMUNITIES UNDER THE LAW

Schools..... Elementary Schools
DepartmentGifted Program
Length of Course1 day a week
Grade Level3
PrerequisiteIdentification by district
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

A goal of the Westfield Public Schools is to identify and provide appropriate academic and social/emotional learning opportunities and character development to students identified as gifted. The needs of gifted students are addressed by clustering identified students, differentiating curriculum as appropriate, and providing a pullout experience designed to expose students to advanced in-depth study. The New Jersey Administrative Code requires district boards of education to develop appropriate curricular and instructional modifications for gifted students. Programs must address appropriate content, process, products, and learning environment. Each subject-area curriculum framework developed by the New Jersey Department of Education provides general as well as content-specific information on gifted education. This course follows the Department's recommended strategy for gifted students.

Living Together in Communities Under the Law is an advanced interdisciplinary course that builds upon the elementary social studies curriculum adding rigor and challenge to meet the needs of identified gifted students. In this course students will extend their regular classroom study of communities and municipal government as they explore societal values, public policy, structure of government, individual rights and the court system. They become informed and practiced thinkers regarding their own responsibilities as citizens, and they synthesize their roles as active members of a democratic society. The students analyze our current laws relating to the successful cohabitation of its citizens to outdated laws. They explore the structure of governance from municipal to the federal level, the U.S. Constitution, the Bill-of-Rights and end on the Judicial system within our nation and state. They evaluate incidents with respect to crime, punishment, and equal representation under the law. Finally, the students create, write and present mock trials.

II. OBJECTIVES

The Living Together in Communities of the Law curriculum fulfills Westfield Board of Education expectations for student achievement. The following course objectives are aligned with the New Jersey Student Learning Standards for English Language Arts, the New Jersey Student Learning Standards for Mathematics, the New Jersey Student Learning Standards for Science, Social Studies, Visual and Performing Arts, Computer Science and Design Thinking, and Career Readiness, Life Literacies, and Key Skills. They are developed sequentially throughout the course.

Students:

- A. Identify and understand the structure and function of municipal government in order to apply the knowledge gained to analyze and evaluate current public policy

New Jersey Student Learning Standards for Social Studies 6.1.5.CivicsPI.1-5, 6.1.5.CivicsPD.1-4, 6.1.5.CivicsDP.1-3, 6.1.5.CivicsPR.1, 6.1.5.CivicsPR.3-4, 6.1.5.Civics.CM.1-4, 6.1.5.Econ.ET.2-3, 6.1.5.History.UP.6, 6.3.5.Civics.PD.2-3, 6.3.5.Econ.ET.1

Practice- Seeking Diverse Perspectives, Developing Claims and Using Evidence, Presenting Arguments and Explanations

New Jersey Student Learning Standards for English Language Arts R1, W2, W4, W8, W9, SL1-2,

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills 9.1, 9.2, 9.4

New Jersey Competencies for SEL- Self-Awareness, Social Awareness, Responsible Decision-Making and Relationship Skills

- B. Partake in a role playing simulation to take a position on a current public policy issue to identify, analyze and evaluate evidence to support reasoning to change policy or create a new ordinance

New Jersey Student Learning Standards for Social Studies 6.1.5.CivicsPI.1-5, 6.1.5.CivicsPD.1-4, 6.1.5.CivicsDP.1-3, 6.1.5.CivicsPR.1, 6.1.5.CivicsPR.3-4, 6.1.5.Civics.CM.1-4, 6.1.5.Econ.ET.2-3, 6.1.5.History.UP.6, 6.3.5.Civics.PD.2-3, 6.3.5.Econ.ET.1

Practice- Seeking Diverse Perspectives, Developing Claims and Using Evidence, Presenting Arguments and Explanations, Engaging in Civil Discourse and Critiquing Conclusions, Taking Informed Action

New Jersey Student Learning Standards for English Language Arts R1, R7, W1-2, W4, W9, SL1-4, LI-2

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills 9.1, 9.4

New Jersey Competencies for SEL- Self-Awareness, Social Awareness, Responsible Decision-Making and Relationship Skills

- C. Analyze and evaluate situations, as well as compare and contrast contemporary to outmoded laws to deduce that rules and laws are essential and play an important role in community to solve problems, maintain order and ensure safety

New Jersey Student Learning Standards for Social Studies 6.1.5.Civics.PI.1-2, 6.1.5.Civics.PI.4-5, 6.1.5.Civics.PD.2-3, 6.1.5.Civics.DP.1-2, 6.1.5.Civics.PR.1, 6.1.5.CivicsPR.3-4, 6.1.5.CivicsHR.4, 6.3.5.CivicsPD.2

Practice- Developing Questions and Planning Inquiry, Gathering and Evaluating Sources, Developing Claims and using Evidence, Presenting arguments and Explanations

New Jersey Student Learning Standards for English Language Arts R1, W1-2, W4, W9, SL1-4

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills 9.1, 9.4

New Jersey Competencies for SEL- Self-Awareness, Social Awareness, Responsible Decision-Making and Relationship Skills

D. Identify, understand and analyze the events that led up to the American Revolution and Declaration of Independence

New Jersey Student Learning Standards for Social Studies 6.1.5.CivicsPI.1-2, 6.1.5.Civics.PD.2-3, 6.1.5.Civics.DP.1-3, 6.1.5.CivicsHR.1, 6.1.5.Civics.CM.1, 6.1.5.History.CC.1-3, 6.1.5.HistoryCC.13, 6.1.5.HistoryCC.15, 6.3.5.CivicsPD.2 Practice- Developing Questions and Planning Inquiry, Gathering and Evaluating Evidence, Seeking Diverse Perspectives, Developing Claims and Using Evidence
New Jersey Student Learning Standards for English Language Arts R1, R7, R10, W2, SL1-2
New Jersey Competencies for SEL- Social Awareness

E. Analyze, compare and contrast the Articles of Confederation to the U.S. Constitution to understand America's written plan for government

New Jersey Student Learning Standards for Social Studies 6.1.5.Civics.PI.1-8, 6.1.5.Civics.PD.1, 6.1.5.Civics.DP.1, 6.1.5.Civics.HR.1, 6.1.5.History.CC.1, 6.1.5.HistoryCC.3, 6.1.5.HistoryCC.15
Practice- Developing Questions and Planning Inquiry
New Jersey Student Learning Standards for English Language Arts R1, R7, W2, SL1-2

F. Identify and analyze the freedoms granted to citizens in the Bill-of-Rights

New Jersey Student Learning Standards for Social Studies 6.1.5.Civics.PD.2, 6.1.5.Civics.DP.2-3, 6.1.5.Civics.HR.1, 6.1.5.Civics.CM.1, 6.1.5.History.CC.1-2
Practice- Developing Questions and Planning Inquiry, Gathering and Evaluating Sources
New Jersey Student Learning Standards for English Language Arts R1-2, R7, R10, RI.4.9, W2, W4-6, W8-10, SL1-2, SL4-5, L1-2
New Jersey Competencies for SEL- Self-Awareness, Social Awareness, Responsible Decision-Making

G. Identify and understand the state court system and the application of civil and criminal law to synthesize and create and present a realistic mock trial

New Jersey Student Learning Standards for Social Studies 6.1.5.Civics.PI.2, 6.1.5.CivicsPI.4, 6.1.5.CivicsPI.6, 6.1.5.CivicsPR.1, 6.1.5.Civics.HR.1, 6.1.5.CivicsHR.4
Practice- Developing Questions and Planning Inquiry, Gathering and Evaluating Sources, Developing Claims and Using Evidence, Presenting Arguments and Explanations, Engaging in Civil Discourse and Critiquing Conclusions
New Jersey Student Learning Standards for English Language Arts R1, R7, R10, RI.4.7, RI.4.9, W1-2, W4-10, SL1-2, SL4-5
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills 9.1, 9.2, 9.4
New Jersey Student Learning Standards Computer Science and Design Thinking 8.1
New Jersey Student Learning Standards Visual and Performing Arts Anchor Standard 5

H. Demonstrate understanding to analyze the terms and concepts of the trial process

New Jersey Student Learning Standards for Social Studies 6.1.5.Civics.PI.2, 6.1.5.CivicsPI.4, 6.1.5.CivicsPI.6, 6.1.5.Civics.PR.1, 6.1.5.Civics.HR.1
Practice- Gathering and Evaluating Sources
New Jersey Student Learning Standards for English Language Arts R1, R7, SL1-2, L4
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills 9.2

I. Demonstrate understanding of professions involved with the law

New Jersey Student Learning Standards for Social Studies 6.1.5.Civics.PI.1-2, 6.1.5.Civics.PI.4-6
Practice- Gathering and Evaluating Sources
New Jersey Student Learning Standards for English Language Arts R1, SL1-2
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills 9.2

III. CONTENT, SCOPE, AND SEQUENCE

The content of this course will focus first on the municipal level of government to extend upon the third grade social studies curriculum and student prior knowledge. The course content then moves to the federal level skipping over the state level, thereby ensuring students adequate time and pacing to gain a perspective of the background for the colonial time period before focus shifts and ends on the judicial branch and court system. Therefore, providing the skills and understanding the students need to complete the mock trial at the end of the module.

Inherent in this unit is a high degree of analysis, synthesis, and evaluation of information. The students are encouraged, as stated in the New Jersey Student Learning Standards for Social Studies role of Essential Questions, to pursue methods of inquiry that will lead to a depth of intellectual understanding of global citizenship to better comprehend how the past connects to the present.

Unit I: Municipal Government and Political Decision-Making: Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.

Essential Questions: Why do we need governments, rules and people with authority? How can people initiate change? What is the role of the citizen in the American system of republican democracy? How can communities make decisions that respect the rights and dignity of all its members? How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

A. Laws in Everyday Life (suggested time: 2 days)

1. Rules/laws
2. Legal scenarios
3. Policies and ordinances
4. Laws past and present

B. Municipal Government (suggested time: 6 days)

1. Structure and function
 - a. Government officials
 - 1) Mayor
 - 2) Town council
 - 3) Municipal departments
 - b. Elections
 - 1) Campaigning
 - 2) Platforms

- c. Taxes
 - 1) Revenue- property tax
 - 2) Budget; Allocation of taxes
 - a) School funding
 - b) Town Services
- 2. Public Policy
 - a. Issues
 - b. Evidence
 - c. Policy changes
- 3. Addressing local issues
 - a. Town council meetings
 - b. Citizen participation
 - c. Ordinances, law and ballot questions

Unit II: Revolution and the New Nation: Disputes over authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the US Constitution serve as the foundation of the US government today.

Essential Questions: How do people react when they feel their rights are not protected? What was the purpose of the Declaration of Independence and what has been its enduring impact? How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? How do the Articles of Confederation, Bill-of-Rights, and Constitution reflect American values of fairness, equality, diversity, and protect citizens? How is the Constitution a living document? How do ordinary citizens participate in the legal process?

A. U.S. Constitutional Government (suggested time: 10 days)

- 1. Colonial Period
 - a. Colonial government under British rule
 - 1) Representation in parliament
 - 2) Colonial governments differed among regions
 - 3) Colonial governments set the stage for democracy (Mayflower Compact)
 - b. Acts passed and implemented by the British
- 2. Foundations of Democracy
 - a. Declaration of Independence
 - b. Articles of Confederation
 - c. Constitution
 - 1) Popular Sovereignty
 - 2) Limited Government
 - 3) Federalism
 - 4) Checks and Balances
 - 5) Separation of Powers
 - 6) Republicanism
 - d. Bill-of-Rights

B. Judicial Branch (suggested time: 7 days)

1. Supreme court
2. Lower courts
3. Special courts
4. State Court System-Civil vs. Criminal Law
 - a. Civil
 - 1) Plaintiff vs. Defendant
 - 2) Cases involving two or more persons or entities
 - 3) Cases involving corporations and organizations
 - 4) Bench trials
 - 5) Burden of Proof- preponderance of the evidence
 - 6) Verdicts
 - b. Criminal
 - 1) State prosecutor vs. defendant
 - 2) Actions brought by the state against individuals or entities
 - 3) Burden of Proof- beyond a reasonable doubt
 - 4) Bench trials
 - 5) Verdicts and sentencing
 - c. Witnesses
 - 1) Lay (non-expert) witnesses
 - 2) Expert witnesses

C. Mock Trial (suggested time: 10 days)

1. Incident investigation
2. Pre-trial preparation
 - a. Witness interviews and testimonies
 - b. Plaintiff/Prosecution and defendant
 - c. Concepts/Laws
 - d. Main issues and sub-issues
 - e. Instructions for the jury
3. Civil or criminal trial conducted
4. Verdict or sentencing- guest judge.

IV. INSTRUCTIONAL TECHNIQUES:

A wide variety of instructional techniques will be employed to engage all students in the learning process and accommodate differences in readiness levels, interests, and learning styles. The students' diverse interests and needs will be addressed through varied pacing and assignments. Typical teaching techniques include, but are not limited to the following:

- A. Teacher-directed whole group instruction and modeling of procedures
- B. Flexible grouping
- C. Differentiated tasks
- D. Learning centers
- E. Guided investigations, experiments, and laboratories
- F. Discovery based activities
- G. Hands-on activities
- H. Modeling with manipulatives

- I. Independent practice
- J. Independent and guided research
- K. Use of technology
- L. Integration of social studies with other disciplines
- M. Simulations
- N. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

Teachers employ assessment tools and techniques that enable children to demonstrate what they know in a variety of ways and provide reliable information from multiple sources. Assessment based on evidence of student learning enables teachers to make instructional decisions that lead to higher levels of achievement for all students. Multiple assessment techniques will be employed.

- A. Ongoing informal assessment
 - 1. Classroom observation
 - 2. Analysis of student work, homework and class work
 - 3. Journal responses
- B. Periodic formal assessment
 - 1. Baseline pre and post assessment
 - 2. Written tests and quizzes
- C. Product assessment
 - 1. Student portfolios
 - 2. Student reflections
 - 3. Student self-assessments
 - 4. Project scoring rubrics.

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities are encouraged in order for the teacher to seek opportunities that provide insight and training to support this curriculum:

- A. Attendance at workshops, seminars and courses with a Focus on Gifted education, or biology and life science content, pedagogy, alternate assessment techniques or technology
- B. Access to professional books and journals
- C. Opportunities to learn and share ideas about teaching and learning Gifted education with colleagues in district
- D. College courses
- E. Opportunities to learn and share ideas about teaching and learning Gifted education through participation in the Union County Gifted and Talented Association
- F. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework and assessment.

APPENDIX I

NEW JERSEY STUDENT LEARNING STANDARDS FOR **SOCIAL STUDIES**

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

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

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

The entire standards document can be viewed at <https://www.state.nj.us/education/aps/cccs/ss/>

APPENDIX II

NEW JERSEY STUDENT LEARNING STANDARDS - SOCIAL STUDIES PRACTICES

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

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

Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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

APPENDIX III

NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

Key Ideas and Details

RL.K-4.1. Ask and answer questions about key details in a text.

RL.K-4.2. Retell familiar stories, including key details.

RL.K-4.3. Identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. Name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

RL.K-4.7 Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K-4.9. Compare and contrast the adventures and experiences of characters in familiar stories.

ENGLISH LANGUAGE ARTS STANDARDS FOR READING INFORMATIONAL TEXT

Key Ideas and Details

RI.K-4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.K-4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text

RI.K-4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

RI.K-4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade K-4 social studies topic*.

RI.K-4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.K-4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

RI.K-4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.K-4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.K-4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

ENGLISH LANGUAGE ARTS WRITING STANDARDS

Text Types and Purposes

W.K-4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
- Provide a concluding statement or section related to the opinion presented.

W.K-4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented

W.K-4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- Use dialogue and description to develop experiences and events or show the responses of characters to situations
- Use a variety of transitional words and phrases to manage the sequence of events

Use concrete words and phrases and sensory details to convey experiences and events precisely

- Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.K-4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.K-4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.K-4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge

W.K-4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic

W.K-4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.K-4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply *grade K-4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- Apply *grade K-4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Range of Writing

W.K-4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING

Comprehension and Collaboration

SL.K-4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.K-4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.K-4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

SL.K-4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.K-4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.K-4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

ENGLISH LANGUAGE ARTS LANGUAGE STANDARDS

Knowledge of Language

L.K-4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

The entire standards document can be viewed at <https://www.state.nj.us/education/aps/cccs/lal/>

APPENDIX IV

NEW JERSEY STUDENT LEARNING STANDARDS FOR MATHEMATICS

Making Inferences and Justifying Conclusions

S-IC: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

The entire standards document can be viewed at <https://www.state.nj.us/education/aps/cccs/math/>

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR VISUAL & PERFORMING ARTS

ANCHOR STANDARD 5: Developing and refining techniques and models or steps needed to create products.

The entire standards document can be views at <https://www.state.nj.us/education/aps/cccs/arts/>

APPENDIX VI

NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY

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

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/tech/>

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR 21ST CENTURY LIFE & CAREERS

Standard 9.1: (21st-Century Life and 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.

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

APPENDIX VIII

New Jersey Competencies for Social Emotional Learning

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

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

APPENDIX IX

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS FOR SPECIAL EDUCATION STUDENTS, ENGLISH LANGUAGE LEARNERS, STUDENTS AT RISK OF SCHOOL FAILURE, GIFTED AND TALENTED STUDENTS, AND STUDENTS WITH 504 PLANS (N.J.A.C. 6A: 8)

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

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

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

Use mnemonics

Support auditory presentations with visuals

Have student restate information

Provide lecture notes/outline

Give oral reminders

Give visual reminders

Review directions

Use graphic organizers

Assign partners

Repeat instructions

Display key vocabulary

Monitor assignments

Provide visual reinforcement

Provide concrete examples

Use vocabulary word bank

ORGANIZATION

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

Provide oral testing

Provide extra time for written work

Provide modified tests

Rephrase test questions/directions

Preview test procedures

Provide shortened tasks

Provide extra time for tests

Read test to student

Provide test study guides

Limit multiple choice options

Provide extra time for projects

Pace long term projects

Simplify test wording

Provide hands-on projects

Allow extra response time

ENGLISH LANGUAGE LEARNERS

GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

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

Identify supplementary materials to use

Adapt content to all levels of students proficiency

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

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts
Emphasize key vocabulary for students
COMPREHENSIBLE INPUT
Use speech appropriate for students' proficiency level
Explain academics tasks clearly
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
STRATEGIES
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
<u>Use scaffolding techniques consistently throughout lesson</u>
<u>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</u>
INTERACTION
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses
Use group configurations that support language and content objectives of the lesson
Provide sufficient wait time for student responses consistently
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text
PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>

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

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

SOCIAL/EMOTIONAL

Children's books addressing presenting problem

Student jots down presenting problem and erase when it goes away

Meet with guidance counselor

Student jots down presenting problem and erase when it goes away

Attendance plan

Utilize nurse during episodes of presenting problem

Provide short breaks

Attendance plan

Communication with parents

Assign "jobs" to reduce symptoms

Counseling check-ins

Praise whenever possible

ATTENTION/FOCUS

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working

<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

WORLD LANGUAGES - GRADE 6

Schools Roosevelt/Edison
Department World Languages
Length of Course..... One Year
Grade Level 6
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Public Schools Department of World Languages seeks to provide a well-articulated program that prepares our students to become responsible citizens in a multicultural and diverse global society. Language skills and cultural awareness promote cognitive development and academic achievement. The study of a world language promotes knowledge, understanding, and respect for the perspectives, practices, and products of different cultures.

This course promotes communication with an understanding of the target language and culture. Knowing a language other than English enables students to converse in the target language and become familiar with the history and the current issues of the people that the language represents. The language skills and cultural awareness that students develop in learning another language are of great value, particularly in education, business, world trade, travel, community and diplomacy.

This course is the first year of a three-year middle school sequence. It addresses a logical progression for language acquisition and provides a strong foundation with an immersion setting in the classroom, which enables sixth-grade students to develop language skills in listening, speaking, reading, and writing while maintaining a focus on language functions and oral production. Language skills and cultural awareness are further developed in seventh and eighth-grade courses and ultimately lead to proficient language learners at the high school level.

OBJECTIVES

World Languages - Grade 6 is aligned with the NJ Student Learning Standards for World Languages. These objectives also align with NJ Students Learning Standards for Visual and Performing Arts, English Language Arts, Social Studies, Computer Science & Design Thinking, and Career Readiness, Life Literacies, and Key Skills.

Students:

Interpretive Communication Mode

- A. Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions

New Jersey Student Learning Standards for World Languages 7.1.NL.IPRET.1

New Jersey Student Learning Standards for ELA.SL1.

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Respond with physical actions and/or gestures to simple oral directions, commands, and requests

New Jersey Student Learning Standards for World Languages 7.1.NL.IPRET.2

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

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

Recognize a few common gestures associated with the target culture(s)

New Jersey Student Learning Standards for World Languages 7.1.NL.IPRET.3

New Jersey Student Learning Standards for Social Studies 6.3

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

Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts

New Jersey Student Learning Standards for World Languages 7.1.NL.IPRET.4

New Jersey Student Learning Standards for Social Studies 6.3

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

Interpersonal Communication Mode

- B. Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced

New Jersey Student Learning Standards for World Languages 7.1.NL.IPERS.1

New Jersey Student Learning Standards for ELA.SL1.

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

With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced

New Jersey Student Learning Standards for World Languages 7.1.NL.IPERS.2

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

Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals

New Jersey Student Learning Standards for World Languages 7.1.NL.IPERS.3
New Jersey Student Learning Standards for ELA.SLI
New Jersey Student Learning Standards for Social Studies 6.3
New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1
New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

React to a few procedural instructions, directions, and commands in classroom situations

New Jersey Student Learning Standards for World Languages 7.1.NL.IPERS.4
New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
New Jersey Student Learning Standards for Social Studies 6.3

Enact a few culturally authentic gestures when greeting others and during leave-takings

New Jersey Student Learning Standards for World Languages 7.1.NL.IPERS.5
New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
New Jersey Student Learning Standards for Social Studies 6.3
New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures

New Jersey Student Learning Standards for World Languages 7.1.NL.IPERS.6
New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
New Jersey Student Learning Standards for Social Studies 6.3
New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Presentational Mode

Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication

New Jersey Student Learning Standards for World Languages 7.1.NL.PRSNT.1
New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals

New Jersey Student Learning Standards for World Languages 7.1.NL.PRSNT.2
New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
New Jersey Student Learning Standards for Visual and Performing Arts Anchor Standard 1
New Jersey Student Learning Standards for Social Studies 6.3

Imitate a few culturally authentic gestures when greeting others and during leave-takings

New Jersey Student Learning Standards for World Languages 7.1.NL.PRSNT.3
New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4
New Jersey Student Learning Standards for Visual and Performing Arts Anchor Standard 1

State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

New Jersey Student Learning Standards for World Languages 7.1.NL.PRSNT.4
New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4

II. CONTENT, SCOPE, AND SEQUENCE

The following themes are interwoven to provide the framework by which students communicate as they explore grammatical forms, cultural perspectives, make connections, comparisons, and prepare to participate in local and global communities. The grammatical structures presented following the themes and topics below, are offered as an important component to the logical continuum of the language acquisition process, but it is not the focus of instruction in the world languages classroom. Students explore grammar through context and with an emphasis of its functionality within the communicative approach.

Themes

A. Hello, world!

1. My world, my name, greetings, countries, and nationalities (suggested time 5-6 weeks)
 - a. introduce oneself and others
 - b. exchange numbers
 - c. describe the day/identify dates
2. My identity (suggested time 5-6 weeks)
 - a. describe physical attributes
 - b. personality traits
 - c. express likes/dislikes

B. My family and friends

1. Relationships (suggested time 5-6 weeks)
 - a. describe family and others
 - b. ask/tell age, birthdays and other dates
2. Clothing (suggested time 5-6 weeks)
 - a. describe quantity, color, and size
 - b. express possession and preference
 - c. express another's likes and dislikes

C. Me, myself, and I

1. My school (suggested time 5-6 weeks)
 - a. tell time
 - b. describe/create a schedule
 - c. share extra-curricular activities
 - d. use adverbs of frequency (usually, often, rarely, etc.)
2. My classroom (suggested time 5-6 weeks)
 - a. describe classroom objects
 - b. discuss responsibilities
 - c. describe schedule
 - d. ask/tell time

Grammatical Structures

1. French

- a. identify gender: masculine and feminine nouns
- b. identify definite and indefinite articles
- c. demonstrate possession using adjectives such as *mon/ma, ton/ta*
- d. express need using the verb *avoir*
- e. describe daily activities using verb *faire*
- f. describe daily activities using regular -ER verbs
- g. create negative sentences using *ne...pas*
- h. express likes and dislikes using *J'aime/Je n'aime pas + Infinitive*
- i. talk about where you are using the verb *être*
- j. formulate questions with *est-ce que* and using inversion
- k. create sentences using the verb *avoir* and the expression *il y a/ il n'y a pas*
- l. analyze the agreement and position of adjectives
- m. introduce difference between *C'est* vs. *Il est*

2. Spanish

- a. identifying gender: masculine and feminine nouns
- b. knowing how numbers affect articles and adjectives
- c. using definite and indefinite articles
- d. demonstrating knowledge of subject pronouns and verb conjugations
- e. knowing how to question and respond in the present tense
- f. expressing affirmative and negative answers
- g. using the simple future: *ir + a + infinitivo*
- h. distinguishing between having feelings and possessions, with the verb *tener*
- i. using present conjugations of *ser, estar, gustar*, and their uses
- j. expressing obligations with *tener que*
- k. using pronouns to clarify or emphasize the subject of an action
- l. understanding and employing adjective agreement: characteristics and belongings
- m. expressing present tense of regular (-ar, -er, -ir) verbs
- n. using regular present tense verbs with irregular yo forms: *tener y conocer*
- o. introducing briefly the verbs *hacer* and *jugar*

Cultural Perspectives, Products, and Practices

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture demonstrate increased awareness of and appreciation for the diversity of cultures, languages, and peoples
- Learners recognize and identify a few typical practices of the target culture expand knowledge of specific practices of the target culture, to include social patterns, leisure and educational activities.

III. INSTRUCTIONAL TECHNIQUES

Differentiated instruction creates a student-centered environment that seeks to accommodate the diverse learners and provides multiple pathways to learning. A variety of instructional approaches is employed to involve all students in the learning process and accommodate differences in readiness levels, interests, and learning styles. The target language is used as the primary means of communication by providing an immersion setting in which both, teachers and students use the target language at least 95% of the time. Instructional techniques include but are not limited to:

- A. Teacher-directed whole-group instruction
- B. Small-group instruction
- C. Flexible grouping
- D. Technology-based instruction
- E. Hands-on activities
- F. Research projects
- G. Guided reading and discussion
- H. Think-Pair-Share student partner activities
- I. Total Physical Response (TPR)
- J. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

The purpose of assessment is to improve student learning, gauge student progress and make necessary adjustments in methodology when needed. Student assessment practices include but are not limited to:

- A. Informal Assessments
 - 1. total physical response
 - 2. aural practice
 - 3. role-play
 - 4. classroom observations during coupled and group activities
 - 5. games
- B. Formal Assessments
 - 1. baseline assessments
 - 2. benchmark assessments
 - 3. oral presentations
 - 4. written quizzes and tests
 - 5. aural assessments
 - 6. projects.

VI. PROFESSIONAL DEVELOPMENT

The following activities support this curriculum:

- A. Collaboration with colleagues through discussion and observation.
- B. Department meetings to plan and coordinate curriculum and activities.
- C. Visitation to districts that implement innovative language programs.
- D. Visitation of colleagues within our own district.
- E. Professional development through courses or conferences.

APPENDIX I

New Jersey Student Learning Standards for World Languages

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

Interpretive Mode

- 7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4 Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode

- 7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave-takings.
- 7.1.NL.IPERS.6 Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational Mode

- 7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4 State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

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

APPENDIX II

New Jersey Student Learning Standards for Social Studies

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

STANDARD 6.2 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.

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

APPENDIX III

New Jersey Student Learning Standards - Social Studies Practices

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

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

Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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

APPENDIX IV

New Jersey Student Learning Standards for English Language Arts

STANDARD A.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

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

APPENDIX V

New Jersey Student Learning Standards for Visual & Performing Arts

ANCHOR STANDARD 1: Anchor Standard 1: Generating and conceptualizing ideas.

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

APPENDIX VI

New Jersey Student Learning Standards for Technology

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

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

APPENDIX VII

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

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

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

APPENDIX VIII

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

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed

Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)

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

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

Provide a seat away from distractions (or noise)

MATERIAL/BOOKS/EQUIPMENT

Allow use of a calculator

Allow use of a number line

Allow use of counting chips

Modify worksheets

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

Provide auditory aids (cues, tapes, etc.)

Use manipulatives

Provide hands-on learning activities

INSTRUCTIONAL STRATEGIES

Check work in progress

Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners

Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools

Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests

Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

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

Identify supplementary materials to use

Adapt content to all levels of students proficiency

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

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

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

STRATEGIES

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

Use scaffolding techniques consistently throughout lesson

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

INTERACTION

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

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

Provide sufficient wait time for student responses consistently

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

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units

Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks

Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions

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

GIFTED AND TALENTED STUDENTS

CURRICULUM

Acceleration

Compacting

Telescoping

Advanced Placement Courses

INSTRUCTION

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work

Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

WORLD LANGUAGES - GRADE 7

Schools Roosevelt/Edison
DepartmentWorld Languages
Length of Course One Year
Grade Level 7
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Public Schools Department of World Languages seeks to provide a well-articulated program that prepares our students to become responsible citizens in a multicultural and diverse global society. Language skills and cultural awareness promote cognitive development and academic achievement. The study of a world language promotes knowledge, understanding and respect for the perspectives, practices, and products of different cultures.

This course promotes communication with an understanding of the target language and culture. Proficiency in a language other than English, enables students to converse in the target language and become familiar with the history and the current issues of the peoples that the target language represents. The language skills and cultural awareness that students develop in learning another language are of great value, particularly in education, business, world trade, travel, community and diplomacy.

This course is the second year of a three-year middle school sequence. In grade 7, students are introduced to more complex grammar structures and begin to form direct correlations between the language being learned and their own environment. They begin to express themselves using compound sentences and are able to talk about events using the past, present and future tenses. In addition, they gain a rich appreciation for the target cultures through exposure to authentic materials and meaningful educational experiences that represent the many nations where the target language is spoken.

II. OBJECTIVES

World Languages - Grade 7 is aligned with the NJ Student Learning Standards for World Languages. These objectives also align with NJ Students Learning Standards for Visual and Performing Arts, English Language Arts, Social Studies, Computer Science & Design Thinking, and Career Readiness, Life Literacies, and Key Skills.

Students:

A. Interpretive Communication Mode

Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes

New Jersey Student Learning Standards for World Languages 7.1.NM.IPRET.1

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

New Jersey Student Learning Standards for ELA.SL1

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics

New Jersey Student Learning Standards for World Languages 7.1.NM.IPRET.2

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

New Jersey Student Learning Standards for Visual and Performing Arts Anchor Standard 1

Identify familiar people, places, objects in daily life based on simple oral and written descriptions

New Jersey Student Learning Standards for World Languages 7.1.NM.IPRET.3

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

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

New Jersey Student Learning Standards for ELA.SL1

Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials

New Jersey Student Learning Standards for World Languages 7.1.NM.IPRET.4

New Jersey Student Learning Standards for Social Studies 6.3

Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change

New Jersey Student Learning Standards for World Languages 7.1.NM.IPRET.5

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Interpersonal Communication Mode

Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases

New Jersey Student Learning Standards for World Languages 7.1.NM.IPERS.1

New Jersey Student Learning Standards for ELA.SL1

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

Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class

New Jersey Student Learning Standards for World Languages 7.1.NM.IPERS.2

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals

New Jersey Student Learning Standards for World Languages 7.1.NM.IPERS.3

New Jersey Student Learning Standards for Visual and Performing Arts Anchor Standard 1

Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities

New Jersey Student Learning Standards for World Languages 7.1.NM.IPERS.4

New Jersey Student Learning Standards for Social Studies 6.3

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

Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions

New Jersey Student Learning Standards for World Languages 7.1.NM.IPERS.5

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

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

New Jersey Student Learning Standards for Visual and Performing Arts Anchor Standard 1

Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences

New Jersey Student Learning Standards for World Languages 7.1.NM.IPERS.6

New Jersey Student Learning Standards for ELA.SL1

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

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Presentational Mode

- B. Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes

New Jersey Student Learning Standards for World Languages 7.1.NM.PRSNT.1

New Jersey Student Learning Standards for Visual and Performing Arts Anchor Standard 1

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class

New Jersey Student Learning Standards for World Languages 7.1.NM.PRSNT.2

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

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits

New Jersey Student Learning Standards for World Languages 7.1.NM.PRSNT.3,

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

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

New Jersey Student Learning Standards for Visual and Performing Arts Anchor Standard 1

Copy/write words, phrases, or simple guided texts on familiar topics

New Jersey Student Learning Standards for World Languages 7.1.NM.PRSNT.4

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Present information from age- and level-appropriate, culturally authentic materials orally or in writing

New Jersey Student Learning Standards for World Languages 7.1.NM.PRSNT.5

New Jersey Student Learning Standards for ELA.SL1

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Name and label tangible cultural products associated with climate change in the target language regions of the world.

New Jersey Student Learning Standards for World Languages 7.1.NM.PRSNT.6

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for ELA.SL1

III. CONTENT, SCOPE, AND SEQUENCE

The following themes are interwoven to provide the framework by which students communicate as they explore cultural perspectives, make connections and comparisons, and prepare to participate in local and global communities. The grammatical structures presented following the themes and topics below are offered as an important component to the logical continuum of the language acquisition process, but it is not the focus of instruction in the world languages classroom. Students explore grammar through context and with an emphasis on its functionality within the communicative approach.

Themes

A. My community

1. My city, places and buildings, transportation, directions (suggested time 5-6 weeks)
 - a. identify places, describe cities, request directions
 - b. provide directions within the neighborhood
 - c. describe activities done in specific places
2. Shopping (suggested time 5-6 weeks)
 - a. talk about gifts
 - b. talk about kinds of stores
 - c. apply knowledge of numbers to make purchases
 - d. give instructions
 - e. identify and describe a “bargain”

B. My free time (suggested time 5-6 weeks)

1. talk about the free time during weekdays, weekends, and vacation
2. identify hobbies/sports
3. express preferences

C. The world around me (suggested time 6-7 weeks)

1. compare/contrast target language holidays with other holidays
2. draw parallels between seasonal differences in America and target language countries
3. talk about vacation destinations
4. locate capital cities
5. discuss means of transportation
6. apply knowledge of numbers to discuss currency
7. identify weather-specific activities
8. talk about clothing/seasons

D. Yum! (suggested time 6-7 weeks)

1. the restaurant
2. order food
3. ask for the check
4. identify/describe food/drinks
5. identify table settings
6. differentiate foods between the U.S. and the target cultures

Grammatical Structures

1. French
 - a. using the verb *aller* and the preposition *à*
 - b. describing people and things with possessive adjectives
 - c. talking about living arrangements using *chez*
 - d. talking about future plans using le futur proche (*aller* + infinitive)
 - e. combining prepositions *à* and *de* with definite articles
 - f. talking about where one is coming from using the verb *venir*
 - g. using adjectives to describe people and things
 - h. describing people and things using irregular adjectives
 - i. using the verbs *acheter*, *préférer*, *mettre* to talk about clothing
 - j. comparing people and things using comparative adjectives
 - k. using the present tense of regular *-ir* and *-re* verbs
 - l. describing things using demonstrative and interrogative adjectives
 - m. talking about people using the pronoun *on*
 - n. giving commands and suggestions using the imperative tense
 - o. talking about activities using *faire*
 - p. describing oneself and others using expressions with *avoir*
 - q. talking about what one sees using the verb *voir*
 - r. describing past events using the passé composé of regular *-er*, *-ir* and *-re*
 - s. verbs in the affirmative and negative
 - t. describing past events using the passé composé of irregular verbs (*être*, *avoir*, *faire*, *mettre*, *voir*)
 - u. talking about where one went using the passé composé of *aller*
 - v. discussing past actions using the passé composé with *être* (*arriver*, *rester*, *venir*, *sortir*, *entrer*, *rentrer*)
 - w. talking about a series of events using adverbs of sequence
 - x. expressing wants and needs using the verb *vouloir*
 - y. talking about what one eats and drinks using the verbs *prendre* and *boire*
2. Spanish
 - a. identifying gender: masculine and feminine nouns
 - b. knowing how numbers affect articles and adjectives
 - c. using definite and indefinite articles
 - d. demonstrating knowledge of subject pronouns and verb conjugations
 - e. knowing how to question and respond in the present tense
 - f. expressing affirmative and negative answers
 - g. using the simple future: *ir* + *a* + *infinitivo*
 - h. distinguishing between having feelings and possessions, with the verb *tener*

- i. using present conjugations of *ser*, *estar*, *gustar*, and their uses
- j. expressing obligations with *tener que*
- k. using pronouns to clarify or emphasize the subject of an action
- l. understanding and employing adjective agreement: characteristics and belongings
- m. expressing present tense of regular (-ar, -er, -ir) verbs
- n. using regular present tense verbs with irregular yo forms
- o. introducing briefly the verbs *hacer* and *jugar*
- p. demonstrating knowledge of e:ie stem changing verbs in the present tense
- q. demonstrating knowledge of o:ue stem changing verbs in the present tense
- r. demonstrating knowledge of e:i stem changing verbs in the present tense
- s. giving and following regular and irregular affirmative tú commands

Cultural Perspectives, Products, and Practices

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture demonstrate increased awareness of and appreciation for the diversity of cultures, languages, and peoples
- Learners recognize and identify a few typical practices of the target culture expand knowledge of specific practices of the target culture, to include social patterns, leisure and educational activities.

IV. INSTRUCTIONAL TECHNIQUES

Differentiated instruction creates a student-centered environment that seeks to accommodate diverse learners and provides multiple pathways to learning. A variety of instructional approaches is employed to involve all students in the learning process and accommodate differences in readiness levels, interests, and learning styles. The target language is used as the primary means of communication by providing an immersion setting in which both, teachers and students use the target language at least 95% of the time. Instructional techniques include but are not limited to:

- A. Teacher-directed whole-group instruction
- B. Small-group instruction
- C. Flexible grouping
- D. Technology-based instruction
- E. Hands-on activities
- F. Research projects
- G. Guided reading and discussion
- H. Think-Pair-Share student partner activities
- I. Total Physical Response (TPR)
- J. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

The purpose of assessment is to improve student learning, gauge student progress, and make necessary adjustments in methodology when needed. Student assessment practices include but are not limited to:

A. Informal Assessments

1. interviews
2. oral presentations
3. aural practice
4. role-play
5. classroom observations during collaborative activities

B. Formal Assessments

1. baseline assessments
2. benchmark assessments
3. short essays
4. oral presentations
5. written quizzes and tests
6. aural assessments
7. projects.

VI. PROFESSIONAL DEVELOPMENT

The following activities support this curriculum:

- A. Collaboration with colleagues through discussion and observation.
- B. Department meetings to plan and coordinate curriculum and activities.
- C. Visitation to districts that implement innovative language programs.
- D. Visitation of colleagues within our own district.
- E. Professional development through courses or conferences.

APPENDIX I

New Jersey Student Learning Standards for World Languages

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

Interpretive Mode

- 7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4 Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode

- 7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave-takings.
- 7.1.NL.IPERS.6 Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational Mode

- 7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4 State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

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

APPENDIX II

New Jersey Student Learning Standards for Social Studies

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

STANDARD 6.2 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.

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

APPENDIX III

New Jersey Student Learning Standards - Social Studies Practices

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

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

Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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

APPENDIX IV

New Jersey Student Learning Standards for English Language Arts

STANDARD A.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

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

APPENDIX V

New Jersey Student Learning Standards for Visual & Performing Arts

ANCHOR STANDARD 1: Anchor Standard 1: Generating and conceptualizing ideas.

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

APPENDIX VI

New Jersey Student Learning Standards for Technology

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

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

APPENDIX VII

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

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

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

APPENDIX VIII

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

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed

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

Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice

Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary

Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place

Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options

Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>
<u>SIOP COMPONENTS AND FEATURES</u>

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

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

Identify supplementary materials to use

Adapt content to all levels of students proficiency

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

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

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

STRATEGIES

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

Use scaffolding techniques consistently throughout lesson

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

INTERACTION

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

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

Provide sufficient wait time for student responses consistently

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

PRACTICE/APPLICATION

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

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

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating

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

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

Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room

Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION

<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

WORLD LANGUAGES - GRADE 8

Schools Roosevelt/Edison
Department World Languages
Length of course One Year
Grade Level 8
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Public Schools Department of World Languages seeks to provide a well-articulated program that prepares our students to become responsible citizens in a multicultural and diverse global society. Language skills and cultural awareness promote cognitive development and academic achievement. The study of a world language promotes knowledge, understanding, and respect for the perspectives, practices, and products of different cultures.

This course promotes communication with an understanding of the target language and culture. Proficiency in a language other than English enables students to converse in the target language and become familiar with the history and the current issues of the people that the language represents. The language skills and cultural awareness that students develop in learning another language are of great value, particularly in education, business, world trade, travel, community, and diplomacy.

This course is the third year of a three-year middle school sequence that builds upon linguistic abilities that have been developed during prior years of language study. The strong foundation enables eighth-grade students to develop skills in a more in-depth manner and at a quicker pace, with increased emphasis on oral production, reading, and writing. Language skills and cultural awareness will continue to be developed in high school courses and ultimately lead to highly proficient language learners.

II. OBJECTIVES

World Languages - Grade 8 is aligned with the NJ Student Learning Standards for World Languages. These objectives also align with NJ Students Learning Standards for Visual and Performing Arts, English Language Arts, Social Studies, Computer Science & Design Thinking, and Career Readiness, Life Literacies, and Key Skills.

Students:

A. Interpretive Communication Mode

Identify familiar words and phrases in culturally authentic materials related to targeted themes

New Jersey Student Learning Standards for World Languages 7.1.NH.IPRET.1

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

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

Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes

New Jersey Student Learning Standards for World Languages, 7.1.NH.IPRET.2

New Jersey Student Learning Standards for ELA.SL1

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Respond and act on a series of oral and written instructions, directions, and commands

New Jersey Student Learning Standards for World Languages, 7.1.NH.IPRET.3

New Jersey Student Learning Standards for ELA.SL1

New Jersey Student Learning Standards for Social Studies 6.3

Recognize some common gestures and cultural practices associated with target culture(s)

New Jersey Student Learning Standards for World Languages, 7.1.NH.IPRET.4

New Jersey Student Learning Standards for ELA.SL1

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Identify some unique linguistic elements in the target culture

New Jersey Student Learning Standards for World Languages, 7.1.NH.IPRET.5

New Jersey Student Learning Standards for ELA.SL1

Interpret some common cultural practices associated with the target culture(s)

New Jersey Student Learning Standards for World Languages, 7.1.NH.IPRET.6

New Jersey Student Learning Standards for ELA.SL1

Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written

New Jersey Student Learning Standards for World Languages, 7.1.NH.IPRET.7

New Jersey Student Learning Standards for ELA.SL1

Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change

New Jersey Student Learning Standards for World Languages, 7.1.NH.IPRET.8

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for ELA.SL1

B. Interpersonal Communication Mode

Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.1

New Jersey Student Learning Standards for ELA.SL1

New Jersey Student Learning Standards for Social Studies 6.3

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

Ask and respond to questions on practiced topics and on information from other subjects

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.2

New Jersey Student Learning Standards for ELA.SL1

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

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Make requests and express preferences in classroom settings and in various social situations

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.3

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.4

New Jersey Student Learning Standards for ELA.SL1

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

New Jersey Student Learning Standards for Visual and Performing Arts Anchor Standard 1

Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.5

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

New Jersey Student Learning Standards for Visual and Performing Arts Anchor Standard 1

Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change

New Jersey Student Learning Standards for World Languages 7.1.NH.IPERS.6

New Jersey Student Learning Standards for ELA.SL1

New Jersey Student Learning Standards for Social Studies 6.3

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

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

C. Presentational Communication Mode

Recombine basic information at the phrase and sentence level related to everyday topics and themes

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.1

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Create and present brief messages using familiar vocabulary orally or in writing

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.2

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

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Describe orally and in writing people and things from the home and school environment

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.4

New Jersey Student Learning Standards for ELA.SL1

New Jersey Student Learning Standards for Social Studies 6.3

New Jersey Student Learning Standards for Computer Science and Design Thinking 8.1

When speaking and writing, use simple sentences and try to connect them with a few transition words

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.5

New Jersey Student Learning Standards for ELA.SL1

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

Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

New Jersey Student Learning Standards for World Languages 7.1.NH.PRSNT.6

New Jersey Student Learning Standards for Social Studies 6.3

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

III. CONTENT, SCOPE, AND SEQUENCE

The following themes are interwoven to provide the framework by which students communicate as they explore cultural perspectives, make connections and comparisons, and prepare to participate in local and global communities. The grammatical structures presented following the themes and topics below are offered as an important component to the logical continuum of the language acquisition process, but it is not the focus of instruction in the world languages classroom. Students explore grammar through context and with an emphasis on its functionality within the communicative approach.

Themes

A. My home

1. My routines (suggested time 3-4 weeks)
 - a. explain morning/night routines
 - b. describe celebrations
 - c. negotiate household chores
 - d. implement body parts to describe personal hygiene and grooming
 - e. identify preferences
2. My family responsibilities (suggested time 3-4 weeks)
 - a. compare and contrast personal chores with family chores
 - b. differentiate relationships between parents and siblings
 - c. describe physical/emotional traits of self and others
 - d. describe family events

B. My past experiences

1. My weekend activities (suggested time 3-4 weeks)
 - a. describe things I did last weekend/last week/last month
 - b. describe recent past events with some detail
 - c. explain how responsibilities change as you grow older
2. My predictions (suggested time 3-4 weeks)
 - a. identify events from videos and other media
 - b. recognize the appropriate sequence of events
 - c. make predictions

C. My Future

1. Where do I see myself in 10 years? (suggested time 4-5 weeks)
 - a. identify professions and professional opportunities
 - b. recognize cultural structures
 - c. describe the jobs/areas that interest you
 - d. describe where you would like to live
2. My future living (suggested time 4-5 weeks)
 - a. explain differences between suburbia, city, and country
 - b. express preferences
 - c. describe farm living and agriculture
 - d. differentiate pets and other animals

D. Contemporary living

1. What do I do for fun? (suggested time 4-5 weeks)
 - a. identify my favorite pastimes
 - b. contrast my cultural events with others
 - c. distinguish passive vs active pastimes

2. Our cultural perspectives (suggested time 3-4 weeks)
 - a. compare/contrast target cultures with our own
 - b. describe different pastimes/activities/sports particular to a target culture
 - c. identify movies, actors, and/or famous people from the target cultures

Grammatical Structures

1. French
 - a. describing using the verb *être*, regular and irregular adjectives
 - b. comparing *C'est* vs. *Il est/ Elle est*
 - c. expressing feelings using the verb *avoir*
 - d. using expressions with the verb *faire*
 - e. asking questions using inversion
 - f. expressing what one has just done and is going to do using the temporal expressions *venir + de* and *aller + infinitive*
 - g. using the present tense with *depuis* to express how long one has been doing something
 - h. talking in the past tense with *avoir* and *être*
 - i. talking about people and things using *quelqu'un*, *quelque chose* and their negative opposites
 - j. using *il y a* in the past tense to express how long ago events happened
 - k. expressing want, ability and necessity using the verbs *vouloir*, *pouvoir* and *devoir*
 - l. using the partitive article to express what one is eating
 - m. using the verb *boire* to express what one is drinking
 - n. talking about quantities and negation by using the preposition *de*
 - o. using the adjective *tout*
 - p. expressing what one must do using *il faut* + infinitive
 - q. using direct and indirect object pronouns in the present, past, and imperative
 - r. discussing who and what one knows using the verbs *connaître* and *savoir*
 - s. talking about what one says, reads and write using the verbs *dire*, *lire*, and *écrire*
 - t. recognizing and using verbs followed by an indirect object
 - u. using stress pronouns in prepositional phrases
2. Spanish
 - a. demonstrating knowledge of present tense regular verb conjugations
 - b. demonstrating knowledge of present tense stem changing verb conjugations
 - c. demonstrating knowledge of present tense irregular verb conjugations
 - d. expressing use of reflexive verbs in the present tense and preterite tense
 - e. using forms of *deber* to show what people should do
 - f. describing actions using adverbs with *-mente*
 - g. expressing regular and irregular preterit tense
 - h. giving affirmative tú commands with regular, stem changing and irregular verbs
 - i. giving negative tú commands with regular, stem changing and irregular verbs
 - j. demonstrating knowledge of stem changing verb conjugations
 - k. using informal regular and irregular commands in the affirmative and the negative
 - l. expressing the simple future using *ir + a + infinitive*
 - m. using pronouns to clarify or emphasize the subject of an action

- n. demonstrating knowledge of regular present tense verbs with irregular yo forms
- a. demonstrating knowledge of the present participle tense of verbs to show progress of actions estar + -ando/-iendo

Cultural Perspectives, Products, and Practices

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture demonstrate increased awareness of and appreciation for the diversity of cultures, languages, and peoples
- Learners recognize and identify a few typical practices of the target culture expand knowledge of specific practices of the target culture, to include social patterns, leisure and educational activities.

IV. INSTRUCTIONAL TECHNIQUES

Differentiated instruction creates a student-centered environment that seeks to accommodate diverse learners and provides multiple pathways to learning. A variety of instructional approaches is employed to involve all students in the learning process and accommodate differences in readiness levels, interests, and learning styles. The target language is used as the primary means of communication by providing an immersion setting in which both, teachers and students use the target language at least 95% of the time. Instructional techniques include but are not limited to:

- A. Teacher-directed whole-group instruction
- B. Small-group instruction
- C. Flexible grouping
- D. Technology-based instruction
- E. Hands-on activities
- F. Research activities
- G. Guided reading and discussion
- H. Think-Pair-Share student partner activities
- I. Total Physical Response (TPR)
- J. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

The purpose of assessment is to improve student learning, gauge student progress, and make necessary adjustments in methodology when needed. Student assessment practices include but are not limited to:

A. Informal Assessments

1. interviews
2. oral presentations
3. aural practice
4. role-play
5. classroom observations during coupled and group activities

B. Formal Assessments

1. baseline assessments
2. benchmark assessments
3. short essays
4. oral presentations
5. written quizzes and tests
6. aural assessments
7. projects.

VI. PROFESSIONAL DEVELOPMENT

The following activities support this curriculum:

- A. Collaboration with colleagues through discussion and observation
- B. Department meetings to plan and coordinate curriculum and activities
- C. Visitation to districts that implement innovative language programs
- D. Professional development through courses or conferences.

APPENDIX I

New Jersey Student Learning Standards for World Languages

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

Interpretive Mode

- 7.1.NL.IPRET.1 Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4 Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode

- 7.1.NL.IPERS.1 Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3 Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave-takings.
- 7.1.NL.IPERS.6 Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational Mode

- 7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4 State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

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

APPENDIX II

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES

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

STANDARD 6.2 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.

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

APPENDIX III

NEW JERSEY STUDENT LEARNING STANDARDS - SOCIAL STUDIES **PRACTICES**

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

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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

APPENDIX IV

NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

STANDARD A.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

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

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR VISUAL & PERFORMING ARTS

ANCHOR STANDARD 1: Anchor Standard 1: Generating and conceptualizing ideas.

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

APPENDIX VI

NEW JERSEY STUDENT LEARNING STANDARDS FOR TECHNOLOGY

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

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

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

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

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

APPENDIX VIII

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS FOR SPECIAL EDUCATION STUDENTS, ENGLISH LANGUAGE LEARNERS, STUDENTS AT RISK OF SCHOOL FAILURE, GIFTED AND TALENTED STUDENTS, AND STUDENTS WITH 504 PLANS (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed

Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)

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

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

Provide a seat away from distractions (or noise)

MATERIAL/BOOKS/EQUIPMENT

Allow use of a calculator

Allow use of a number line

Allow use of counting chips

Modify worksheets

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

Provide auditory aids (cues, tapes, etc.)

Use manipulatives

Provide hands-on learning activities

INSTRUCTIONAL STRATEGIES

Check work in progress

Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners

Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools

Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests

Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

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

Identify supplementary materials to use

Adapt content to all levels of students proficiency

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

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

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

STRATEGIES

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

Use scaffolding techniques consistently throughout lesson

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

INTERACTION

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

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

Provide sufficient wait time for student responses consistently

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

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units

Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks

Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions

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

GIFTED AND TALENTED STUDENTS

CURRICULUM

Acceleration

Compacting

Telescoping

Advanced Placement Courses

INSTRUCTION

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work

Parent Communication