

WESTFIELD PUBLIC SCHOOLS  
Westfield, New Jersey

*Office of Instruction*

Course of Study

**ADVANCED FOODS – 9358**

School.....Westfield High School  
Department.....Family Life and Consumer Sciences  
Length of Course.....One Semester  
Credit.....2.5  
Grade Level.....10, 11, and 12  
Pre-requisite .....Modern Foods  
Date .....

**I. RATIONALE, DESCRIPTION AND PURPOSE**

The Family Life and Consumer Science Department offers an advanced course as a continuation of Modern Foods. The course provides opportunities for students to explore more creative and complex methods of preparation with an emphasis on regional, international and cultural influences as well as food related career/vocations and entrepreneurial endeavors. Higher order thinking, communication, and management processes will be integrated into hands on laboratory activities. Advanced Foods provides laboratory experiences that foster leadership and group skills while increasing student awareness of the global and environmental issues that affect us all.

**II. OBJECTIVES**

The Westfield Family Life and Consumer Science Curriculum and objectives are aligned with the New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers, Mathematical Practice, Social Studies, World Languages, Technological Literacy and English Language Arts-Literacy in History/Social Studies, Science and Technical Subjects.

Students:

**A. Expand and incorporate advanced skills and methods of food preparation**

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.2*

*NJ Student Standards for Mathematical Practice SMP5, SMP6*

*NJ Student Learning Standards for Technological Literacy 8.1*

- B. Develop and foster a sense of appreciation of other food cultures, food habits and customs, ingredients, traditions, and geographical influences

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.2*

*NJ Student Learning Standards for Social Studies 6.2*

*NJ Student Learning Standards for World Languages 7.1*

*NJ Student Learning Standards for Technological Literacy 8.1*

- C. Assess career opportunities related to food production and service and integrate knowledge, skills, and practices required for careers in the nutrition and food industry in the classroom lab experience

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.2*

*NJ Student Learning Standards for Technological Literacy 8.1*

- D. Demonstrate how to manage time and resources within a small laboratory setting/operation

*NJ Student Learning Standards for Technological Literacy 8.1*

- E. Demonstrate a knowledge and understanding in the practical use of the library/media center resources as these relate to the course content

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.2*

*NJ Student Learning Standards for Social Studies 6.2*

*NJ Student Learning Standards for Technological Literacy 8.1*

*NJ Student Learning Standards for ELA-Literacy in History/Social Studies, Science and Technical Subjects WHST.11-12.2, WHST.11-12.6, WHST 11-12.8, WHST 11-12.9*

- F. Synthesize menu-planning guidelines and principles to develop and modify food plans and menus that meet needs and preferences of individual families

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.2*

*NJ Student Learning Standards for World Languages 7.1*

*NJ Student Learning Standards for Technological Literacy 8.1*

- G. Apply critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems and make informed decisions in real life situations

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.2*

*NJ Student Learning Standards for Technological Literacy 8.1*

- H. Evaluate factors that affect food safety and sanitation from production through consumption.

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.2*

*NJ Student Learning Standards for Technological Literacy 8.1*

### **III. CONTENT, SCOPE AND SEQUENCE**

This Advanced Foods class is designed to expose students to international and regional cuisine and foster an appreciation of cultural differences. They examine food habits and customs and unique methods of food preparation through lab experiences and special projects. Basic food preparation and kitchen management skills are reviewed and expanded.

The course is designed to enhance student knowledge of nutrition, meal-planning, and the impact of food-related technology on food preparation. Lab experiences provide the students with opportunities to create exciting menus, manage time, and prepare these meals. The course is designed to develop “hands-on” activities, critical thinking and self assessment particularly through the use of real world applications and problem-based tasks.

- A. Kitchen management skills (suggested time – 1 week)
  - 1. Review kitchen math, equipment, abbreviations, vocabulary
  - 2. Safety and sanitation
  - 3. Kitchen layout/work center
- B. Seasonings and Flavorings (suggested time – 1 week)
  - 1. Herbs
  - 2. Spices
- C. Cooking methods (suggested time – 4 weeks)
  - 1. Baking
  - 2. Folding
  - 3. Roasting
  - 4. Sautéing
  - 5. Deglazing
  - 6. Searing
  - 7. Scalding
  - 8. Separating
  - 9. Braising
  - 10. Grilling/broiling
  - 11. Frying
- D. Sauces (suggested time – 4 weeks)
  - 1. Béchamel
  - 2. Velouté
  - 3. Espagnole
  - 4. Tomato
  - 5. Hollandaise
  - 6. Crème anglaise
  - 7. Sabayon
  - 8. Caramel
  - 9. Sugar glaze
  - 10. Ganache
  - 11. Chocolate
- E. Meal planning (suggested time – 3 weeks)
  - 1. Foundations
  - 2. Create and develop menu
  - 3. Modifying recipes
  - 4. Resource management
  - 5. Consumer skills
  - 6. Meal presentation, plating and garnishes
- F. Regional and international foods (suggested time – 3 weeks)
  - 1. Cultural habits and customs
  - 2. Indigenous foods
  - 3. Preparation techniques

- G. Careers (suggested time – 2 weeks)
  - 1. Exploration of careers in food service, production and management
  - 2. Skill and ability assessment and requirements
  - 3. Job outlook

#### **IV. INSTRUCTIONAL TECHNIQUES**

A variety of instructional techniques are utilized that encourage students to become active participants in the learning process, promote collaboration on team building and accommodate the readiness levels, interests and learning styles of all learners. Such techniques include:

- A. Hands-on lab activities
- B. Class discussion
- C. Use of technology
- D. Cooperative group assignments
- E. Research based projects
- F. Lecture
- G. Demonstration/modeling
- H. Independent Practice

#### **V. EVALUATION**

Student mastery of the course objectives is evaluated using a variety of assessment tools including the following:

- A. Class participation
- B. Formative assessments
- C. Baseline and benchmark assessments
- D. Projects
- E. Written assignments
- F. Class discussion
- G. Individual and/or Group presentations
- H. Teacher observation/questioning
- I. Student presentations

## **VI. PROFESSIONAL DEVELOPMENT**

The following recommended activities support this curriculum:

- A. Professional development workshops and in-service training to learn curriculum and instruction for new topics.
- B. Collaboration with supervisors and colleagues to utilize essential question in the design of unit plans and assessments.
- C. Attendance at professional conferences
- D. Reading magazines and watching videos to enhance content knowledge and learn student-centered instructional techniques.
- E. Departmental meetings to share lesson ideas and instructional strategies with colleagues.

## APPENDIX I

### **New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers**

**NJSLS Career Ready Practices:** These practices outline the skills that all individuals need to have to be truly adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

**NJSLS 9.2 Career Awareness, Exploration, and Preparation:** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

*The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>*

## APPENDIX II

### **New Jersey Student Learning Standards for Technology**

**NJSLS 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.nj.gov/njded/cccs/>.*

## APPENDIX III

### **New Jersey Student Learning Standards for Mathematical Practice**

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.

**SMP5** – Use appropriate tools strategically.

**SMP6** – Attend to precision.

*The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.*

## APPENDIX IV

### **New Jersey Core Curriculum Content Standards for Social Studies**

**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.

*The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>*

## APPENDIX V

### **New Jersey Student Learning Standards for ELA-Literacy in History/Social Studies, Science, and Technical Subjects**

#### **WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS**

**WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**WHST.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**WHST.11-12.9** Draw evidence from informational texts to support analysis reflection, and research.

*The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>*

## APPENDIX VI

### **New Jersey Core Curriculum Content Standards for World Languages**

**STANDARD 7.1** World Languages: 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.

*The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>.*



# WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

## *Office of Instruction*

### Course of Study

## **AP UNITED STATES GOVERNMENT and POLITICS 4248**

Schools..... Westfield High School  
Department..... Social Studies  
Length of Course..... Full Year  
Credit..... 5  
Grade Level..... 11 and 12  
Prerequisite..... Successful completion of previous years'  
social studies course  
Date .....

### **I. RATIONALE, DESCRIPTION AND PURPOSE**

The purpose of AP United States Government and Politics is to offer a detailed and inclusive study of political science. This course prepares students for the College Board Advanced Placement examination, enabling those who are successful to gain college credit. This course develops student awareness of communities as interdependent. Students examine the national community and evaluate it as a product of human interaction and compromise. This course gives students the opportunity to become civic-minded individuals who understand the responsibilities of citizenship. The course prepares students for active participation in local, state, and national communities. Students are challenged to assume a more active role in their communities by learning about government and politics firsthand. As they work as interns or conduct independent study, students are able to observe the inner workings of government agencies and offices firsthand. There are five units of study that guide the course: Foundations; American Political Ideologies; Political Parties, Interest Groups and Mass Media; Institutions: Congress, Presidency, Bureaucracy, Courts; Civil Rights and Civil Liberties. Numerous sources and references are used in instruction of these topics and there is an emphasis on direct student engagement in the learning process.

The College Board expects schools using the Advanced Placement designation to follow the guidelines in each subject's official AP Course Description, and then to participate in the AP Course audit and receive authorization before continuing to apply the "AP" designation. Advanced Placement Government & Politics adheres to these requirements.

### **II. OBJECTIVES**

The following objectives align with the NJ Student Learning Standards in Social Studies. These objectives also align with the NJ Student Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, NJ Student Learning Standards for Technology, and 21<sup>st</sup> Century Life & Careers.

Students:

- A. Evaluate facts, concepts, and theories pertaining to American government and politics  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.2, RH.11-12.5, WHST.11-12.1a-e, WHST.11-12.2a-f, WHST.11-12.9*  
*NJ Student Learning Standards for English Language Arts SL.11-12.1a-d*
- B. Analyze typical patterns of political processes and behavior and their consequences  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.6*
- C. Evaluate the principles used to explain and justify various governmental structures and procedures  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.1, RH.11-12.3, RH.11-12.4, RH.11-12.6*
- D. Analyze and interpret data and other subject matter that are relevant to American government and politics  
*NJ Student Learning Standard for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.1, RH.11-12.4, RH.11-12.6, RH.11-12.7*
- E. Identify the ideologies that form the foundation of the American political system  
*NJ Student Learning Standards for Social Studies 6.1, 6.3*  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.8, RH.11-12.9, RH.11-12.10*
- F. Recognize the considerations that influenced the formulation and adoption of the Constitution  
*NJ Student Learning Standards for Social Studies 6.1, 6.3*  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.8, RH.11-12.9, RH.11-12.10*
- G. Analyze and evaluate the changing roles and responsibilities of citizens  
*NJ Student Learning Standards for Social Studies 6.1, 6.3*  
*NJ Student Learning Standards for English Language Arts SL.11-12.2, SL.11-12.3*  
*NJ Student Learning Standards 21<sup>st</sup> Century Life & Careers 9.1*
- H. Interpret and apply meaning to important concepts embodied in the Constitution  
*NJ Student Learning Standards for Social Studies 6.1, 6.3*  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.8, RH.11-12.9, RH.11-12.10*  
*NJ Student Learning Standards for English Language Arts SL.11-12.4, SL.11-12.5, SL.11-12.6*
- I. Comprehend the mechanisms which facilitate the communication of common interests and preferences of like-minded citizens (e.g. political parties, interest groups)  
*NJ Student Learning Standards for Social Studies 6.1, 6.3*  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.8, RH.11-12.9, RH.11-12.10*
- J. Discuss and debate the relationships among major institutions of the federal government  
*NJ Student Learning Standards for Social Studies 6.3*  
*NJ Student Learning Standards for English Language Arts SL.11-12.1a-d, SL.11-12.2, SL.11-12.4, SL.11-12.5, SL.11-12.6*

- K. Investigate the origins and development of civil liberties and civil rights in the United States  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.11-12.6, WHST.11-12.8*  
*NJ Student Learning Standards for Technology 8.1*
- L. Recognize the fundamental civil rights possessed by American citizens  
*NJ Student Learning Standard for Social Studies 6.3*  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.1, RH.11-12.2*
- M. Define the process by which public policy is made within the federal system  
*NJ Student Learning Standard for Social Studies 6.3*  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.1, RH.11-12.2, WHST.11-12.2a-f*
- N. Examine how public policy is primarily the result of the Constitutional system  
*NJ Student Learning Standard for Social Studies 6.3*  
*NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.11-12.1a-WHST.11-12.2a-f*
- O. Analyze, critique, and interpret maps, statistical tables, political cartoons, pictorial and graphic materials to support findings and conclusions  
*NJ Student Learning Standards for Social Studies 6.1, 6.2 6.3*  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.1, RH11-12.4, RH.11 12.6, RH.11-12.7*
- P. Demonstrate understanding and practical use of library/media resources as they relate to the course content  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for English Language Arts SL.11-12.5*  
*NJ Student Learning Standard for Technology 8.1*
- Q. Demonstrate aural/oral, evaluation and writing skills reflecting the highest levels of cognitive development  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for English Language Arts SL.11-12.4, SL.11-12.5*  
*NJ Student Learning Standards for 21<sup>st</sup> Life & Careers 9.1*
- R. Engage with community agencies outside of the classroom and serve the community as part of their educational process  
*NJ Student Learning Standard for Social Studies 6.3*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.2*
- S. Develop and refine independence and time-management skills  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*
- T. Extend research skills.  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*Common Core State Standards for Literacy in History/Social Studies RH.11-12.1, RH11-12.4, RH.11 12.6, RH.11-12.7*  
*Common Core State Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.11-12.1a-e, WHST.11-12.2a-f*  
*NJ Core Curriculum Content Standards for Technology 8.1*

### **III. CONTENT, SCOPE AND SEQUENCE**

This course focuses on five learning units that provide students a deeper understanding of the United States government. Each unit is designed to give a comprehensive overview of a particular aspect of United States government. Throughout the year students apply political science skills and practice such as analyzing, comparing, interpreting, and communicating political information. In so doing, students make connections across the various units of study. All students are prepared for the Advanced Placement Examination in Government and Politics.

#### **A. Foundations (suggested time: 5 weeks)**

##### **Essential Question:**

Why is American government unique among other democratic political systems in terms of both politics and policy outcomes?

##### **Content Outline:**

1. Considerations that influenced the formulation and adoption of the U.S. Constitution
  - a. types of democracy- theories of governments
  - b. Constitutional components, political processes, and strengths and weaknesses of presidential and parliamentary democratic systems
  - c. concepts of “natural rights”, its importance to American government
  - d. Articles of Confederation
  - e. writers of the Constitution, why these men tended to be rather distrustful of democracy
  - f. Thomas Jefferson’s and John Locke’s ideas of Natural Rights and its importance to American government
  - g. James Madison’s notions of human nature played an important role in the framing of the Constitution
2. Role of negotiation and compromise in the development of the U.S. Constitution
  - a. Virginia Plan and the New Jersey Plan, and the “Great Compromise”
  - b. 3/5th Compromise
  - c. compromise on the importation of slaves
  - d. Electoral College
3. Separation of powers and checks and balances
  - a. the powers allocated to Congress, the president, and the courts demonstrate the separation of powers and checks and balances features of the U.S. Constitution.
  - b. Federalist No.51
  - c. distribution of powers among three federal branches impacts policy making
  - d. multiple access points for stakeholders and institutions to influence the flow of public policy from the separation of powers and checks and balances
4. Federalism
  - a. competing political interests at the Constitutional Convention and the adoption of a federal system
  - b. National and state powers-interpreted by the courts
  - c. driving forces for devolution
  - d. Federal grants-in-aid to the states- benefits/drawbacks

- e. Impact of national and state governments on policy making
- f. interpretations of 10th amendment, 14th amendment, commerce clause, and other enumerated and implied powers
- 5. Debate on ratification
  - a. major positions of the Federalists and Anti-Federalists
  - b. Bill of Rights was not included in the Constitution and why one was added
  - c. issues of ratification debate in modern day context

B. American Political Ideologies (suggested time: 5 weeks)

**Essential Question:**

How do characteristics of a person's race, geographic area, and religion shape our political behaviors through various forms of participation or nonparticipation?

**Content Outline:**

- 1. Government, politics, and public policy
  - a. difference between political subculture, political ideology and political culture
  - b. mistrust of the government over the past 30 years has affected the political system
  - c. American judgment of the economic system
  - d. America compared with other nations in reference to political and economic systems
- 2. Political beliefs
  - a. political socialization and the primary agents of socialization
  - b. factors influencing a person's political beliefs, how these factors foster connections or cause division in American society
  - c. origins of political attitudes related to the role of family, religion, social status, gender, and race and education level.
  - d. political beliefs likely to be preferred by liberals and conservatives
  - e. party identification, voters and the decline of party affiliation since the 1950s
  - f. civic role of religion
  - g. evolution of liberalism and conservatism- fifty years ago and today
  - h. culture wars and government involvement in addressing social issues
  - i. U.S. political culture (e.g., values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time

C. Political Parties, Interest Groups and Mass Media (suggested time: 5 weeks)

**Essential Question:**

In our representative democracy, what is the best way for an individual to have his/her interests and concerns heard/met?

**Content Outline:**

- 1. Public opinion and public policy
  - a. components essential to obtain accuracy in public opinion polling
  - b. role of polls in American Democracy
  - c. public opinion and how it has influenced American politics the last 50 years

- d. origins of political attitudes related to the role of family, religion, social status, gender, and race and education level. Impact of each of these on public opinion
- e. according to the Founders, what role should public opinion play in politics
- f. geography and region, impact on public opinion
- g. influences on policy processes
  - 1) political institutions & federalism
  - 2) political parties
  - 3) interest groups
  - 4) public opinion
  - 5) elections
  - 6) policy networks
  - 7) various political actors influence public policy outcomes
- h. economic policy
- i. welfare State policy
- j. environmental policy
- k. foreign policy
- 2. Political participation
  - a. activities that encompass political participation in the United States
  - b. conventional and unconventional types of political participation/efficacy
  - c. characteristics of voters and non-voters
  - d. voter turnout and factors influence voter turnout
  - e. voter registration procedures and requirements and voter turnout
  - f. importance of political efficacy to American political culture
  - g. “political elite” and impact on American politics
  - h. the “new class”
  - i. issues that lead to non-voting and non-registration.
  - j. rise of the American electorate
  - k. overriding trends in voter turnout
- 3. Evolution of the political party system
  - a. definition of political party
  - b. structure of the European and American parties
    - 1) federal structure of the American system
    - 2) concept of party identification
  - c. development of the party system through its four periods
  - d. decline of political parties since the New Deal period
  - e. structure of a major party
  - f. aspects of powerful and powerless party organs
  - g. “representational” and “organizational” party structures
- 4. Party politics & the electoral process
  - a. intra-party democracy and its effect on the Democratic nominating conventions
  - b. relative strengths of the state party and bases in recent years
  - c. importance of primaries in relation to the “boss” system at conventions
  - d. political machines- functions of, decline of
  - e. political machines versus reform parties
  - f. two-party system versus third parties
  - g. delegates and conventions- Democratic & Republican

- h. U.S. elections-more democratic or less democratic than those of other nations
  - i. campaign strategies, financing, role of PACs in election and election laws
  - j. elections- level of control/influence by federal and state government
  - k. campaigns- party orientated versus candidate oriented
  - l. elements of successful campaign offices
  - m. partisan impact on campaigns- the party and registered voters
  - n. realigning elections- historic examples and current practice
  - o. national coalitions- building political power in any election laws regulating conflict of interest- provisions of 1978 conflict-of-interest law
  - p. “revolving door” government employment
  - q. balance between the First Amendment and corruption prevention in the political system
5. Interest groups, their function and effect on policy and politics
- a. elections and public policy change in the United States
  - b. campaign funding and election outcomes
  - c. major sources of funding under current law
  - d. reform legislation and impact on United States elections
  - e. interest groups- American society and government
  - f. interest groups- British society and government
  - g. historical conditions under which interest groups form
  - h. organizations Americans are most likely to join
  - i. leaders and rank-and-file members of interest groups- sentiments of members/actions of leaders
  - j. methods interest groups use to formulate and carry out their political objectives- lobbying and legal action
6. Role and impact of the media in politics
- a. evolution of journalism in American political history
  - b. differences between the party press and mass media
  - c. electronic media- actions of public officials and candidates
  - d. ownership and control of the media-dissemination of news coverage
  - e. impact of the “national press”
  - f. rules governing the media-electronic and print media
  - g. impact of libel laws on freedom of the press
  - h. impact of the media on politics
  - i. mass media and the executive and judicial branches
  - j. “adversarial press” -reporters and their sources
  - k. administrative tactics and the “adversarial press”
- D. Institutions: Congress, Presidency, Bureaucracy and the Federal Courts (suggested time: 6 weeks)

### **Essential Question:**

What role did the Founders expect Congress, the Presidency, and the federal courts to play in national policy? Is it possible to address the needs of the American Public with a divided government?

**Content Outline:**

1. Legislative
  - a. structures and functions of Congress
  - b. effectiveness of Congress as a legislative body
  - c. apportionment
  - d. organizational styles and procedures of the House of Representatives and the Senate
  - e. leadership positions in the House and Senate
  - f. impact of incumbency on congressional elections
  - g. relationship between party politics and legislative process
  - h. role of committees in the passage of legislation
  - i. role of Congress in the process of checks and balances
  - j. enumerated and implied powers in the Constitution
2. Executive
  - a. evolution of the Office of President
  - b. functions and organization of three basic components of the Office of President: executive office, cabinet and independent regulatory agencies
  - c. strategies for presidents to oppose congressional and judicial power
  - d. factors involved in presidential decision-making for economic and foreign policy
  - e. how public opinion affects presidential foreign policy
  - f. different “types” of President- important determining factors, how political scientists categorize and analyze
3. Bureaucracy
  - a. development of federal bureaucracy
  - b. bureaucratic pathologies
  - c. policies for recruitment, retention, and release of federal officials
  - d. six most common constraints on the federal bureaucracy and determine relationships between bureaucratic restraints and government efficiency
  - e. role of bureaucracy in iron triangle and issues network
  - f. attempts to reform federal bureaucracy
  - g. struggle between the president and Congress regarding oversight of bureaucracy
4. Judicial
  - a. evolution of federal judicial power
  - b. appointment process for federal judges
  - c. jurisdictions of the federal judiciary
  - d. processes for obtaining writ of certiorari
  - e. constitutional and judicial issues raised by *Marbury v. Madison*
  - f. landmark Supreme Court cases
  - g. judicial activism versus judicial restraint
  - h. checks on judicial power

**E. Civil Rights and Civil Liberties (suggested time: 5 weeks)****Essential Question:**

What is the relationship between and influence of law and politics when it comes to resolving cases involving fundamental civil liberties?



**Content Outline:**

1. Civil Rights
  - a. importance of the Bill of Rights
  - b. structure of the federal system and application of the Bill of Rights
  - c. provisions of first ten amendments
  - d. conflicts over First Amendment rights and restrictions
  - e. court attempts to balance competing interests
  - f. categories of “speech” according to the Supreme Court
  - g. various forms of expression not protected under the First Amendment
  - h. test used by Supreme Court to decide circumstances under which freedom of expression may qualify
  - i. Supreme Court and the Fourteenth Amendment
  - j. the incorporation doctrine and how the Supreme Court has applied it
  - k. changing concepts due-process
2. Civil Liberties
  - a. rights of the accused
  - b. exclusionary rule
  - c. Fourth Amendment and the courts
  - d. present day issues with respect to government searches
  - e. minority groups and women
  - f. political factors influencing the Court on civil liberties issues
  - g. case studies and precedents

F. Internship/Independent Study (suggested time: 6 weeks)

**Essential Question:**

How do independent and government agencies work together to meet the needs of a changing society?

**Internship Experience:**

The internship experience provides students the opportunity to participate in a real- world experience in government and politics and serve the community as part of their educational process. The internship occurs after the Advanced Placement Examination in May. Students participating in the internship are placed with appropriate community sponsors depending on their area of interest. The duties of the students assigned to an internship site will vary depending upon the needs of the community. Students not participating in an internship are given an independent study project in order to enhance their learning about government and politics. The project and or topic will be chosen in conjunction with the instructor. Students are required to meet a minimum of two hours every week with the instructor to demonstrate progress. This process culminates in a research paper of no less than ten pages. Research papers represent original ideas. Students are required to consult a variety of sources.

#### **IV. INSTRUCTIONAL TECHNIQUES:**

Teachers require students to access materials, such as primary source documents, and specialized writings by political scientists that provide them with an overview of American government that enable them to establish the context and significance of problems, events, and trends.

- A. To achieve the goal of differentiation and to address various learning styles and stages of readiness, a variety of instructional methods are used, such as cooperative group work, inquiry questions, discussions, independent research and lecture
- B. Emphasis is placed on the use of diversified documentary materials drawn from primary sources: newspapers, magazines or books. Other sources of materials include maps, graphs, charts, political cartoons, statistical data, and other related resources. These resources are utilized to prepare for written and oral presentations
- C. Teachers encourage students to take an active role in the development of their knowledge through activities such as debates, community projects, role-playing, slide show presentations, seminars, and panel discussions
- D. In developing course content, instruction focuses on essential themes and concepts to help students establish connections across time
- E. Teachers use community resources to enhance the classroom experience
- F. Advanced Placement test practice is incorporated throughout the course, including practice with multiple choice and Free Response Questions (FRQs)
- G. Apply political concepts and processes to scenarios in context
- H. Apply Supreme Court decisions
- I. Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics
- J. Read, analyze, and interpret foundational documents and other text-based and visual sources
- K. Develop an argument in essay format.

#### **V. EVALUATION**

A variety of assessments are used to evaluate student progress toward the stated objectives. Evaluation methods reflect the curricular goals and philosophy of the social studies program. Such methods include:

- A. Baseline and benchmark assessments
- B. Critical analysis of history, politics, and government through active participation in classroom activities such as small or large group discussion, role-playing, or presentations of varying styles

- C. -Analytical essays modeled after those employed on the College Board exam; evaluation standards established by the College Board are used to assess essays
- D. Examinations consisting of multiple choice and essay items similar to those encountered on the College Board examination
- E. Analysis, critique, and explanation of historical and current sources and interpretations of trends in government and politics within the United States
- F. Weighing primary historical evidence and drawing informed conclusions about the course content
- G. Reading, deducing and applying information obtained from maps, tables, charts, pictorial and graphic materials
- H. Completion of research based-projects and assignments that correctly document all sources consulted in the course of research.

## **VI. PROFESSIONAL DEVELOPMENT**

- A. Professional development workshops and in-service training are provided for continual growth and expertise in content material and exposure to trends and strategies that aid in the instruction of this curriculum
- B. Teachers are provided with opportunities to preview educational resources relevant to this curriculum during the school year
- C. Opportunities for collegial sharing of lesson ideas, homework, and instructional strategies are provided
- D. Teachers are afforded the opportunity to attend conferences specifically designed for advanced learning strategies
- E. Teachers are afforded the opportunity to attend the College Board's Advanced Placement United States Government and Politics professional conferences annually.

## **Addendum**

### **Required Foundational Documents:**

Federalist No. 10

Federalist No. 51

Federalist No. 70

Federalist No. 78

Brutus No. 1

The Declaration of Independence

The Articles of Confederation

The Constitution of the United States

The Bill of Rights & subsequent Amendments

14th Amendment's equal protection clause - and constitutional provisions that have often been used to support the advancement of equality

Letter from a Birmingham Jail

### **Required Supreme Court Cases:**

McCulloch V. Maryland

US V. Lopez

Engel V. Vitale

Wisconsin V. Yoder

Tinker V. Des Moines

New York Times Co. V. United States

Schenck V. United States

Gideon V. Wainwright

Roe v. Wade

McDonald V. Chicago

Brown V. Board of Ed.

Citizens United v. Federal Election Commission

Baker V. Carr

Shaw V. Reno

Marbury V. Madison

\*Additional documents and court cases may be relevant to course outline and scope, but not as heavily emphasized on AP Exam. These additional cases and documents may be found in the textbook as well as past exams and materials.

## 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 21<sup>st</sup> century.

**STANDARD 6.3:** (Active Citizenship in the 21<sup>st</sup>-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 may be viewed at <http://www.state.nj.us/education/cccs/>*

## APPENDIX II

### **New Jersey Student Learning Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

#### **READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES**

**RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**RH.11-12.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**RH.11-12.5** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portion of the text contribute to the whole.

**RH.11-12.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**RH.11-12.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**RH.11-12.8** Assess the extent to which the reasoning and evidence in a text support the author's

claims.

**RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**RH.11-12.10** By the end of grade 12, read and comprehend history/social studies texts in the grades 10-12 text complexity band independently and proficiently.

## **WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS**

**WHST.11-12.1** Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**WHST.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**WHST.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject

under investigation.

**WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**WHST.11-12.9** Draw evidence from informational texts to support analysis reflection, and research.

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

## APPENDIX III

### **New Jersey Student Standards for English Language Arts**

#### **ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING**

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**SL.11-12.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**SL.11-12.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**SL.11-12.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

## APPENDIX IV

### **New Jersey Core Curriculum Content 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 V

### **New Jersey Core Curriculum Content Standards** **21<sup>st</sup> 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.

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



# **jWESTFIELD PUBLIC SCHOOLS**

Westfield, New Jersey

## ***Office of Instruction***

### **Course of Study**

## **ELEMENTARY LANGUAGE ARTS**

School ..... All Elementary Schools  
Department..... Language Arts  
Length of Course ..... Full Year  
Grade Level(s) ..... Kindergarten through 5  
Prerequisite ..... None  
Date.....

### **I. RATIONALE, DESCRIPTION AND PURPOSE**

Basic to a student's education is the ability to read, write, speak, and listen. These cornerstones allow students to clearly, strategically, critically, and creatively convey their thinking. The National Council of Teachers of English emphasizes the interconnectedness of content, purpose, and development in creating learner-centered classrooms. The content dimension addresses what students should know and be able to do with the English language arts. This includes knowledge of texts in a variety of print and multimedia forms, and the corresponding processes involved in creating, interpreting, and critiquing such texts. The purpose dimension addresses the question of why language is used; it considers the range of motives, reasons, and desired outcomes of literacy practices. The development dimension focuses on how learners accumulate competencies in the language arts. Students grow as language users by building knowledge of content, a repertoire of strategies, and the ability to flexibly apply these competencies to multiple literacy learning modalities.

The K-12 English language arts curriculum is aligned to the New Jersey Student Learning Standards for English Language Arts. As such, the Curriculum establishes a "staircase" of increasing complexity in what students are expected to read and compose. The key components of a balanced literacy program are delivered through a workshop framework. Instruction is aimed at concurrently building student capacity in the acquisition and application of foundational reading skills, developing comprehension across a wide range of literary and informational texts, crafting written and spoken outputs of thinking, productively engaging in collaborative discussions, and developing dexterity in appropriately utilizing the conventions of standard English.

This approach seeks to empower students as life-long learners with an appreciation of, and respect for, the rich diversity of human voices and experiences. The desired outcome is for students to build an understanding of themselves and of multifarious cultures so that they may appropriately respond to the needs and demands of society.

## **II. OBJECTIVES**

In keeping with the recently adopted New Jersey Student Learning Standards, this curriculum fulfills State instructional requirements for Kindergarten through fifth grade English language arts, as well as Westfield expectations for student achievement.

The content of the language arts curriculum is constructed in a sequential, developmentally appropriate format where essential questions guide student learning. Students are expected to:

- A. Construct knowledge, gain insights, examine possibilities, evaluate varying viewpoints, make judgments, and draw conclusions through reading a diverse collection of classic and contemporary literature as well as challenging informational texts across a range of subject areas;  
*New Jersey Student Learning Standards for English Language Arts RL and RI 2, 3, 6, 7, 8,9, 10; L 3,4,5,6*  
*New Jersey Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*New Jersey Student Learning Standards for Science 5.1, 5.2, 5.3*  
*New Jersey Student Learning Standards for Visual and Performing Arts 1.3*
- B. Utilize the six comprehension strategies to construct meaning when reading - visualize, connect, question, infer, synthesize, and evaluate;  
*New Jersey Student Learning Standards for English Language Arts RL and RI 1, 2, 3, 4, 7, 9; L 3,4,5,6*
- C. Apply a broad assortment of decoding and encoding strategies to comprehend, interpret, evaluate, appreciate, respond to, and reflect upon texts;  
*New Jersey Student Learning Standards for English Language Arts RL and RI 1, 2, 4, 5, 7, 8, 9; L 3,4,5,6*  
*New Jersey Student Learning Standards for World Language 7.1*
- D. Apply knowledge of craft and structure, language, and conventions when composing original forms of spoken and written expression commensurate with audience and purpose;  
*New Jersey Student Learning Standards for English Language Arts W 1, 2, 3,4,5,6; SL 1, 2, 3,4,5,6*
- E. Craft opinion pieces and logical arguments based on substantive claims, relevant evidence and/or support, and sound reasoning;  
*New Jersey Student Learning Standards for English Language Arts W 1, 4, 5, 6, 10; RL and RI 6; SL 1, 2, 3,4,5,6*  
*New Jersey Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*New Jersey Student Learning Standards for Science 5.1, 5.2, 5.3*
- F. Conduct research by generating ideas and questions; gathering information from credible sources; synthesizing and evaluating findings; and presenting findings through multiple modalities;  
*New Jersey Student Learning Standards for English Language Arts RI 1, 3, 4, 6, 7, 8, 9; W 2, 4, 5, 6, 7, 8, 9, 10; L 1, 2,3,4,6*  
*New Jersey Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*New Jersey Student Learning Standards for Science 5.1.4.A.2*  
*New Jersey Student Learning Standards for Technology 8.1*

G. Participate as knowledgeable, creative, and reflective members of a variety of literacy communities.

*New Jersey Student Learning Standards for English Language Arts RL and RI 1; W 5; SL 1, 2, 3,4,5,6; L 1, 3, 6*

*New Jersey Student Learning Standards for Social Studies 6.1, 6.2, 6.3*

*New Jersey Student Learning Standards for Science 5.1, 5.2, 5.3*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.3.5.B.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.1*

### **III. CONTENT, SCOPE AND SEQUENCE**

A wide range of literary and informational texts is viewed as a vehicle for teaching the components of a balanced literacy program. These components are addressed through genre-focused units of study at each grade level. Each unit includes a variety of voices honoring the diversity of race, class, gender, and ethnicity so that young readers may grow to acknowledge and appreciate the commonality of the human experience. Student learning is guided by essential questions which aim to develop competency across a wide range of literacy skills, and foster the successful transfer of these literacy skills to other content areas. Unit objectives, along with a menu of suggested teaching points and expected student outcomes are provided in each grade's respective language arts curriculum map. The units of study, and their corresponding essential questions are as follows:

#### **Kindergarten**

	<u>Reading</u>	<u>Writing</u>	<u>Anticipated Timeframe</u>
Unit 1	Launch What does Reading Workshop look like? What do readers look for to help them read?	Launch What does Writing Workshop look like? What do writers look for to help them write?	10 weeks
Unit 2	Pattern Books How can readers notice patterns to help them read new books?	Pattern and Opinion Writing How do writers write books like the ones they are reading? Why do writers share their opinions?	8 weeks
Unit 3	Superpowers in Fiction How do readers use their superpowers in tricky parts? How do readers work to read more accurately and smoothly?	Personal Narrative Why do writers share stories about their personal experiences?	9 weeks
Unit 4	Informational Reading How can non-fiction texts help readers learn about the world around them?	Informational Writing How do writers share their knowledge about the world around them?	10 weeks

**Grade One**

	<u>Reading</u>	<u>Writing</u>	<u>Anticipated Timeframe</u>
Unit 1	Launch What does a successful reading community look like? Why do readers read?	Launch What does a writing community look like? How do writers use their time well during Workshop?	2-3 weeks
Unit 2	Print Strategies and Fluency How do readers use strategies to figure out words?	Narrative Writing - Small Moment Personal Narrative How do I communicate my experiences in a story?	2-3 weeks
Unit 3	Fiction How do readers get to know the characters in their books?	Narrative Writing - Pattern Books How can writers apply patterns in their own stories?	5 weeks
Unit 4	Fairy Tales and Fables What messages can readers learn from fairy tales and fables?	Opinion Writing - Persuasive Reviews How can writers form and express opinions?	5-6 weeks
Unit 5	Informational How do readers develop ideas and share what they've learned from informational texts?	Research Writing - How to... How can writers teach others?	6-8 weeks
Unit 6	Informational Book Clubs How do readers share and teach information with members of their book clubs?	Research Writing - All about... How can writers teach "all about" a topic?	6-8 weeks
Unit 7	Poetry How do poets see and hear the world?	Poetry How do poets connect words to create poetry?	4-5 weeks

**Grade Two**

	<u>Reading</u>	<u>Writing</u>	<u>Anticipated Timeframe</u>
Unit 1	Launch What does a successful reading community look like?	Launch What does a successful writing community look like?	2-3 weeks
Unit 2	Print Strategies and Fluency How are readers able to understand the tricky words and confusing parts in their books?	Conventions and Mechanics – Fluency in Writing In what ways can writers use adjectives and adverbs to recount a special memory?	2-3 weeks
Unit 3	Fiction - Story Elements How do characters grow and change across pages? How do readers grow ideas about story elements in their books?	Narrative Writing - Realistic Fiction How do writers use elaboration to make their stories realistic?	6-7 weeks
Unit 4	Nonfiction How do readers use non-fiction texts to understand the world around them? How do readers think and talk about nonfiction books?	Informative Writing - Research How do writers compose information books about a topic of personal expertise?	8-10 weeks
Unit 5	Series Book Clubs How do readers study a series and become series experts?	Opinion Writing - Book Review How do writers share opinions about something important to them?	6-7 weeks
Unit 6	Poetry How do poets see and hear the world?	Poetry How do poets connect words to create poetry?	4-5 weeks
Unit 7	Folktales, Fairytales, and Fables How do readers study fables, folktales, and fairytales? How does an author communicate a central message, lesson, or moral?	Narrative Writing - Folktale How do writers use fiction to share a central message, lesson or moral?	4-5 weeks

### Grade Three

	<u>Reading</u>	<u>Writing</u>	<u>Anticipated Timeframe</u>
Unit 1	Launch What does an upper-elementary reader look like? What does a reading community look like?	Launch What does an upper-elementary writer look like? What does a productive writing community look like?	2-3 weeks
Unit 2	Fiction: Character Study How do readers get to know characters to develop theories?	Personal Narrative How do writers successfully craft a true story?	5-6 weeks
Unit 3	Nonfiction Expository How do readers read nonfiction to learn and teach new information?	Opinion Writing How do writers organize and develop their thoughts and ideas to clearly convey an opinion?	6-7 weeks
Unit 4	Mini-Unit: Myths, Folktales, Fables How can readers determine the moral, lesson, or theme of a story?	Narrative Writing - Adapted Myth, Folktale, or Fable How can writers adapt a story to make it their own?	3-4 weeks
Unit 5	Narrative Nonfiction - Biography How do readers draw on all that they know about reading narratives and about character development to read biographies?	Informational and Opinion Writing - Persuasive Speeches, Petitions, and Editorials How do writers write persuasively and ensure their audience will care about their opinion?	5-6 weeks
Unit 6	Mystery Book Clubs How do readers use reading strategies and conversations to solve a mystery?	Narrative Writing: Realistic Fiction How do writers create a realistic fiction story with both an internal and external story?	4-5 weeks
Unit 7	Poetry How do poets convey their messages?	Poetry How do writers connect words to create poetry?	4-5 weeks
Unit 8	Author Study How can readers make predictions and connections about texts written by the same author?	Opinion Writing: Literary Essay How do writers organize their ideas about literature?	4-5 weeks

**Grade Four**

	<u>Reading</u>	<u>Writing</u>	<u>Anticipated Timeframe</u>
Unit 1	Launch What do readers consider when establishing their purpose for reading? In what ways can I contribute to my reading community?	Launch What does an upper-elementary writer look like? In what ways can I contribute to my writing community?	2-3 weeks
Unit 2	Realistic Fiction How do readers get to know characters and develop theories?	Narrative Writing - Realistic Fiction How do writers develop ideas for stories in their writing notebooks?	6-7 weeks
Unit 3	Nonfiction How do readers learn about the world through non-narrative texts?	Opinion Writing - Persuasive Essay How do writers integrate information and personal ideas into their writing?	5-6 weeks
Unit 4	Historical Fiction How can readers use fiction to learn about history?	Informational Writing How do writers incorporate research into their writing? How does writing nonfiction help writers stretch their thinking?	3-4 weeks
Unit 5	Social Issues Book Clubs How do readers build ideas about a text? How do readers use these ideas to make sense of the world around them?	Literary Essay Why do writers write long about the ideas they have built from a text? How do writers determine which ideas about a text are worth sharing?	5-6 weeks
Unit 6	Poetry How do poets convey their thoughts and messages?	Poetry How do poets connect words to create poetry?	4-5 weeks
Unit 7	Fantasy What do fantasy titles teach readers about the real world?	Narrative Writing: Nonrealistic Fiction What elements do writers consider when developing fictional, non-realistic narratives?	6-7 weeks

**Grade Five**

	<u>Reading</u>	<u>Writing</u>	<u>Anticipated Timeframe</u>
Unit 1	Launch How do readers develop greater agency and independence as they tackle more complex texts?	Launch How do writers go about planning and developing pieces that are personally meaningful?	2-3 weeks
Unit 2	Realistic Fiction How readers interpret and analyze themes? How do discussions with peers help readers to think critically about text, and grow new ideas?	Narrative Writing - Craft of Realistic Fiction How do writers “write big” about small moments in their lives? How do writers bring these small moments to life for their audience?	6-7 weeks
Unit 3	Nonfiction How do readers use their interests to learn more about the world?	Research Writing How do writers use their knowledge of structure to share information in a powerful and intriguing way?	6-7 weeks
Unit 4	Historical Fiction Why do authors write stories about events from the past? How do authors use information from the past to craft historical fiction?	Research & Opinion - Argument Essay How do writers use their voice to advocate for a social issue close to their heart?	6-7 weeks
Unit 5	Fantasy How do readers make sense of multiple plot lines, layered characters, and complex themes found in fantasy texts?	Opinion Writing - Literary Essay In what ways does writing about reading help a reader to compare and contrast the most important aspects of two texts?	6-7 weeks
Unit 6	Poetry What motivates poets to convey their thoughts and feelings?	Poetry How do poets use their craft to influence others?	4-5 weeks
Unit 7	Author Study What can readers learn from the ways an author approaches the same themes throughout his/her works?	Memoir How do writers use their knowledge of craft and structure to compose a compelling memoir?	6-7 weeks



#### **IV. INSTRUCTIONAL TECHNIQUES**

Pace, approach, and choice of materials are determined by the particular needs of each student. The use of strategies consistent with how emergent readers and writers learn and synthesize the principles of English language arts makes student success possible. Early introduction of topics in an exploratory manner helps students construct the strong conceptual foundation required for eventual mastery. As formal and direct methods of instruction build on the exploratory foundations, students make connections and see relevancy.

As active constructors of knowledge, students understand concepts more fully and retain essential understandings, skills and knowledge. The following instructional techniques allow for differentiation of instruction based upon readiness level, interest, and learning style.

- A. A balanced literacy approach to the teaching of the language arts skills aims to simultaneously develop foundational skills and comprehension skills through: interactive read alouds, shared reading/writing, guided reading/writing and independent reading/writing. Reading and writing workshops include mini-lessons, teacher modeling, shared practice, independent practice, and individual student-teacher conferencing.
- B. Large group direct instruction includes skill development, modeling, exploration of ideas, and inquiry-based investigations; it may include the use of texts, videos, music, art, and other related digital resources.
- C. Flexible small group instruction includes customizing learning by readiness or interest. This approach offers small groups of students the opportunity to investigate, analyze, and create with tasks commensurate to their respective instructional levels.
- D. Discussion, facilitated by the teacher in whole group, or by individual students in small group or partnerships, provides opportunities for students to clarify their thinking and to share and build upon one another's conjectures and discoveries.
- E. Distributed practice, or spaced-repetition, provides essential time and review in order to retain knowledge. The interweaving of concepts and skills over time in a variety of applications provides ongoing practice.
- F. Cooperative learning allows for students explore concepts and apply skills in partnerships and in small groups. It is an essential component of sharing ideas and concepts to gain knowledge and understanding.
- G. Use of manipulatives, graphic organizers, exemplars, and other related artifacts are used to reinforce concepts in a concrete manner, and to promote student thinking and discovery.

## **V. EVALUATION**

The goals of assessment are to determine the development of students' language arts understanding and to inform teachers about instructional needs. Multiple techniques are employed to assess student understanding and progress on concepts, skills and thinking processes.

Evaluation of student understanding and progress consists of formative and summative assessments. Formative assessments are ongoing, authentic measures, show progress over time and inform future instructions. Summative assessments are formal, written instruments that measure understanding at a particular time. Differentiated assessment rubrics, learning progressions, and checklists are employed which reflect students' individual goals and which incrementally trace their growth relative to specific skills. English language arts assessments include:

- A. Benchmark reading assessments
- B. Benchmark writing assessments
- C. Running records
- D. Anecdotal records of classroom observation of students
- E. Formal and informal conferences with students
- F. District-wide assessments, New Jersey State tests, standardized achievement tests
- G. Student self-assessment
- H. Peer assessment
- I. On-demand writing
- J. Reading response journals
- K. Writing folders or writing notebooks
- L. Portfolios
- M. Polished writing artifacts
- N. Creative projects
- O. Research experiences
- P. Class discussions
- Q. Homework

## **VI. PROFESSIONAL DEVELOPMENT**

Consistent, ongoing professional development and teacher support are essential to maintaining an effective and consistent implementation of the language arts curriculum. Effective professional development plays a pivotal role in creating a culture and capacity for continuous improvement of curriculum and assessment. The following are the recommended components of professional development in language arts:

- A. Observe colleagues to gather and share ideas;
- B. Observe language arts lessons in other school districts and share ideas gleaned from the observation(s) with district colleagues;
- C. Attend grade-level and in-service workshops for district-wide training of teachers to learn instructional strategies within a balanced literacy language arts program and the effective use of available resources;
- D. Attend out-of-district professional development seminars and workshops on topics relevant to a balanced literacy language arts program and share ideas gleaned from the seminars and workshops with district colleagues;
- E. Consult peer-reviewed print and digital professional learning resources, such as titles contained in each respective elementary school's language arts professional development library, professional periodicals, and professional websites
- F. Collaboration with colleagues and supervisor to discuss and reflect upon unit plans, homework, and assessment

## **APPENDIX I**

### **English Language Arts Standards » Reading: Literature » Kindergarten**

#### **Key Ideas and Details**

- RL.K.1. With prompting and support, ask and answer questions about key details in a text.
- RL.K.2. With prompting and support, retell familiar stories, including key details.
- RL.K.3. With prompting and support, 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. With prompting and support, 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.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.8. (Not applicable to literature)
- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

#### **Range of Reading and Level of Text Complexity**

- RL.K.10. Actively engage in group reading activities with purpose and understanding.

### **English Language Arts Standards » Reading: Informational Text » Kindergarten**

#### **Key Ideas and Details**

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### **Craft and Structure**

- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5. Identify the front cover, back cover, and title page of a book.
- RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### **Integration of Knowledge and Ideas**

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### **Range of Reading and Level of Text Complexity**

RI.K.10. Actively engage in group reading activities with purpose and understanding.

## **English Language Arts Standards » Reading: Foundational Skills » Kindergarten**

### **Print Concepts**

RF.K.1. Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lowercase letters of the alphabet.

### **Phonological Awareness**

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### **Phonics and Word Recognition**

RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## **Fluency**

RF.K.4. Read emergent-reader texts with purpose and understanding.

### **English Language Arts Standards » Writing » Kindergarten**

#### **Text Types and Purposes**

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

#### **Production and Distribution of Writing**

W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### **Research to Build and Present Knowledge**

W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### **English Language Arts Standards » Speaking & Listening » Kindergarten**

#### **Comprehension and Collaboration**

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### **English Language Arts Standards » Language » Kindergarten**

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Produce and expand complete sentences in shared language activities.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize the first word in a sentence and the pronoun *I*.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### **Vocabulary Acquisition and Use**

L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## **English Language Arts Standards » Reading: Literature » Grade 1**

### **Key Ideas and Details**

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major events in a story, using key details.

### **Craft and Structure**

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6. Identify who is telling the story at various points in a text.

### **Integration of Knowledge and Ideas**

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.8. (Not applicable to literature)

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

### **Range of Reading and Level of Text Complexity**

RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

## **English Language Arts Standards » Reading: Informational Text » Grade 1**

### **Key Ideas and Details**

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### **Craft and Structure**

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### **Integration of Knowledge and Ideas**

RI.1.7. Use the illustrations and details in a text to describe its key ideas.

RI.1.8. Identify the reasons an author gives to support points in a text.



RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### **Range of Reading and Level of Text Complexity**

RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.

## **English Language Arts Standards » Reading: Foundational Skills » Grade 1**

### **Print Concepts**

RF.1.1. Demonstrate understanding of the organization and basic features of print.

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### **Phonological Awareness**

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

### **Phonics and Word Recognition**

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.

### **Fluency**

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **English Language Arts Standards » Writing » Grade 1**

### **Text Types and Purposes**

W.1.1.. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### **Production and Distribution of Writing**

W.1.4. (Begins in grade 3)

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Research to Build and Present Knowledge**

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## **English Language Arts Standards » Speaking & Listening » Grade 1**

### **Comprehension and Collaboration**

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

## **English Language Arts Standards » Language » Grade 1**

### **Conventions of Standard English**

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
- Use determiners (e.g., articles, demonstratives).
- Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### **Vocabulary Acquisition and Use**

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use frequently occurring affixes as a clue to the meaning of a word.
- Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

## **English Language Arts Standards » Reading: Literature » Grade 2**

### **Key Ideas and Details**

RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges.

### **Craft and Structure**

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

### **Integration of Knowledge and Ideas**

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8. (Not applicable to literature)

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

### **Range of Reading and Level of Text Complexity**

RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**English Language Arts Standards » Reading: Informational Text »**  
**Grade 2**

**Key Ideas and Details**

- RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**Craft and Structure**

- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Integration of Knowledge and Ideas**

- RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe how reasons support specific points the author makes in a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

**Range of Reading and Level of Text Complexity**

- RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**English Language Arts Standards » Reading Foundational Skills »  
Grade 2**

**Phonics and Word Recognition**

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.  
Recognize and read grade-appropriate irregularly spelled words.

**Fluency**

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**English Language Arts Standards » Writing » Grade 2**

**Text Types and Purposes**

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**Production and Distribution of Writing**

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Research to Build and Present Knowledge**

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

## **English Language Arts Standards » Speaking & Listening » Grade 2**

### **Comprehension and Collaboration**

SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### **Presentation of Knowledge and Ideas**

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## **English Language Arts Standards » Writing » Grade 2**

### **Text Types and Purposes**

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### **Production and Distribution of Writing**

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Research to Build and Present Knowledge**

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

## **English Language Arts Standards » Speaking & Listening » Grade 2**

### **Comprehension and Collaboration**

SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### **Presentation of Knowledge and Ideas**

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.



## **English Language Arts Standards » Language » Grade 2**

### **Conventions of Standard English**

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use collective nouns (e.g., *group*).
- Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- Use reflexive pronouns (e.g., *myself, ourselves*).
- Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### **Knowledge of Language**

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Compare formal and informal uses of English.

### **Vocabulary Acquisition and Use**

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
- Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

### **English Language Arts Standards » Reading: Literature » Grade 3**

#### **Key Ideas and Details**

RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

#### **Craft and Structure**

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

#### **Integration of Knowledge and Ideas**

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.8. (Not applicable to literature)

RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

#### **Range of Reading and Complexity of Text**

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

## **English Language Arts Standards » Reading: Informational Text Grade 3**

### **Key Ideas and Details**

- RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### **Craft and Structure**

- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6. Distinguish their own point of view from that of the author of a text.

### **Integration of Knowledge and Ideas**

- RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

### **Range of Reading and Level of Text Complexity**

- RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

## **English Language Arts Standards » Reading: Foundational Skills Grade 3**

### **Phonics and Word Recognition**

- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and derivational suffixes.
  - Decode words with common Latin suffixes.
  - Decode multisyllable words.
  - Read grade-appropriate irregularly spelled words.

### **Fluency**

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **English Language Arts Standards » Writing » Grade 3**

### **Text Types and Purposes**

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- Provide a concluding statement or section.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- Provide a concluding statement or section.

W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

### **Production and Distribution of Writing**

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### **Research to Build and Present Knowledge**

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### **Range of Writing**

W.3.10. 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 » Speaking & Listening » Grade 3**

### **Comprehension and Collaboration**

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 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 (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### **Presentation of Knowledge and Ideas**

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## **English Language Arts Standards » Language » Grade 3**

### **Conventions of Standard English**

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., *childhood*).
- Form and use regular and irregular verbs.
- Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.\*
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).
- Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### **Knowledge of Language**

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases for effect.\*
- Recognize and observe differences between the conventions of spoken and written standard English.

## **English Language Arts Standards » Reading: Literature » Grade 4**

### **Key Ideas and Details**

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

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. 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).

#### **Craft and Structure**

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

#### **Integration of Knowledge and Ideas**

RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.4.8. (Not applicable to literature)

RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

#### **Range of Reading and Complexity of Text**

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **English Language Arts Standards » Reading: Informational Text » Grade 4**

#### **Key Ideas and Details**

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

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

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

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

#### **Range of Reading and Level of Text Complexity**

RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **English Language Arts Standards » Reading Foundational Skills » Grade 4**

#### **Phonics and Word Recognition**

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

#### **Fluency**

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **English Language Arts Standards » Writing » Grade 4**

#### **Text Types and Purposes**

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

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

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

- Apply *grade 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 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.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 » Speaking & Listening » Grade 4**

#### **Comprehension and Collaboration**

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

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

#### **Presentation of Knowledge and Ideas**

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

SL.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 Standards » Speaking & Listening » Grade 4**

### **Comprehension and Collaboration**

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

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

### **Presentation of Knowledge and Ideas**

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

SL.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 Standards » Language » Grade 4**

### **Conventions of Standard English**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and runons.\*
- Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed.

### **Knowledge of Language**

L.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).

### **Vocabulary Acquisition and Use**

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

## **English Language Arts Standards » Reading: Literature » Grade 5**

### **Key Ideas and Details**

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

### **Craft and Structure**

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

### **Integration of Knowledge and Ideas**

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.8. (Not applicable to literature)

RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### **Range of Reading and Complexity of Text**

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

## **English Language Arts Standards » Reading: Informational Text » Grade 5**

### **Key Ideas and Details**

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### **Craft and Structure**

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

### **Integration of Knowledge and Ideas**

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### **Range of Reading and Level of Text Complexity**

RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

## **English Language Arts Standards » Reading Foundational Skills Grade 5**

### **Phonics and Word Recognition**

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### **Fluency**

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **English Language Arts Standards » Writing » Grade 5**

### **Text Types and Purposes**

W.5.1. 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 ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Provide a concluding statement or section related to the opinion presented.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; 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 and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- 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.5.3. 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 narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses 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.5.4. 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.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6. 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 two pages in a single sitting.

### **Research to Build and Present Knowledge**

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### **Range of Writing**

W.5.10. 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 » Speaking & Listening » Grade 5**

### **Comprehension and Collaboration**

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 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 by making comments that contribute to the discussion and elaborate on the remarks of others.



- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### **Presentation of Knowledge and Ideas**

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## **English Language Arts Standards » Language » Grade 5**

### **Conventions of Standard English**

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.  
Recognize and correct inappropriate shifts in verb tense.\* Use correlative conjunctions (e.g., *either/or, neither/nor*).

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation to separate items in a series.\*
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.

### **Knowledge of Language**

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

- Compare and contrast the varieties of English (e.g., *dialects*, *registers*) used in stories, dramas, or poems.

### **Vocabulary Acquisition and Use**

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

## **APPENDIX II**

### **New Jersey Core Curriculum Content Standards for Science**

**STANDARD 5.1** (Science Practices): All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.

**STANDARD 5.2** (Physical Science): All students will understand that physical science principles including fundamental ideas about matter, energy and motion are powerful, conceptual tools for making sense of phenomena in physical, living and Earth science systems.

**STANDARD 5.3** All students will understand that life science principles are powerful and conceptual tools for making sense of complexity, diversity and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world and the order of natural systems can be modeled and predicted thru the use of mathematics.

*The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>*

## **APPENDIX III**

### **New Jersey Core Curriculum Content 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 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 may be viewed at <http://www.nj.gov/njded/cccs/>*

## **APPENDIX IV**

### **New Jersey Core Curriculum Content Standards for World Languages**

**STANDARD 7.1** (World Languages): 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.

*The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>*

## **APPENDIX V**

## **New Jersey Core Curriculum Content 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.

**STANDARD 8.2** (Technology Education, Engineering, and Design): All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

*The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>*

## **APPENDIX VI**

### **New Jersey Student Learning Standards** **21<sup>st</sup> 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.

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

## Standards Alignment for All Content Areas

Content Area	<u><i>Hyper Links</i></u>
Language Arts	<a href="http://www.nj.gov/education/aps/cccs/lal/"><u>http://www.nj.gov/education/aps/cccs/lal/</u></a>
Math	<a href="http://www.nj.gov/education/aps/cccs/math/"><u>http://www.nj.gov/education/aps/cccs/math/</u></a>
Science	<a href="http://www.nj.gov/education/aps/cccs/science/"><u>http://www.nj.gov/education/aps/cccs/science/</u></a>
Technology Education	<a href="http://www.nj.gov/education/aps/cccs/tech/"><u>http://www.nj.gov/education/aps/cccs/tech/</u></a>
History/ Social Studies	<a href="http://www.state.nj.us/education/cccs/2014/ss/"><u>http://www.state.nj.us/education/cccs/2014/ss/</u></a>
Visual and Performing Arts	<a href="http://www.nj.gov/education/aps/cccs/arts/"><u>http://www.nj.gov/education/aps/cccs/arts/</u></a>
Physical Education	<a href="http://www.nj.gov/education/aps/cccs/chpe/"><u>http://www.nj.gov/education/aps/cccs/chpe/</u></a>
World Languages	<a href="http://www.nj.gov/education/aps/cccs/wl/"><u>http://www.nj.gov/education/aps/cccs/wl/</u></a>
21 <sup>st</sup> Century Life and Careers	<a href="http://www.nj.gov/education/aps/cccs/career/"><u>http://www.nj.gov/education/aps/cccs/career/</u></a>

# WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

## *Office of Instruction*

### Course of Study

### **INDEPENDENT LIVING - 9368**

School ..... Westfield High School  
Department ..... Family and Consumer Sciences  
Length of Course ..... One Semester  
Credit ..... 2.5  
Grade Level ..... 10, 11, 12  
Pre-requisite ..... None  
Date .....

#### **I. RATIONALE, DESCRIPTION AND PURPOSE**

The Family and Consumer Science Department offers all students the opportunity to participate in a class that prepares students for their future roles as informed and responsible wage earners and consumers. The 21st century brings with it new and diverse demands on all aspects of individual and family life. Our society is facing rapidly changing living patterns and greater demands in the workplace and on home life. Roles and functions of individual and family members in a global society continue to change. Students must critically examine the path needed to be healthy, productive citizens, consumers, home managers and wage earners.

The Independent Living course is the foundation course that provides the essential knowledge, skills and behaviors all students need to live successfully in today's world. The curriculum emphasizes a project-based approach to learning. It encourages and enables students to build transferable skills, make life and work decisions while developing organizational skills as a pathway to managing personal resources in their roles as individuals and members of a family and community.

#### **II. OBJECTIVES**

The Westfield Family and Consumer Science Curricula are aligned with the New Jersey Student Learning Standards for 21st Century Life and Careers which includes the sub-category of Career Readiness Practices (CRP). The Independent Living curriculum objectives are also integrated with other disciplines which include the Jersey Student Learning Standards for Mathematical Practice; NJ Student Learning Standards for Comprehensive Health and Physical Education, Science, and Social Studies; and the New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

The broad based interdisciplinary objectives enable students to:

- A. Define personality and self-concept and discover how to make positive changes and meet life's challenges.

*N.J. Student Learning Standards, 21<sup>st</sup> Century Life and Careers 9.2, 9.3*

*Career Ready Practices: CRP1, CRP2, CRP3, CRP4, CRP9, CRP11*

*N.J. Student Learning Standards for Social Studies 6.3*

*N.J. Student Learning Standards for Comprehensive Health and Physical Education 2.1, 2.2, 2.4*

- B. Assess personal abilities/suitability for employment success as they relate to career characteristics in cluster choices.

*N.J. Student Learning Standards, 21<sup>st</sup> Century Life and Careers 9.2, 9.3*

*N.J. Student Learning Standards for Social Studies 6.3*

*NJ Student Learning Standards for Technological Literacy 8.1*

- C. Integrate and apply knowledge and practices of career choice to identify, explore and prepare for potential careers through a career-plan journal.

*N.J. Student Learning Standards, 21<sup>st</sup> Century Life and Careers 9.2, 9.3*

*Career Ready Practices: CRP1, CCRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12*

*N.J. Student Learning Standards for Social Studies 6.3*

- D. Explain the relationship between work, income and education level.

*N.J. Student Learning Standards, 21<sup>st</sup> Century Life and Careers 9.2, 9.3*

*Career Ready Practices: CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12*

- E. Develop effective communication skills to express thoughts, feelings, opinions and information to enhance personal and professional relationships.

*N.J. Student Learning Standards, 21<sup>st</sup> Century Life and 9.2, 9.3*

*Career Ready Practices CRP11, CRP12*

*N.J. Student Learning Standards for Comprehensive Health and Physical Education 2.1, 2.2, 2.4*

*N.J. Student Learning Standards for Mathematical Practice STANDARD SMP1, STANDARD SMP4, STANDARD MP5*

- F. Explore life skills necessary to live independently while remaining financially responsible.

*N.J. Student Learning Standards, 21<sup>st</sup> Century Life and 9.2, 9.3*

*N.J. Student Learning Standards for Social Studies 6.3*

*N.J. Student Learning Standards for Mathematical Practice STANDARD SMP1, STANDARD SMP2,*

*STANDARD SMP4, STANDARD SMP5*

*NJ Student Learning Standards for Technological Literacy 8.1*

### **III CONTENT, SCOPE AND SEQUENCE**

Independent Living is a life span approach to individual and family development that contributes to creating lifelong learners. The content of Independent Living emphasizes learning that enhances mastery of academic standards as well as the New Jersey Student Learning Standards (NJSLs) for 21st Century Life and Careers. These are demonstrated through performance-based “hands-on” activities and assessments and in particular through the use of real world applications and problem based tasks.

- A. Personality assessment and overcoming challenges (suggested time 2weeks)
  - 1. Personality characteristics
  - 2. Self-concept and self-esteem
  - 3. Realizing potential
  - 4. Making positive change
  - 5. Meeting life's challenges
- B. Career paths (suggested time 4 weeks)
  - 1. Skills assessment, interest survey
  - 2. Career clusters
  - 3. Investing in education
  - 4. Career exploration
  - 5. Career search
    - a. Interviewing for information
    - b. Entrepreneurship
    - c. Finding a job
    - d. Resume
    - e. Cover letters
    - f. Interviews/applications
    - g. Follow ups
    - h. Success in the workplace
- C. Communication (suggested time 2 weeks)
  - 1. Communication skills
  - 2. Teamwork and leadership skills
  - 3. Conflict resolution
- D. Event planning (suggested time 4 weeks)
  - 1. Budget
  - 2. Theme
  - 3. Invitations
  - 4. Decorations
  - 5. Entertainment
- E. Life skills (suggested time 3 weeks)
  - 1. How-to manual
  - 2. How-to presentation
- F. Housing (suggested time 3 weeks)
  - 1. Interior design
  - 2. Budgeting
  - 3. Shopping skills



## **V. INSTRUCTIONAL TECHNIQUES**

Teachers employ a variety of teaching methodologies and instructional approaches to meet the needs and accommodate differences in readiness levels and learning styles. In order to differentiate instruction based upon student readiness, the teacher will vary the pace, complexity and depth of instruction. Activities will vary in order to address multiple learning styles.

Techniques include but are not limited to:

- A. Lecture
- B. Discussion/debate
- C. Reading
- D. Teacher-directed whole group instruction
- E. Demonstration/modeling
- F. Films and documentaries
- G. Guest speakers/interviews
- H. Flexible grouping
- I. Use of technology
- J. Hands-on activities

## **VI. EVALUATION**

Multiple techniques are employed to measure and assess student performance. Evaluation tools include but are not limited to the following:

- A. Writing assignments
- B. Projects
- C. Participation in class discussions and activities
- D. Individual and or group work and presentations
- E. Student self-assessment
- F. Tests/cumulative reviews
- G. Quizzes
- H. Projects and student generated presentations
- I. Research projects using web-based resources as well as magazines, books, interviews, etc.
- J. Baseline and benchmark assessments

## **VII. PROFESSIONAL DEVELOPMENT**

The following recommended activities support the curriculum and provide opportunities for the teachers' continued professional development:

- A. District professional development and in-service offerings
- B. Annual conferences, workshops and seminars with a focus on Family Life and Consumer Science content trends, teaching methodologies, strategies and technology
- C. Reading content related journals and articles
- D. Opportunities to observing and collaborate with colleagues both in and out of content area within and outside of the district.

## **APPENDIX I**

### **New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers**

#### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

#### **Career Ready Practices**

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

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

## **APPENDIX II**

### **New Jersey Student Learning Standards for Mathematical Practice**

**SMP1** – Make sense of problems and persevere in solving them.

**SMP2** – Reason abstractly and quantitatively. **SMP4** – Model with mathematics.

**SMP5** – Use appropriate tools strategically.

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

## **APPENDIX III**

### **New Jersey Student Learning Standards for Health and Physical Education**

#### **Comprehensive Health and Physical Education**

**2.1 Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

**2.2 Integrated Skills:** All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

**2.4 Human Relationships and Sexuality:** All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

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

## **APPENDIX IV**

## **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 collaborate and to create and communicate knowledge.

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

## **APPENDIX V**

## **New Jersey Student Learning Standards for Social Studies**

**STANDARD 6.3** All students will acquire the 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 may be viewed at <http://www.state.nj.us/education/cccs>*

# WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

## *Office of Instruction*

Course of Study

### **LATIN I-3311**

School ..... Westfield High School  
Department ..... World Languages  
Length of Course..... Full Year  
Credit.....5  
Grade Level (s) .....9-12  
Prerequisite .....None  
Date.....

#### **I. RATIONALE, DESCRIPTION AND PURPOSE**

The Westfield High School World Languages Program provides students essential knowledge and skills to contribute to a global society. The study of a world language enables students to communicate effectively with people of different cultures and to appreciate those cultures, both modern and ancient. Studying a language other than their own also enables students to learn different perspectives and different ways of organizing human societies. Because of the cultural and linguistic experiences language learning can offer, proficiency in a world language yields a comprehensive understanding of the roots of one's own language and culture, and thereby enables students to be informed members of a global society.

The Latin language has been one of the dominant cultural forces of Western Civilization for more than two thousand years. Latin united the multicultural and multiracial Roman Empire in a state that stretched geographically from Scotland to modern-day Iraq. Millions of people speak languages that are altered forms of Latin across more than 50 countries. Other languages that do not directly come from Latin have been profoundly affected by Latin's cultural dominance over time and show tremendous Latin influence in their vocabulary. The Latin language and the Greco-Roman culture are often viewed as the common family history for all world cultures that trace their cultural heritage back to Europe. Studying Latin enables students to participate in this culture while at the same time making connections and comparisons with their own.

*Latin I* is an introductory course directed primarily toward developing the skill of reading the Latin language, but also includes the basic skills of listening, speaking, and writing. Students at this level begin to read simple stories using basic language structures that describe ancient Roman society. They also learn conversational phrases and other basic expressions that allow them to express concepts about themselves. The understanding and appreciation of the Roman people and their culture form an integral part of the learning experience thereby fostering the world languages standards of communication, culture, connections, comparisons and communities.

## II. **OBJECTIVES**

The following objectives are aligned with the New Jersey Student Learning Standards for World Languages, Visual and Performing Arts, Social Studies, Technology, and 21st Century Life & Careers. They are also aligned with the American Classical League/Society for Classical Studies Standards for Classical Language Learning.

Students:

### A. Interpretive Communication Mode

**Recognize familiar words and phrases related to targeted themes**

*New Jersey Student Learning Standards for World Languages 7.1.NM.A.4*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.1*

*New Jersey Student Learning Standards for English Language Arts A.R2*

*New Jersey Student Learning Standards for Technology 8.1*

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

**Demonstrate comprehension of short phrases and basic Latin conversations**

*New Jersey Student Learning Standards for World Languages 7.1.NM.A.1, 7.1.NM.A.3, 7.1.NM.A.5, and 7.1.NH.A.5*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*

*New Jersey Student Learning Standards for English Language Arts A.R2, A.R3*

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

### B. Interpersonal Communication Mode

**Ask and respond to simple questions using memorized words and expressions**

*New Jersey Student Learning Standards for World Languages 7.1.NM.B.4*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

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

**Recognize key information from written sources to formulate an appropriate response**

*New Jersey Student Learning Standards for World Languages 7.1.NM.B.2*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.1 and 2.1*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for Technology 8.1*

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

**Briefly respond in writing to oral, audio, visual and written prompts on familiar topics using memorized words, phrases and expressions**

*New Jersey Student Learning Standards for World Languages 7.1.NM.B.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for Technology 8.1*

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

### C. Presentational Communication Model

**Recite simple poetry, dialogues and skits**

*New Jersey Student Learning Standards for World Languages 7.1.NM.C.2*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.1*

*New Jersey Student Learning Standards for English Language Arts A.SL4, A.SL5, A.SL6*

*New Jersey Student Learning Standards for Visual & Performing Arts 1.1*

Make presentations on Roman culture and history

*New Jersey Student Learning Standards for World Languages 7.1.NM.C.4*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 2.1 and 2.2*

*New Jersey Student Learning Standards for English Language Arts A.SL4, A.SL5, A.SL6*

*New Jersey Student Learning Standards for Technology 8.1*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

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

#### D. Communities, Cultures, Comparisons & Connections

Identify the similarities and differences of the Roman culture by making cultural comparisons and connections

*New Jersey Student Learning Standards for World Languages 7.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for English Language Arts A.R2, A.SL2*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.1 and 1.2*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

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

Compare and contrast the cultural perspectives of the Roman culture with those of one's own, as evidenced through the products and practices associated with each

*New Jersey Student Learning Standards for World Languages 7.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

*New Jersey Student Learning Standards for English Language Arts A.R2, A.SL2*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for Technology 8.1*

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

Collect information related to the cultural products, practices, perspectives associated with Roman culture to create a short presentation on targeted themes.

*New Jersey Student Learning Standards for World Languages 7.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

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

### III. **CONTENT, SCOPE AND SEQUENCE**

*Latin I* students develop a basic vocabulary and grammar in a classical language. Students read words, phrases, and simple sentences designed to assess their ability to comprehend Latin. The stories used for reading have familiar vocabulary with additions or modifications necessary to make the texts accessible to a beginning Latin student. The texts for reading are drawn from a variety of sources, both to illustrate the vocabulary and grammatical points, as well as to give students insights into Roman history, mythology, daily life, and culture.

#### A. Topics in Latin grammar (suggested pacing - 13 weeks)

##### 1. Nouns, pronouns, and adjectives

a. nouns of the first three declensions

b. various pronouns, including personal pronouns and relative pronoun

c. regular, positive degree first and second declension adjectives

d. basic uses for all six cases

2. Verbs (suggested pacing - 13 weeks)
  - a. verbs from all four conjugations
  - b. the important irregular verb *sum*
  - c. all six tenses of verbs, in both active and passive voice forms
3. Adverbs, prepositions, and conjunctions (suggested pacing - 5 weeks)
  - a. regular, positive degree first and second declension adverbs
  - b. common irregular adverbs
  - c. basic prepositions
  - d. common conjunctions

#### B. Topics in Roman culture

1. Roman daily life (suggested pacing - 1 weeks)
  - a. roman buildings and basic architecture
  - b. locations in Rome
  - c. meals, clothing, daily activities
  - d. roman entertainment
  - e. family members
2. Roman mythology (suggested pacing - 3 weeks)
  - a. Olympian gods and foundational myths
  - b. major heroes
3. Roman geography and history (suggested pacing - 1 weeks)
  - a. regions and cities of Roman Italy
  - b. countries, provinces, and cities in the Roman empire
4. Roman influences on American life (suggested pacing - 1 weeks)
  - a. Latin derivatives in English
  - b. American governmental and legal similarities with Rome

### **IV. 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. Instructional techniques include but are not limited to:

- A. Teacher-directed whole group instruction
- B. Flexible grouping
- C. Technology-based instruction
- D. Hands-on activities
- E. Small-group instruction
- F. Research projects
- G. Guided reading and discussion
- H. Think-Pair-Share student partner activities



## **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

## **IV. 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.

#### **Strand A – Interpretive Mode**

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age and level appropriate, culturally authentic materials on familiar topics.
- 7.1.NH.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

#### **Strand B – Interpersonal Mode**

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonations of the target culture(s)/language during greetings, leave-, takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

#### **Strand C – Presentational Mode**

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

- 7.1.NM.C.3 Present information from age- and level-appropriate, culturally authentic materials orally or in writing
- 7.1.NM.C.4 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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

**Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.

Taken from **Introduction to the New Jersey Student Learning Standards for World Languages**, page 5  
<http://www.nj.gov/education/cccs/2014/wl/intro.pdf>

## APPENDIX II

### **American Classical League/Society for Classical Studies Standards for Classical Language Learning**

#### **Goal 1 Communication- Communicate in a Classical Language**

**Standard 1.1** Students read, understand, and interpret Latin or Greek.

**Standard 1.2** Students use orally, listen to, and write Latin or Greek as part of the language learning process.

#### **Goal 2 Culture- Gain Knowledge and Understanding of Greco-Roman Culture**

**Standard 2.1** Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

**Standard 2.2** Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

#### **Goal 3 Connections- Connect with Other Disciplines and Expand Knowledge**

**Standard 3.1** Students reinforce and further their knowledge of other disciplines through their study of classical languages.

**Standard 3.2** Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

#### **Goal 4 Comparisons- Develop Insight into Own Language and Culture**

**Standard 4.1** Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

**Standard 4.2** Students compare and contrast their own culture with that of the Greco-Roman world.

#### **Goal 5 Communities- Participate in Wider Communities of Language and Culture**

**Standard 5.1** Students use their knowledge of Latin or Greek in a multilingual world.

**Standard 5.2** Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

### **APPENDIX III**

#### **New Jersey Student Learning Standards for English Language Arts**

**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**STANDARD NJSLS 11-12.A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD NJSLS 11-12.A.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**STANDARD NJSLS 11-12.A.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

## APPENDIX IV

### **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.

**STANDARD 6.3** All students will acquire the 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 may be viewed at <http://www.state.nj.us/education/cccs/>*

## APPENDIX V

### **New Jersey Student Learning Standards for Visual and Performing Arts**

**STANDARD 1.2. History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

*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 collaborate and to create and communicate knowledge.

**STANDARD 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact

of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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

## **APPENDIX VII**

### **New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers**

**STANDARD 9.1** (21<sup>st</sup> 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.

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

# WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

## *Office of Instruction*

Course of Study

### **LATIN II-3321**

School ..... Westfield High School  
Department..... World Languages  
Length of Course..... Full Year  
Credit..... 5  
Grade Level (s) ..... 10-12  
Prerequisite ..... Latin I  
Date .....

#### **I. RATIONALE, DESCRIPTION AND PURPOSE**

The WHS World Languages Program provides students essential knowledge and skills to contribute to a global society. The study of a world language enables students to communicate effectively with people of different cultures and to appreciate those cultures, both modern and ancient. Studying a language other than their own also enables students to learn different modes of thinking and identify various cultural perspectives typical of the target culture. Because of the cultural and linguistic experiences language learning can offer, proficiency in a world language yields a comprehensive understanding of the roots of one's own language and culture, and thereby enables students to be informed members of a global society.

The Latin language has been one of the dominant cultural forces of Western Civilization for more than two thousand years. The Latin language united the multicultural and multiracial Roman empire in a state that stretched geographically from Scotland to modern day Iraq. Millions of people speak languages that are altered forms of Latin over more than 50 countries. Other languages that do not directly come from Latin have been profoundly affected by Latin's cultural dominance over time and show tremendous Latin influence in their vocabulary. The Latin language and the Greco-Roman culture are often viewed as the common family history for all world cultures that trace their cultural heritage back to Europe. Studying Latin enables students to participate in this culture while at the same time making connections and comparisons with their own culture.

*Latin II* is an intermediate course directed toward further developing the skills necessary for reading the Latin language, also includes the basic skills of listening, speaking, and writing. Students at this level read more detailed and complicated stories that describe ancient Roman society. The more advanced readings promote a continued understanding and appreciation of the Roman people and their culture thereby fostering the world languages standards of communication, culture, connections, comparisons and communities.

## **II. OBJECTIVES**

The following objectives are aligned with the New Jersey Student Learning Standards for World Languages, Visual and Performing Arts, Social Studies, Technology, and 21st Century Life & Careers. They are also aligned with the American Classical League/Society for Classical Studies Standards for Classical Language Learning.

Students:

### **A. Interpretive Communication Mode**

Identify main ideas as well as other details taken from culturally authentic material

*New Jersey Student Learning Standards for World Languages 7.1.NM.A.4, 7.1.NH.A.4 and 7.1.NH.A.6*  
*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.1*  
*New Jersey Student Learning Standards for English Language Arts A.R2*  
*New Jersey Student Learning Standards for Technology 8.1*  
*New Jersey Student Learning Standards for 21st Century Life & Careers 9.1*

Demonstrate comprehension of short phrases and basic Latin conversations

*New Jersey Student Learning Standards for World Languages 7.1.NM.A.1, 7.1.NM.A.3, 7.1.NM.A.5, and 7.1.NH.A.5*  
*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*  
*New Jersey Student Learning Standards for English Language Arts A.R2*  
*New Jersey Student Learning Standards for 21st Century Life & Careers 9.1*

### **B. Interpersonal Communication Mode**

Collect and organize information from written sources to formulate an appropriate response

*New Jersey Student Learning Standards for World Languages 7.1.NH.A.1 and 7.1.NH.A.6*  
*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.1 and 2.1*  
*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*  
*New Jersey Student Learning Standards for Technology 8.1*  
*New Jersey Student Learning Standards for 21st Century Life & Careers 9.1*

Respond in writing to oral, audio, visual and written prompts on familiar topics.

*New Jersey Student Learning Standards for World Languages 7.1.NH.A.5*  
*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*  
*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*  
*New Jersey Student Learning Standards for Technology 8.1*  
*New Jersey Student Learning Standards for 21st Century Life & Careers 9.1*

### **C. Presentational Communication Mode**

Perform dialogues and skits

*New Jersey Student Learning Standards for World Languages 7.1.NH.C.2*  
*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.1*  
*New Jersey Student Learning Standards for English Language Arts A.SL4, A.SL5, A.SL6*  
*New Jersey Student Learning Standards for Visual & Performing Arts 1.1*

Make presentations on Roman culture and history

*New Jersey Student Learning Standards for World Languages 7.1.NH.C.5*  
*American Classical League/Society for Classical Studies Standards for Classical Language Learning 2.1 and 2.2*  
*New Jersey Student Learning Standards for English Language Arts A.SL4, A.SL5, A.SL6*  
*New Jersey Student Learning Standards for Technology 8.1*  
*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*  
*New Jersey Student Learning Standards for 21st Century Life & Careers 9.1*



Describe in writing people, places, things as well as compare and contrast cultural products and practices

*New Jersey Student Learning Standards for World Languages 7.1.NM.C.5 and 7.1.NH.C.5*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*

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

#### D. Communities, Cultures, Comparisons & Connections

Identify the similarities and differences of the Roman culture by making cultural comparisons and connections

*New Jersey Student Learning Standards for World Languages 7.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.1 and 1.2*

*New Jersey Student Learning Standards for English Language Arts A.R2, A.SL2*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

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

Compare and contrast the cultural perspectives of the Roman culture with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each

*New Jersey Student Learning Standards for World Languages 7.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

*New Jersey Student Learning Standards for English Language Arts A.R2, A.SL2*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for Technology 8.1*

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

Collect information related to the cultural products, practices, perspectives associated with Roman culture to create a short presentation on targeted themes.

*New Jersey Student Learning Standards for World Languages 7.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

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

### III. **CONTENT, SCOPE AND SEQUENCE**

*Latin II* is designed for students who have successfully completed *Latin I* and wish to continue their study of Latin. Students continue to develop vocabulary in a classic language while also learning most of the remaining basic grammar points of the languages. Students read texts with greater complexity. The texts for reading are drawn from a variety of sources both to illustrate the vocabulary and grammatical points, as well as to give students insights into Roman history, mythology, daily life, and culture.

#### A. Topics in Latin grammar

##### 1. Nouns, pronouns, and adjectives (Suggested pacing - 13 weeks)

- a. nouns of the third, fourth, and fifth declensions
- b. various demonstrative, interrogative, and intensive pronouns
- c. regular, positive degree third declension adjectives
- d. comparative and superlative degree adjective forms
- e. advanced uses for all six cases

2. Verbs (Suggested pacing - 13 weeks)
  - a. irregular verbs, like *possum*, *fero*, and *eo*
  - b. all four subjunctive tenses of verbs, in both active and passive voice forms
  - c. the most common subjunctive constructions
  - d. all participle forms
  - e. passive and active periphrastic
  - f. ablative absolutes
  - g. all infinitive forms
  - h. basics of indirect statement
  - i. gerunds and gerundive constructions
3. Adverbs, prepositions, and conjunctions (Suggested pacing - 5 weeks)
  - a. regular, positive degree third declension adverbs
  - b. irregular adverbs
  - c. basic prepositions
  - d. conjunctions

#### B. Topics in Roman culture

1. Roman daily life (Suggested pacing - 1 weeks)
  - a. recreation
  - b. baths
  - c. gladiatorial events
  - d. roman weddings
  - e. oracles
2. Roman mythology (Suggested pacing - 2 weeks)
  - a. heroes and monsters
  - b. underworld myths
3. Roman geography and history (Suggested pacing - 1 weeks)
  - a. countries, provinces, and cities in the Roman empire
  - b. lakes, rivers, and bodies of water in the Roman world
4. Roman influences on American life (Suggested pacing - 1 weeks)
  - a. Latin derivatives in English
  - b. American and Roman branches of government

### **IV. INSTRUCTIONAL TECHNIQUES**

Differentiated instruction creates a student-centered environment which 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. Instructional techniques include but are not limited to:

- A. Teacher-directed whole group instruction
- B. Flexible grouping
- C. Technology-based instruction
- D. Hands-on activities
- E. Small-group instruction
- F. Research projects

- G. Guided reading and discussion
- H. Think-Pair-Share student partner activities

## **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.

#### **Strand A – Interpretive Mode**

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age and level appropriate, culturally authentic materials on familiar topics.
- 7.1.NH.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

#### **Strand B – Interpersonal Mode**

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonations of the target culture(s)/language during greetings, leave-, takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

#### **Strand C – Presentational Mode**

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

- 7.1.NM.C.3 Present information from age- and level-appropriate, culturally authentic materials orally or in writing
- 7.1.NM.C.4 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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

**Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.

Taken from **Introduction to the New Jersey Student Learning Standards for World Languages**, page 5  
<http://www.nj.gov/education/cccs/2014/wl/intro.pdf>

## APPENDIX II

### **American Classical League/Society for Classical Studies Standards for Classical Language Learning**

#### **Goal 1 Communication- Communicate in a Classical Language**

**Standard 1.1** Students read, understand, and interpret Latin or Greek.

**Standard 1.2** Students use orally, listen to, and write Latin or Greek as part of the language learning process.

#### **Goal 2 Culture- Gain Knowledge and Understanding of Greco-Roman Culture**

**Standard 2.1** Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

**Standard 2.2** Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

#### **Goal 3 Connections- Connect with Other Disciplines and Expand Knowledge**

**Standard 3.1** Students reinforce and further their knowledge of other disciplines through their study of classical languages.

**Standard 3.2** Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

#### **Goal 4 Comparisons- Develop Insight into Own Language and Culture**

**Standard 4.1** Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

**Standard 4.2** Students compare and contrast their own culture with that of the Greco-Roman world.

## **Goal 5 Communities- Participate in Wider Communities of Language and Culture**

**Standard 5.1** Students use their knowledge of Latin or Greek in a multilingual world.

**Standard 5.2** Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

### **APPENDIX III**

#### **New Jersey Student Learning Standards for English Language Arts**

**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**STANDARD NJSLS 11-12.A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD NJSLS 11-12.A.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**STANDARD NJSLS 11-12.A.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

## APPENDIX IV

### **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.

**STANDARD 6.3** All students will acquire the 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 may be viewed at <http://www.state.nj.us/education/cccs/>*

## APPENDIX V

### **New Jersey Student Learning Standards for Visual and Performing Arts**

**STANDARD 1.2. History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

*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 collaborate and to create and communicate knowledge.

**STANDARD 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact

of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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

## APPENDIX VII

### **New Jersey Student Learning Standards for 21<sup>st</sup>-Century Life & Careers**

**STANDARD 9.1 (21<sup>st</sup> 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.

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



# WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

## *Office of Instruction*

Course of Study

### **MANDARIN CHINESE IV- 3514**

School ..... Westfield High School  
Department..... World Languages  
Length of Course..... Full Year  
Credits .....5  
Grade Level(s) .....12  
Prerequisite ..... Mandarin Chinese III  
Date.....

#### **I RATIONALE, DESCRIPTION AND PURPOSE**

The Westfield High School World Languages Program provides students essential knowledge and skills to contribute to a global society. The study of a world language enables students to communicate effectively with people of different cultures and to appreciate those cultures, both modern and ancient. Studying a language other than their own also enables students to learn different perspectives and different ways of organizing human societies. Because of the cultural and linguistic experiences language learning can offer, proficiency in a world language yields a comprehensive understanding of the roots of one's own language and culture, and thereby enables students to be informed members of a global society.

Chinese is the most widely-spoken language on the planet. Approximately 850 million speakers of Chinese claim Mandarin as their native language. As a non-European language, Mandarin Chinese exposes students to complex linguistic systems which include tonality differentials and an Eastern view to compare to Western languages they have previously studied. The study of the Chinese language enables students to become familiar with the history and culture of the Chinese people as they make both cultural and personal connections and comparisons to their own.

Mandarin Chinese IV is the fourth course in the sequence of Chinese courses directed to the continued development of the skills of listening, speaking, reading, and writing. Students continue to grow in their knowledge of the Chinese language and culture by describing daily routines and interacting with other target language speakers. Students are able to participate in more advanced conversations regarding modern technology, culture, the environment, and life as a high school student. At this level, students are comfortable with reading and writing Chinese simplified characters. While Pinyin is still used as a pronunciation guide for new vocabulary, students gain a strong proficiency in recognizing common characters. The understanding and appreciation of the Chinese people and their culture form an integral part of the learning experience, thereby fostering the world languages standards of communication, culture, connections, comparisons and communities.

## **II. OBJECTIVES**

Mandarin Chinese IV 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, Technology, and 21<sup>st</sup> Century Life and Careers.

Students:

### **A. Interpretive Communication Mode**

**Compare and contrast familiar words and phrases related to targeted themes**

*New Jersey Student Learning Standards for World Languages 7.1.IH.A.1*

*New Jersey Student Learning Standards for English Language Arts A.R1, A.R2, A.R3*

*New Jersey Student Learning Standards for Technology 8.1*

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

**Identify prepositional phrases and temporal constructions**

*New Jersey Student Learning Standards for World Languages, 7.1.IH.A.1*

*New Jersey Student Learning Standards for English Language Arts A.R2, A.R3*

**Demonstrate an understanding of the role of stereotyping in forming and sustaining prejudices**

*New Jersey Student Learning Standards for World Languages, 7.1.IH.A.3*

*New Jersey Student Learning Standards for English Language Arts A.R2, A.R3*

*New Jersey Student Learning Standards for Social Studies 6.2*

**Demonstrate comprehension of dialogues between speakers of the target language**

*New Jersey Student Learning Standards for World Languages, 7.1.IH.A.1, 7.1.IH.A.3, 7.1.IH.A.5*

*New Jersey Student Learning Standards for English Language Arts A.R2*

### **B. Interpersonal Communication Mode**

**Create and respond to simple and complex phrases, questions, and sentences**

*New Jersey Student Learning Standards for World Languages 7.1.AL.B.1*

*New Jersey Student Learning Standards for English Language Arts A.SL2, A.SL4*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for 21st Century Life and Careers 9.1, 9.3*

**Generate and respond to short messages, such as invitations, directions, announcements, and social exchanges**

*New Jersey Student Learning Standards for World Languages 7.1.AL.B.2*

*New Jersey Student Learning Standards for Technology 8.1*

**Interact with appropriate responses in limited social settings and basic situations**

*New Jersey Student Learning Standards for World Languages 7.1.AL.B.4, 7.1.AL.B.5, 7.1.AL.B.3*

*New Jersey Student Learning Standards for Technology 8.1*

**Provide and obtain information on familiar topics such as daily and weekend activities**

*New Jersey Student Learning Standards for World Languages 7.1.AL.B.4*

**Identify words and expressions from audio and visual resources based on complex topics to participate in an exchange of information**

*New Jersey Student Learning Standards for World Languages 7.1.AL.B.1*

*New Jersey Student Learning Standards for English Language Arts A.SL2, A.SL4, A.SL5, A.SL6*

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

*New Jersey Student Learning Standards for Technology 8.1*

Examine relationships between the language and the culture of a given group of people as evidenced in literary works and current media

*New Jersey Student Learning Standards for World Languages 7.1.AL.B.2*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for Technology 8.1*

Recognize key information from written sources to formulate an appropriate response

*New Jersey Student Learning Standards for World Languages 7.1.AL.B.2*

*New Jersey Student Learning Standards for English Language Arts A.SL2, A.SL3, A.SL4*

*New Jersey Student Learning Standards for Social Studies 6.2*

*New Jersey Student Learning Standards for Technology 8.1*

Compare/contrast the customs of their own culture with that of the target cultures

*New Jersey Student Learning Standards for World Languages 7.1.AL.B.2, 7.1.AL.B.3*

*New Jersey Student Learning Standards for Technology 8.1*

Respond to oral, audio, visual and written prompts on familiar topics using complex words, phrases and expressions

*New Jersey Student Learning Standards for World Languages 7.1.AL.B.1*

*New Jersey Student Learning Standards for English Language Arts A.SL2, A.SL5, A.SL6*

*New Jersey Student Learning Standards for Social Studies 6.2*

*New Jersey Student Learning Standards for Technology 8.1*

## C. Presentational Communication Mode

Describe people, places, things, and events with some details

*New Jersey Student Learning Standards for World Languages 7.1.IH.C.3*

*New Jersey Student Learning Standards for English Language Arts A.SL4, A.SL5, A.SL6*

*New Jersey Student Learning Standards for Technology 8.1*

Express details of everyday life and past experiences

*New Jersey Student Learning Standards for World Languages 7.1.IH.C.1 and 7.1.NH.C.3*

*New Jersey Student Learning Standards for English Language Arts A.SL4, A.SL5, A.SL6*

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

Organize thoughts into coherent speech

*New Jersey Student Learning Standards for World Languages 7.1.IH.C.3, 7.1.NH.C.4*

*New Jersey Student Learning Standards for English Language Arts A.SL4, A.SL5, A.SL6*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

Compare and contrast cultural products and practices

*New Jersey Student Learning Standards for World Languages 7.1.IH.C.5*

*New Jersey Student Learning Standards for English Language Arts A.SL4, A.SL5, A.SL6*

*New Jersey Student Learning Standards for Technology 8.1*

Demonstrate awareness of contributions made in various fields by people from the target cultures

*New Jersey Student Learning Standards for World Languages 7.1.IH.C.1, 7.1.IH.C.2, 7.1.IH.C.5*

*New Jersey Student Learning Standards for English Language Arts A.SL4, A.SL5, A.SL6*

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

## D. Communities, Cultures, Comparisons & Connections

Identify the similarities and differences of the target culture by making cultural comparisons and connections

*New Jersey Student Learning Standards for World Languages 7.1*

*New Jersey Student Learning Standards for English Language Arts A.R2, A.SL2*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

Compare and contrast the cultural perspectives of the target culture with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each

*New Jersey Student Learning Standards for World Languages 7.1*

*New Jersey Student Learning Standards for English Language Arts A.R2, A.SL2*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for Technology 8.1*

*New Jersey Student Learning Standards for 21st Century Life and Careers 9.1 and 9.2*

Synthesize information related to the cultural products, practices, perspectives associated with target culture to create a rich presentation on targeted themes with a target language audience.

*New Jersey Student Learning Standards for World Languages 7.1*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

*New Jersey Student Learning Standards for 21st Century Life and Careers 9.1 and 9.2*

### **III. CONTENT, SCOPE AND SEQUENCE**

Mandarin Chinese IV provides students the opportunity to continue to expand a vocabulary and grammar base. Students are given many opportunities to practice new words and expressions. The course seeks to continue the development of language skills that can be applied in both formal and informal situations. Students are encouraged to continue to use and understand more simplified Chinese characters. By this level, students are able to read and produce characters in a short paragraph format. The focus shifts from Pinyin to more character-based oral reading and writing activities. The history of the Chinese writing system continues to be presented throughout the course while adhering to the essential questions for various units of study. Since Mandarin Chinese is not an alphabetic language, students are provided with the appropriate framework for understanding the linguistic system and creating meaning through activities during lessons. The following essential questions 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:

#### **A. What does the modern world mean to me? (Suggested pacing - 7 weeks)**

1. provide detailed descriptions regarding travel
2. provide detailed descriptions of everyday objects
3. identify public places/buildings
4. discuss the role of technology in today's world
  - a. exchange emails with peers in the target language
  - b. compare/contrast email etiquette between target culture and the U.S.
  - c. compare/contrast Chinese and American online education

#### **B. What do I know about Chinese culture and the minority cultures of China?**

(Suggested pacing - 9 weeks)

1. Agriculture and health food trends
  - a. identify traditional and modern food staples
  - b. discuss dietary regional differences
  - c. discuss globalization of food in China
  - d. express likes/dislikes
  - e. compare/contrast influences of the West on the Chinese culture and vice versa
  - f. interpret nutrition labels from the target culture

2. Ethnic minorities
    - a. discuss Muslims in China
    - b. recognize typical Chinese minorities traditions and holidays
    - c. identify common characteristics of Chinese and U.S. traditions
    - d. discuss the influence of religion in traditional Chinese culture
- C. What does the environment mean to me? (Suggested pacing - 7 weeks)
1. Pollution
    - a. describe different types of pollution
    - b. discuss the effects of pollution on modern China
    - c. provide several methods of conserving energy
    - d. compare manmade and natural disasters
    - e. create small activity to celebrate Earth Day
  2. Geography
    - a. discuss the relationship between geography and economic
    - b. development identify the major geographical features in China
    - c. compare the environment throughout China
- D. What are my post-graduation plans? (Suggested pacing - 9 weeks)
1. China's college entrance examination (高考 gaokao)
    - a. compare college entrance exams in US and China
    - b. describe the preparation, process, and content for 高考 gaokao
  2. College application
    - a. complete a sample university application as an international student
    - b. compare university admission process in China and U.S.
    - c. create a short presentation about a famous Chinese university
    - d. list and provide preference for college majors
  3. Finding a roommate
    - a. discuss feelings and plans to maintain a friendship
    - b. provide physical features, habits, and hobbies
  4. Looking for a job
    - a. prepare and role-play a job interview
    - b. discuss post-graduation job options
    - c. create a short resume for a Chinese company

#### **IV. INSTRUCTIONAL TECHNIQUES**

Differentiated instruction creates a student-centered environment which 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)

## **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 and supervisors to discuss and reflect upon unit plans, homework, and assessment
- 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.

#### **Strand A – Interpretive Mode**

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age and level appropriate, culturally authentic materials on familiar topics.
- 7.1.NH.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

#### **Strand B – Interpersonal Mode**

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonations of the target culture(s)/language during greetings, leave-, takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

#### **Strand C – Presentational Mode**

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

- 7.1.NM.C.3 Present information from age- and level-appropriate, culturally authentic materials orally or in writing
- 7.1.NM.C.4 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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

## 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.

**STANDARD 6.3** All students will acquire the 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 may be viewed at <http://www.state.nj.us/education/cccs/>*

## APPENDIX III

### **New Jersey Student Learning Standards for English Language Arts**

**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**STANDARD NJSLS 11-12.A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.



**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD NJSLS 11-12.A.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**STANDARD NJSLS 11-12.A.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

## **APPENDIX IV**

### **New Jersey Student Learning Standards for Visual and Performing Arts**

**STANDARD 1.2. History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

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

## 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 collaborate and to create and communicate knowledge.

**STANDARD 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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

## APPENDIX VI

### **New Jersey Student Learning Standards for 21<sup>st</sup>-Century Life & Careers**

**STANDARD 9.1 (21<sup>st</sup> 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.

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

# WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

## *Office of Instruction*

Course of Study

### **POWER, PRIVILEGE AND IMBALANCE IN AMERICAN SOCIETY -4678**

Schools..... Westfield High School  
Department.....Social Studies  
Length of Course .....Semester  
Credit .....2.5  
Grade Level.....11 and 12  
Date.....

#### **I. RATIONALE, DESCRIPTION, AND PURPOSE**

The American experience is the product of the melding of distinct ethnic, racial and religious cultures into a unique entity embodied in American history. Each component of the American culture has made its own special contribution to the whole, reflecting tenacity and resilience in the face of trouble, and grace and pride in times of triumph. The course is designed to examine historical and contemporary issues pertaining to ethnic minorities. The theme of perspective and inclusion provides an arc that impacts the aforementioned studies of race and ethnicity in the United States. The role of politics, social perceptions, economics and geographical themes will provide students with the opportunity to expand their reading, writing, and critical thinking skills in the context of each unit.

The purpose of this course is to understand the barriers encountered by people of ethnic minorities and how those barriers were created and have changed America. Students will utilize course materials to develop insights as to socio-economic status and the role this classification plays in everyday life in America. Throughout the semester, students examine and identify power structures in American society and determine methods to reduce inequalities within those power structures for the benefit of American society.

The minority experience is an integral part of the American legacy, and as such, must be studied in the expanded context of American history. Similarly, an enlightened and scholarly approach to American history is contingent on true integration of the minority experience in its content. By having a course that examines power structures and provides the intellectual and theoretical tools to deconstruct them students will ideally develop a broader understanding of the minority experience within the scope of American history and society.

#### **II. OBJECTIVES**

The following objectives align with the NJ Student Learning Standards for Social Studies. These objectives also align with New Jersey Student Learning Standards for English

Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, New Jersey Student Learning Standards for Visual & Performing Arts, World Languages, Technology, and 21<sup>st</sup> Century Life & Careers.

Students:

- A. Analyze and evaluate how white supremacy has been established in American society and the ways it continues to impact the African American, Native American, Hispanic, and Asian communities today  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for Visual & Performing Arts 1.2*
- B. Identify the concept of race and differentiate between the terms racism, prejudice, de jure and de facto segregation, institutional racism, personal racism, tolerance, and intolerance  
*NJ Core Curriculum Content Standards for Social Studies 6.1, 6.2*  
*NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.9-10.4, RH.11-12.4*
- C. Review the development of slavery within colonial and pre-Civil War American society in its economic, political and sociological contexts and differentiate the terms freemen, slave and indentured servant with emphasis on using the term “enslaved” versus “slave” when describing the historical experience of African-Americans  
*NJ Student Learning Standards for Social Studies 6.1, 6.3, 6.3*  
*NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.9-10.1, RH.11-12.1*
- D. Identify and explain the historical importance of individuals within the African American, Native American, Hispanic, and Asian community who have contributed to the history and culture of America from 1620 to the present  
*NJ Core Curriculum Content Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.9-10.2, RH.11-12.2, RH.9-10.3, RH.11-12.3*
- E. Evaluate the role money, power, and wealth plays in the lives of Americans from different backgrounds within American society and identify the intersectionality between race and class in America  
*NJ Student Learning Standards for Social Studies 6.1, 6.2*  
*NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.9-10.10, RH.11-12.10*
- F. Explain how American society has been structured to oppress African Americans, Native Americans, Hispanic Americans, and Asian Americans and explain how American society suffers from that oppression  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.9-10.3, RH.11-12.3, RH.9-10.6, RH.11-12.6, WHST 9-10.9*
- G. Analyze and evaluate the historical importance and impact of specific civil rights movements, legislative initiatives, and judicial decisions as well as modern movements and organizations that utilize social media, civic engagement, and activism to promote equality and justice in American society  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.9-10.7, RH.11-12.7, RH.9-10.8, RH.11-12.8*  
*NJ Student Learning Standards for Technology 8.1*

- H. Assess the legacy of African American, Native American, Hispanic American, and Asian American people and culture and analyze the impact these cultures have had on the development of American history and society  
*NJ Student Learning Standard for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for ELA-Literacy in History/Social Studies WHST.9-10.8, WHST.11-12.8*  
*NJ Student Learning Standards for Visual & Performing Arts 1.2*
- I. Identify challenges facing contemporary African American, Native American, Hispanic, and Asian communities and how these challenges might be met and successfully managed  
*NJ Student Learning Standard for Social Studies 6.1, 6.2, 6.3*
- J. Evaluate solutions to racial and ethnic tensions in America  
*NJ Core Curriculum Content Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for ELA SL.9-10.1, SL.11-12.1, SL.9-10.5, SL.11-12.5, SL.9-10.6, SL.11-12.6*  
*NJ Student Learning Standards for 21st Century Life & Careers 9.1*
- K. Promote a spirit of appreciation and understanding of diversity and dispel misleading notions and stereotypes which contribute to social inequities and injustices  
*NJ Student Learning Standards for Social Studies 6.3*  
*NJ Student Learning Standards for ELA SL.9-10.2, SL.11-12.2, SL.9-10.3, SL.11-12.3, SL.9-10.4, SL.11-12.4*  
*NJ Student Learning Standards 21<sup>st</sup> Century Life & Careers 9.1*
- L. Extend and apply research skills  
*NJ Student Learning Standards for Social Studies 6.1, 6.2*  
*NJ Student Learning Standards for ELA-Literacy in History/Social Studies, Science and Technical Subjects WHST.9-10.1, WHST.11-12.1, WHST.9-10.2, WHST.11-12.2, WHST.9-10.6, WHST.11-12.6, WHST.9-10.7, WHST.11-12.7, WHST.9-10.8, WHST.11-12.8*  
*NJ Student Learning Standards for Technology 8.1*
- M. Demonstrate listening, public speaking, technological, and writing skills  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for Technology 8.1*
- N. Display a knowledge, understanding, and practical use of the library/media center resources as they relate to the course content  
*NJ Core Curriculum Content Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for ELA-Literacy in History/Social Studies, Science, and Technical Subjects WHST.9-10.9, WHST.11-12.9*  
*NJ Student Learning Standards for Technology 8.1*
- O. Work cooperatively in various activities relative to the course.  
*NJ Student Learning Standards for Social Studies 6.1, 6.3*  
*NJ Student Learning Standards for English Language Arts SL.9-10.1, SL.11-12.1*  
*NJ Student Learning Standards for 21<sup>st</sup> Life & Careers 9.1*

### **III. CONTENT, SCOPE, AND SEQUENCE**

This course is based on the theoretical framework of Critical Race Theory which is a legal approach that emerged out of the Civil Rights movement in order to identify and attack the inequalities faced by racial and ethnic minorities. When applied to education, it involves providing curricula that emphasize the role of race in every aspect of American society. Throughout the semester students examine the historical contexts that created the inequalities. Unit topics give voice to groups who have suffered from systemic oppression, and develop theoretical and practical ways for students to deconstruct the power structures

that create inequalities. Starting from an examination of white supremacy and its historical context. Critical Race Theory is used to examine the African American experience. Subsequently, case studies, including Native American Critical Race Theory, Hispanic American Critical Race Theory, and Asian American Critical Race Theory are explored to illuminate students' understanding of the minority experience within the scope of American history. Units I-II are required, Units III-V are incorporated based on student interest and time.

A. UNIT I – The Structures Created by White Supremacy (suggested time: 4 weeks)

**Essential Question:** How do we define privilege? How was white supremacy established in American society and in what ways does it continue today?

**Guiding Content Questions:**

How did the definition of race emerge? Which social class and ethnic groups benefited the least from the social, economic, cultural, and technological changes in America from colonial times to current day? How do the definitions of racism and prejudice differ? What is the difference between tolerance and intolerance? Explain factors that led to racial and ethnic tensions in America and abroad? How did historical elements such as the call for nativism lead to the rise of groups such as the KKK and, ultimately, to current examples of hate crimes? How did historical and current legislations impact race relations in America?

**Content Outline:**

1. Age of Exploration/Trans-Atlantic Slave Trade/Imperialism
2. Agrarian/Industrial Society
3. The creation of the concept of Race
4. Eugenics
5. The creation of whiteness
6. Immigration in the early 20th Century
7. Institutional Racism vs. Personal Racism
8. “The White Man’s Burden”
9. Media/Literature
  - a. Historic Portrayals
  - b. Contemporary Portrayal
  - c. Multiple Perspectives

B. UNIT II – African American Critical Race Theory (suggested time: 4 weeks)

**Essential Questions:** In what ways has American society been structured to oppress African Americans? Does American society suffer from that oppression? What is the legacy of the African people and their culture and how does it impact the development of American history and society?

**Guiding Content Questions:**

What were the unique factors and resulting experiences that defined the American experience for Africans brought to the English colonies after 1620? What social, political and economic circumstances allowed the nation to disregard the quest for civil rights and freedoms for African Americans, as outlined in our founding documents? What factors should be most considered in evaluating African American progress and citizenship in the late 20<sup>th</sup> and 21<sup>st</sup> centuries in the light of recent events?

**Content Outline:**

1. Critical Consciousness
2. W.E.B. Du Bois
3. Gloria Ladson-Billings
4. Civil Rights Movement - Legal
5. Civil Rights Movement - Cultural
6. "Colorblindness"
7. Multiculturalism/Diversity
8. Housing Discrimination/School Segregation/Mass Incarceration/Police Brutality
9. Black Lives Matter movement
10. Media/Literature
  - a. Historic Portrayals
  - b. Contemporary Portrayal
  - c. Multiple Perspectives

**C. UNIT III – Native American Critical Race Theory (suggested time: 4 weeks)**

**Essential Questions:** In what ways has American society been structured to oppress Native Americans? Does American society suffer from that oppression? What is the legacy of Native Americans and their culture and how does it impact the development of American history and society?

**Guiding Content Questions:**

What role has access to money, power and wealth play in the lives of Americans from different backgrounds within American society? What barriers have restricted marginalized groups/people? How was historical class structures organized? What is the definition of class consciousness? How has class consciousness resulted in change? Is it possible to move up in class in America? What factors should be most considered in evaluating Native American progress and citizenship in the late 20<sup>th</sup> and 21<sup>st</sup> centuries in the light of recent events?

**Content Outline:**

1. Age of Exploration
2. Colonial Period
3. “Trail of Tears”
4. Reservations
5. Relationship between Nations vs. State
6. Examples of Native American cultures
7. Mascots
8. Media/Literature
  - a. Historic Portrayals
  - b. Contemporary Portrayal
  - c. Multiple Perspectives

**D. UNIT IV – Hispanic American Critical Race Theory (suggested time: 4 weeks)**

**Essential Questions:** In what ways has American society been structured to oppress Hispanic Americans? Does American society suffer from that oppression? What is the legacy of Hispanic peoples and their culture and how does it impact the development of American history and society?

**Guiding Content Questions:**

What led to the rise of equal rights activism for Hispanic Americans? How did local, state, and federal legislation restrict equal rights for this group? What issues inspired activists to demand social change in America? What terms and cultural norms developed within the community to establish a common culture? Did the efforts of local, state, federal governments and rights activists lead to change or are institutions and agents encountering similar issues? What factors should be most considered in evaluating Hispanic progress and citizenship in the late 20<sup>th</sup> and 21<sup>st</sup> centuries in the light of recent events?

**Content Outline:**

1. Age of Exploration
2. Spanish/Portuguese/French colonialism
3. History of U.S./Mexican relations
4. Immigration from the rest of Latin America
5. Immigration
6. Illegal Immigration
7. Deferred Action of Childhood Arrivals (DACA)
8. Border Wall
9. North American Free Trade Agreement (NAFTA)



#### 10. Media/Literature

- a. Historic Portrayals
- b. Contemporary Portrayal
- c. Multiple Perspectives

#### E. UNIT V - Asian American Critical Race Theory – (suggested time: 4 weeks)

**Essential Questions:** In what ways has American society been structured to oppress Asian Americans? Does American society suffer from that oppression? What is the legacy of Asian peoples and their culture and how does it impact the development of American history and society?

**Guiding Content Questions:**

What led to the influx of immigration from East Asian countries throughout American history? What role does American foreign policy play in perceptions and treatment of Asian Americans? What are the origins of the stereotype of the “model minority” and what does it mean for Asian Americans? For all Americans? What role does globalization and economics play in perceptions and treatment of Asian Americans?

**Content Outline:**

1. European Imperialism in Asia
2. History of Asian Immigration
3. Chinese Exclusion Acts
4. Japanese Internment
5. Vietnam War
6. Iraq Wars/War on Terror
7. “Model Minority”
8. Anti-Islamic Sentiment
9. Current economic issues
10. Media/Literature
  - a. Historic Portrayals
  - b. Contemporary Portrayal
  - c. Multiple Perspectives

#### IV. INSTRUCTIONAL TECHNIQUES:

A variety of instructional techniques are utilized that encourage students to become active participants in the learning process and accommodate the readiness levels, interests and learning styles of all learners. Such techniques include:

- A. Lecture, Socratic questioning, teacher facilitated discussion
- B. Inquiry-oriented activities, cooperative learning in small and large groups, student-led discussions and/or presentations, independent and/or cooperative research

- C. Utilization of varied documentary and literary materials on the diverse influences in the area of racial and ethnic studies
- D. Student-centered activities such as small and large group discussions, and deliberative dialogue
- E. Problem-solving activities that require research, evaluation, discussion, and possible resolution of real-world problems
- F. Research-based activities that encourage students to draw their own conclusions based on information gathered from multiple sources
- G. Use of instructional technology
- H. Graphic organizers to scaffold and organizing content information.

## **V. EVALUATION**

A variety of assessments are used to evaluate student progress toward the stated goals. Evaluation methods reflect the curricular goals and philosophy of the social studies program. Such methods include:

- A. Baseline and benchmark assessments
- B. Formative assessments
- C. Student self-assessments
- D. Participation in small and large group discussions and activities
- E. Cooperative group assignments
- F. Problem-based projects
- G. Research-based projects
- H. Oral presentations
- I. Non-fiction and creative writing
- J. Tests and quizzes

## **VI. PROFESSIONAL DEVELOPMENT**

The following recommended activities support this curriculum:

- A. Attend professional development courses/workshops to learn about instructional strategies and new resources that can enrich course content
- B. Collaboration with supervisors and colleagues to utilize essential questions and homework in the design of unit plans and assessments.
- C. Attendance at professional conferences and reading newspapers, magazines and books to enhance content knowledge and learn student-centered instructional techniques
- D. Departmental meetings to share lesson ideas and instructional strategies with colleagues
- E. Attend conferences/workshops relating to best practices in ethnic and racial studies, equity and diversity, civil discourse, deliberative dialogue and Critical Race Theory.

## **Addendum**

### **Course Resources**

**Theoretical Framework and Research-** Selected research and scholarly writing by the following experts;

Meira Levinson, Professor, Harvard Graduate School of Education

*Making Civics Count* (Harvard Education Press, 2012)

*No Citizen Left Behind* (Harvard University Press, 2012)

*What Can Schools Do To Promote Civil Dialogue?* By M. Levinson

Gloria Ladson-Billings, Kellner Family Chair in Urban Education. University of Wisconsin School of Education

*Boyz to men? Teaching to restore Black boys' childhood.* Race, Ethnicity and Education. 14(1), 7-15.

Bryan McKinley Jones Brayboy, Assistant Professor, University of Utah

*Toward a Tribal Critical Race Theory in Education*, The Urban Review, Vol. 37, No. 5, December 2005 ( 2006) DOI: 10.1007/s11256-005-0018-y Published Online: March 14, 2006

**Informational and Literary Works-** Selected readings and excerpts;

*White Privilege: Unpacking the Invisible Backpack* by Peggy McIntosh

*The Origins of "Privilege"* by Joshua Rothman

*The Vanishing Middle Class: Prejudice and Power in a Dual Economy* by Peter Temin

*When Grit Isn't Enough: A High School Principal Examines How Poverty and Inequality Thwart the College-for-All Promise* (non-fiction) by Linda F. Nathan

*The Fire This Time* (anthology of essays) edited by Jesmyn Ward

*The Fire Next Time* by James Baldwin

*The Men We Reaped* (memoir) by Jesmyn Ward

*Piecing Me Together* (novel) by Renee Watson

[www.t-t.site/piecingtogether](http://www.t-t.site/piecingtogether) (student discussion guide)

*What Do We Do With A Difference?* (poem) by James Berry

*The Short and Tragic Life of Robert Peace: A Brilliant Young Man Who Left Newark for the Ivy League* by Jeff Hobbs

*White Rage* by Carol Anderson

*White Trash* by Nancy Eisenberg

*The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander

*Just Mercy* by Bryan Stevenson

*Why Are all the Black Kids Sitting Together in the Cafeteria?* (updated 2017 ed) by Beverly Tatum

*Stolen Lives: The Indigenous Peoples of Canada and the Indian Residential Schools* selected chapters, Chapter 2 'Race Theory' and Chapter 8 'White Paper, Red Paper' (available from Facing History and Ourselves)

**Media-** Selected films, documentaries, and series;

*I am not your Negro* (film)

*Crash* (film)

*Gran Torino* (film)

*Loving* (film)

*Broken on All Sides* (documentary) by Matthew Pillischer

*Race and the Power of Illusion- The Difference Between Us* (PBS series)

*The Talk: Race in America* (PBS series) by Sam Pollard

*Beyond the Hate* (documentary) by Bill Moyers

**Foundations and Organizations**

SEED (Seeking Educational Equity and Diversity)

Facing History and Ourselves

The Choices Program

Teaching Tolerance

Equal Justice Initiative

## 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 21<sup>st</sup> century.

**STANDARD 6.3:** (Active Citizenship in the 21<sup>st</sup>-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 may be viewed at <http://www.state.nj.us/education/cccs/>*

## APPENDIX II

### **New Jersey Student Learning Standards for ELA-Literacy in History/Social Studies, Science, and Technical Subjects**

#### **READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES**

**RH.9-10, 11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**RH.9-10, 11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**RH.9-10, 11-12.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**RH.9-10, 11-12.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**RH.9-10, 11-12.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**RH.9-10, 11-12.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**RH.9-10, 11-12.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.

**RH.9-10, 11-12.10** By the end of grade 12, read and comprehend history/social studies texts in the grades 10-12 text complexity band independently and proficiently.

## **WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS**

**WHST.9-10, 11-12.1** Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.9-10, 11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**WHST.9-10, 11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**WHST.9-10, 11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WHST.9-10, 11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**WHST.9-10.9** Draw evidence from informational texts to support analysis, reflection, and research.

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

## **APPENDIX III**

### **New Jersey Student Learning Standards for English Language Arts**

#### **ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING**

**SL.9-10, 11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**SL.9-10, 11-12.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**SL.9-10, 11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**SL.9-10, 11-12.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**SL.9-10, 11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SL.9-10, 11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

## APPENDIX IV

### **New Jersey Student Learning Standards for Visual & Performing Arts**

**STANDARD 1.2:** (History of the Arts and Culture) all students will understand the role, development, and influence of the arts throughout history and across cultures.

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

## 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/>*

## APPENDIX VI

### **New Jersey Core Curriculum Content Standards** **21<sup>st</sup> 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.

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