

# WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

## *Office of Instruction*

Course of Study

### **AMERICAN STUDIES: COURSE 2431/2432**

School ..... Westfield High School  
Department..... English and Social Studies  
Length of Course ..... Full Year  
Credit .....10.0  
Grade Level.....11  
Prerequisites .....English II or English II honors  
..... & USI or USI honors  
Date.....

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

American Studies is an interdisciplinary course co-taught by English and Social Studies teachers. Teachers work collaboratively in a two-period block to execute activities and assignments to meet the course’s objectives. Students, who meet the criteria, may elect for an honors option in American Studies. The honors option offers students the opportunity to take advantage of this unique interdisciplinary learning experience, while challenging them to earn honors credit. College preparatory and honors American Studies is offered concurrently with students learning and working together in the same classroom. Students who elect to work at the honors level are expected to extend their work to a deeper level and take a more active leadership role in class discussions and debates. Over the course of the year honors students are expected to be self-sufficient learners who are self-motivated, to display the willingness to take intellectual risks by experimenting with a range of presentation and discussion techniques, to challenge commonly held beliefs in written work and discussion, to accurately assess his/her own learning, and to demonstrate effective time-management skills.\*

The objective of the American Studies course is to develop students who are creative and analytical thinkers by challenging them to piece together multiple perspectives to gain a greater understanding of American History and American Literature. This course integrates the study of history, literature, music, the visual arts, philosophy, and the law to enrich students’ understanding of modern America. Students apply their understanding of the past to the complexities of contemporary society using primary and secondary sources. Students acquire and communicate an understanding of the growth and development of America’s people and influences, as they develop their own critical and creative skills through reading, writing, debating, listening, viewing, hands-on learning experiences, working collaboratively, and participating in full-class discussions.

Students explore the experience of individuals and groups from the post WWI period through the present. Emphasis is placed on analyzing American history and literature through the lens of four themes that are developed throughout the course of the year. Students question motives, influences, and consequences as they explore history, culture, and literature through various genres. Students develop their ability to weigh evidence, reason deductively, and approach current problems from multiple perspectives in order to become productive citizens within a democratic and global society.

In keeping with the New Jersey Student Learning Standards, this course fulfills the New Jersey State guidelines for 11<sup>th</sup> grade English and Social Studies requirements. After completion of American Studies, students may opt for any course offerings open to 12<sup>th</sup> graders in the English and Social Studies Departments.

\*American Studies Honors Option Criteria: Course 2432

Honors option is recommended for students who demonstrate mature motivation, a genuine commitment to learning, and an appreciation for the subtleties of an author's craft. All established requirements and guidelines for the honors program, outlined in Westfield High School's program of studies apply to American Studies honors.

Students must meet the following criteria for American Studies honors option:

1. Teacher recommendation from previous English **and** Social Studies teacher
2. A or B+ average in previous Social Studies course and English course
3. Relative to the course expectations for American Studies, students must be able to achieve the following: read more extensively; study and discuss literature in greater depth; write more comprehensive, critical and varied compositions; complete more independent reading and analysis; experiment with more sophisticated elements of style and voice; and demonstrate a more profound understanding of the relationship between historical context and the literature of a given period.

## II. **OBJECTIVES**

The following objectives align with the New Jersey Student Learning Standards for English Language Arts and Social Studies. These objectives also align with New Jersey Student Learning Standards for Visual & Performing Arts, World Languages, Technology, and Career Readiness, Life Literacies, and Key Skills, and the New Jersey Competencies for Social-Emotional Learning. The curriculum addresses inclusive history by incorporating events and contributions of marginalized groups outlined in the following laws; Amistad Law, Holocaust Law, and LGBTQ & Persons with Disabilities Law.

Students:

- A. Through a variety of **reading and learning experiences**, using an inquiry based approach to fiction, non-fiction, film, poetry, drama, primary sources, artwork, and other media
1. Develop perspective by studying American culture, and understand how diverse experiences of individuals shaped American society  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Competencies for SEL – Self-Awareness, Social-Awareness*
  2. Examine and investigate perception and address its role in shaping the truths of an individual, a community and a country  
*NJ Student Learning Standards for English Language Arts RL.11-12.1, RL.11-12.4, RL.11-12.10, RI.11-12.2, RI.11-12.4, RI.11-12.6*  
*NJ Student Learning Standards for Social Studies 6.1, 6.2*  
*NJ Student Learning Standards for Technology 8.1*  
*NJ Student Learning Standards for Career Readiness, Life Literacy & Key Skills 9.4*
  3. Recognize and analyze the impact of economic, legislative, and military decisions made by the United States government from 1935-1945  
*NJ Student Learning Standards for English Language Arts RL.11-12.1, RL.11-12.3, RL.11-12.5, RL.11-12.7, RL.11-12.9*  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for Career Readiness, Life Literacies & Key Skills 9.4*
  4. Evaluate the extent to which moral dilemmas impact socioeconomic, political, and military decision-making  
*NJ Student Learning Standards for English Language Arts RL.11-12.7*  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for Career Readiness, Life Literacies & Key Skills 9.4*  
*NJ Competencies for SEL- Social Awareness, Responsible Decision Making*
  5. Assess how intellectual, cultural, economic, and scientific advancements promoted the emergence of the Cold War and created conflicts between the United States and Soviet Union  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.3, RH.11-12.4, RH.11-12.7, RH.11-12.8, RH.11-12.9*  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*
  6. Evaluate the impact of cultural interactions, cultural diffusion, and globalization on cultures, institutions and societies  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.1, RH.11-12.2, RH.11-12.5, RH.11-12.6*  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for World Languages 7.1*  
*NJ Competencies for SEL- Social Awareness, Relationship Skills*
  7. Examine the ways in which power shapes the experiences and opportunities of individuals in their communities and country  
*NJ Student Standards for Literacy in History/Social Studies RH.11-12.1, RH.9-11-12.6, RH.9-10.9, RH.9-10.10*  
*NJ Student Learning Standards for Social Studies 6.1, 6.2*  
*NJ Competencies for SEL- Social Awareness, Relationship Skills*
  8. Assess the ways in which individuals and institutions hold power, and how policy makers balance national interests with individual needs and the common good  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.6*  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Competencies for SEL- Social Awareness, Relationship Skills*

9. Evaluate the ways in which racism has impacted minority groups in the United States  
*NJ Student Learning Standards for English Language Arts RL.11-12.6, RL.11-12.9*  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.2, RH.11-12.3, RH.11-12.6*  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for World Languages 7.1*  
*NJ Competencies for SEL- Self-Awareness, Social Awareness, Relationship Skills*
10. Weigh historical evidence and draw informed conclusions about individuals and groups who sought to change the balance of power within the United States  
*NJ Student Learning Standards for English Language Arts RL.11-12.6, RL.11-12.9*  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.2, RH.11-12.3, RH.11-12.6*  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*
11. Think conceptually about the persistence and prevention of human rights violations in the world today  
*NJ Student Learning Standards for English Language Arts RL.11-12.6, RL.11-12.9*  
*NJ Student Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects RH.11-12.2, RH.11-12.3, RH.11-12.6*  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for World Languages 7.1*  
*NJ Competencies for SEL- Self-Awareness, Social Awareness, Relationship Skills*
12. Analyze the extent to which conformity is a right, a burden, and a responsibility  
*NJ Student Learning Standards for English Language Arts RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.10*  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.6, RH.11-12.9*  
*NJ Student Learning Standards for Social Studies 6.1, 6.3*
13. Compare, contrast, and evaluate contemporary attitudes, values, and philosophies with those of past generations  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.5, RH.11-12.10*  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*
14. Examine the role of illusion and disillusionment in the development of new perceptions, ideas, and philosophies  
*NJ Student Learning Standards for Literacy in History/Social Studies RH.11-12.6*  
*NJ Core Curriculum Content Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Competencies for SEL- Self-Awareness, Social Awareness, Relationship Skills*
15. Identify the social, economic, and political factors that contributed to the illusion of prosperity in the United States during the post WWI era  
*NJ Student Learning Standards for English Language Arts RL.11-12.7*  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4*
16. Interpret the ways in which conflict and cooperation among diverse cultural, religious, political and social groups lead to the creation of a unique human and American experience  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects RH.1, 2, 3, 4, 5, 6, 7, 8, 9 WHST 1, 2*  
*NJ Student Learning Standards for World Language 7.1*  
*NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills*
17. Identify the political, economic, and social contributions of persons with disabilities and LGBTQ communities  
*NJ Student Learning Standards for Social Studies 6.1 6.2, 6.3*  
*NJ Competencies for SEL- Social Awareness, Responsible Decision-Making, and Relationship Skills*
18. Explore a broad range of narrative and poetic forms and identify their relationships to an author's purpose  
*NJ Student Learning Standards for English Language Arts RL.11-12.1, RL.11-12.4, RL.11-12.6, RL.11-12.7*  
*NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4*

19. Identify and analyze the elements of theme, plot, structure, setting, symbols, characterization, tone, and point of view and their relationship to the author’s purpose  
*NJ Student Learning Standards for English Language Arts RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5*
20. Identify and analyze the relationship between form and content  
*NJ Student Learning Standards for English Language Arts RL.11-12.1, RL.11-12.4, RL.11-12.6, RI.11-12.4, RI.11-12.5, RI.11-12.6*
21. Recognize the connections between the author’s language choices and the author’s purpose, and analyze the role of rhetoric, bias, and perspective  
*NJ Student Learning Standards for English Language Arts RL.11-12.4, RL.11-12.5, RL.11-12.6*
22. Identify a writer’s techniques such as irony, foreshadowing, symbolism and figurative language and describe their relationship to the author’s tone, mood, diction choices and connotation  
*NJ Student Learning Standards for English Language Arts RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.10*
23. Examine the relationship between the elements of literature and those of other art forms, such as film, music, and artwork  
*NJ Student Learning Standards for English Language Arts RL.11-12.3, RL.11-12.6, RL.11-12.7, RL.11-12.9, RL.11-12.10*  
*NJ Student Learning Standards for Social Studies 6.1, 6.2*  
*NJ Student Learning Standards for Visual and Performing Arts 1.3*  
*NJ Student Learning Standards for Technology 8.1*

B. Through a variety of **writing experiences**, such as argumentative and expository essays, personal narratives, journals, reading and learning logs, in-class writing, research-based writing and other forms, students:

1. Practice the writing process of brainstorming, pre-writing, drafting, revising and re-writing using a variety of writing forms and styles  
*NJ Student Learning Standards for English Language Arts W.11-12.1, W.11-12.2, W.11-12.3, W.11-12.4, W.11-12.5*  
*NJ Competencies for SEL- Self-Awareness, Self-Management, Social-Awareness, Responsible Decision Making*
2. Demonstrate an ability to vary tone, diction, purpose, mood, connotation, and other nuances of written language in their own writing  
*NJ Student Learning Standards for English Language Arts W.11-12.1, W.11-12.2, W.11-12.3*  
*NJ Competencies for SEL- Self-Awareness, Self-Management*
3. Write developed analytical essays which incorporate thesis, textual support, and concluding arguments  
*NJ Student Learning Standards for English Language Arts W.11-12.4, W.11-12.5, W.11-12.8*  
*NJ Student Standards for Literacy in History/Social Studies WHST.11-12.1a-e, WHST.11-12.2a-f, WHST.11-12.10*
4. Compose a thesis statement that presents an argument on a topic  
*NJ Student Learning Standards for English Language Arts W.11-12.1a-b, W.11-12.2a-b, W.11-12.4, W.11-12.5*  
*NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.1a, WHST.11-12.1d, WHST.11-12.4*  
Compose body paragraphs that support a thesis using specific and appropriate textual evidence, including counter arguments and multiple perspectives  
*NJ Student Learning Standards for English Language Arts W.11-12.1a-d, W.11-12.2a-f, W.11-12.9a-b*  
*NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.9*  
*NJ Core Curriculum Content Standards for 21<sup>st</sup> Century Life & Careers 9.1*
5. Construct paragraphs as a cohesive unit using transitional words and phrases within and between paragraphs  
*NJ Student Learning Standards for English Language Arts W.11-12.4, W.11-12.5, W.11-12.6, SL.11-12.1, SL.11-12.2, SL.11-12.3*
6. Incorporate appropriate textual evidence by quoting, summarizing and paraphrasing  
*NJ Student Learning Standards for English Language Arts W.11-12.7, W.11-12.8, W.11-12.9*  
*NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.7, WHST.11-12.8, WHST.11-12.9*

Develop clear conclusion paragraphs, which not only reiterate the thesis but also examine the overall purpose for writing

*NJ Student Learning Standards for English Language Arts W.11-12.2f, SL.11-12.1, SL.11-12.2, SL.11-12.3*

*NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.1e*

7. Identify and correct errors in sentence structure such as sentence fragments, run-on sentences, sentence agreements, case, verb forms and modifiers

*NJ Student Learning Standards for English Language Arts W.11-12.4, W.11-12.5, SL.11-12.1, SL.11-12.2, SL.11-12.3*

*NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.5, WHST.11-12.10*

*NJ Competencies for SEL- Self-Management*

- C. Through a variety of **research-based projects** designed to build research and media literacy skills, students:

1. Define an appropriate scope for research, and apply relevant research skills to the production of a unified, thesis-driven research paper

*NJ Student Learning Standards for English Language Arts W.11-12.8, RI.11-12.8*

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4*

*NJ Competencies for SEL- Self-Management, Responsible Decision Making*

2. Select and evaluate a variety of scholarly sources, as well as an appropriate balance of primary and secondary sources, to conduct research

*NJ Student Learning Standards for English Language Arts RI.11-12.1,2,7; W.11-12.7-8*

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4*

*NJ Competencies for SEL- Self-Management: Recognize, Responsible Decision Making, Relationship Skills*

3. Compile notes in accordance with an established format; differentiate between fact and opinion, generalities and concrete evidence, primary and secondary sources, and pertinent and irrelevant information; organize and synthesize research data to construct a unifying thesis and develop a plan for a cohesive paper supporting that thesis

*NJ Student Learning Standards for English Language Arts RI.11-12.7,8,9; W.11-12.9*

*NJ Student Learning Standards for Technology 8.1*

*NJ Competencies for SEL- Self-Management, Responsible Decision Making, Relationship Skills*

4. Generate proper and appropriate MLA source citations in accordance with academic integrity and plagiarism policy

*NJ Student Learning Standards for English Language Arts W.11-12.8*

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4*

*NJ Competencies for SEL- Self-Management, Responsible Decision Making, Relationship Skills*

5. Use diverse digital formats to present research findings to an authentic audience

*NJ Student Learning Standards for English Language Arts RI.11-12.1,2,7; W.11-12.6; SL.11-12.1,4,5; L.11-12.2*

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills Standard 9.4*

*NJ Competencies for SEL- Self-Management, Responsible Decision Making, Relationship Skills*

- D. Through a variety of **communication experiences**, students:

1. Demonstrate the ability to work cooperatively in both small and large groups by listening and responding to others

*NJ Student Learning Standards for English Language Arts SL.11-12.1a-d*

*NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4*

*NJ Competencies for SEL- Self-Management, Social Awareness, Relationship Skills*

2. Develop the ability to convey points of view through writing and speaking

*Common Core State Standards for English Language Arts W.11-12.10, SL.11-12.4, SL.11-12.5, SL.11-12.6*

*NJ Career Education and Consumer, Family and Life Skills 9.1, 9.2*

3. Make connections to or comment on an artist's interpretation of a text through the visual arts

*NJ Student Learning Standards for English Language Arts SL.11-12.1d, SL.11-12.2, SL.11-12.3*

*NJ Student Learning Standards for Visual & Performing Arts 1.4*

*NJ Student Learning Standards for Technology 8.1*

4. Work cooperatively and independently to utilize course content in the creation of relevant artifacts, dramatic productions, artwork, and other products

*NJ Student Learning Standards for English Language Arts SL.11-12.1a-d, SL.11-12.5, SL.11-12.6*

*NJ Student Learning Standards for Visual & Performing Arts 1.2*

*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*

*NJ Competencies for SEL- Self-Awareness, Self-Management, Relationship Skills, Responsible Decision Making*

E. Honors Learning Objectives- Through a variety of **learning opportunities**, to deepen content mastery and skill development, students:

1. Think conceptually about the American past and the impact of historical change over time on the lives and culture of a diverse United States society

*NJ Student Learning Standards for English Language Arts RL.11-12.7*

*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*

*NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4*

2. Analyze events and issues in United States history and connect them to the concerns of contemporary society

*NJ Student Learning Standards for English Language Arts RL.11-12.7*

*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4*

*NJ Competencies for SEL- Social Awareness*

3. Synthesize content material and place the history of the United States into larger analytical contexts

*NJ Student Learning Standards for English Language Arts RL.11-12.7*

*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9*

4. Weigh historical evidence and draw informed conclusions about the course content

*NJ Student Learning Standards for English Language Arts RL.11-12.7, W.11-12.7, W.11-12.8, W.11-12.9*

*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*

*NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.7, WHST.9-10.8, WHST.11-12.9NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4*

*NJ Competencies for SEL- Social Awareness*

5. Explain and critique the writer's use of structural techniques and devices in various genres

*NJ Student Learning Standards for English Language Arts RL.11-12.7, W.11-12.7, W.11-12.8, W.11-12.9*

6. Identify, analyze and evaluate an author's use of rhetoric such as diction, style and syntax in order to convey theme, tone and point of view

*NJ Student Learning Standards for English Language Arts RL.11-12.4, RL.11-12.5, RL.11-12.6*

7. Use scholarly criticisms to explore multiple interpretations of a literary work and formulate a unique perspective

*NJ Student Learning Standards for English Language Arts RL.11-12.4, RL.11-12.5, RL.11-12.6*

8. Explore their own reading process and enhance analysis through practicing reading skills such as scanning, questioning, predicting, annotating, journaling and note-taking appropriate to the reading and nature of the text  
*NJ Student Learning Standards for English Language Arts RL.11-12.7, W.11-12.7, W.11-12.8, W.11-12.9*  
*NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.7, WHST.9-10.8, WHST.11-12.9*  
*NJ Student Learning Standards for Technology 8.1*  
*NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4*  
*NJ Competencies for SEL- Self-Awareness, Self-Management*
9. Experiment with the writing process to improve their competency and efficiency with each stage of the process  
*NJ Student Learning Standards for English Language Arts RL.11-12.7, W.11-12.7, W.11-12.8, W.11-12.9*  
*NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.7, WHST.9-10.8, WHST.11-12.9*  
*NJ Student Learning Standards for Technology 8.1*  
*NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4*  
*NJ Competencies for SEL- Self-Awareness, Self-Management*
10. Compose scholarly essays to support an original thesis derived from an independent reading of a text  
*NJ Student Learning Standards for English Language Arts RL.11-12.7, W.11-12.7, W.11-12.8, W.11-12.9*  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.7, WHST.9-10.8, WHST.11-12.9*  
*NJ Student Learning Standards for Technology 8.1*
11. Demonstrate an ability to evaluate independently and to revise rigorously their own work and to evaluate the work of their peers.  
*NJ Student Learning Standards for English Language Arts RL.11-12.7, W.11-12.7, W.11-12.8, W.11-12.9*  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for Literacy in History/Social Studies WHST.11-12.7, WHST.9-10.8, WHST.11-12.9*  
*NJ Student Learning Standards for Technology 8.1*  
*NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4*  
*NJ Competencies for SEL- Self-Awareness, Self-Management, Social Awareness, Responsible Decision Making, Relationship Skills*

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

American Studies is explored through four themes: illusions, perception, conformity, and power. These themes foster a deeper understanding of the dynamic interplay between the unique and universal American experience. The themes are used as organizing principles in conjunction with essential questions. Students examine significant events, people, concepts, literature, philosophy, and art to question, critique, and make sense of the human and American experience. Paying particular attention to our diverse heritage, history, and traditions, teachers and students select research, artifacts, and case studies that reflect multiple perspectives and present a balanced view of the issues. Honors extensions include a variety of learning opportunities for the purpose of deepening content mastery and skill development. The recommended pacing for each unit is one marking period.

#### **A. American Dream Mini-Unit- Preview to Illusions**

**Essential Question:** How has the American Dream evolved to reflect America’s changing values throughout our nation’s history?



### **Guiding Content Questions:**

1. How has the definition and characteristics of the term “American Dream” developed throughout the 20<sup>th</sup> century?
2. To what extent is conformity to societal expectations necessary for individuals to achieve the American Dream?
3. What factors determine which individuals hold enough power to access the American Dream?
4. To what extent is the American Dream an illusion and to what extent is it a reality today?

### **Potential Case Studies to Explore in this Mini-Unit:**

1. The Origins of the American Dream: Examination and discussion of the Foundational Documents, historical excerpts depicting the early American character (e.g. excerpts from de Toqueville’s *Democracy in America*), and an overview article discussing the origins and development of the American Dream during the 20<sup>th</sup> century.
2. Poetic Portrayals of the American Dream: Reading and discussion of a variety of American perspectives on the American Dream as portrayed through poetry (e.g. Whitman’s “I Hear America Singing”; Hughes’ “I, Too”; Hoagland’s “America”).
3. Contemporary Currents Influencing Access to the American Dream: Reading a variety of contemporary periodical articles that address multiple perspectives on varying group’s access to the American Dream in the 21<sup>st</sup> century.

## **B. Illusions**

**Essential Question:** How and why do people/groups develop illusions and why are some illusions maintained while others are broken down?

### **Guiding Content Questions:**

1. What is an illusion and how and why do individuals and groups form them?
2. To what extent do new perceptions, ideas, philosophies or occurrences alter illusions?
3. Is maintaining an illusion oppressive or liberating?
4. What is disillusionment and how and why do individuals and groups become disillusioned?
5. Is disillusionment oppressive or liberating?
6. What are the consequences of illusions?
7. What are the consequences of disillusionment?
8. What is the relationship and dynamic between those who subscribe to illusions and those who are disillusioned?

### **Potential Case Studies to Explore in this Unit:**

1. Prosperity of Post WWI America: Examining the novel *The Great Gatsby and Their Eyes Were Watching God* to highlight and develop the social, economic and political factors that contributed to the illusion of prosperity and invincibility of the time period
2. Great Depression: Studying the novel *The Grapes of Wrath* to highlight and develop the social, economic and political response to the disillusionment during the Great Depression

## C. Perception

**Essential Question:** What role does perception play in shaping the truths of an individual, a community and a country?

### Guiding Content Questions:

1. What contributes to the perception of an individual?
2. What contributes to the perception of a group or society?
3. To what extent do politics, economics and social factors shape perception?
4. How do we define and distinguish between “truth” and “fact”?
5. Is there a universal truth?
6. Can diverse perspectives of the same event be true simultaneously?
7. What happens when perspectives differ?
8. What role do the following institutions have in shaping and/or manipulating truth: government, media, social media, education, religion, culture and the economy?
9. To what extent are our actions a result of our truth?
10. How do we use the consequences of multiple truths, whether positive or negative, to inform our future choices and actions?

### Potential Case Studies to Explore in this Unit:

1. WWII’s Impact on Americans’ Perception: Examining the novel *Snow Falling on Cedars* while studying and evaluating the impact of the economic, legislative and military decisions made by the US government between 1935-1945. Examining the novel *The Moon is Down* while studying and evaluating the impact of propaganda, fascism, capitalism, and the mindset of what it means to be an American.
2. The Emergence of the Growing Division between the USA and the USSR: Examining the play *The Crucible* while studying and debating the factors that contributed to the Cold War.
3. The Vietnam Conflict or the war in Afghanistan’s Impact on Americans’ Perception: Examining of the novel *The Things They Carried* while exploring the moral dilemmas that arise in military engagement

## D. Conformity

**Essential Question:** To what extent is conformity a right, a burden, a responsibility?

### Guiding Content Questions:

1. What is conformity?
2. To what extent is conformity necessary?
3. To what extent is rebellion necessary?
4. What values, traditions, beliefs and philosophies influence the consensus?
5. Why do individuals and groups deviate from the consensus?
6. Why do individuals and groups conform to the consensus?
7. What is the dynamic between the conformist and the nonconformist?
8. What are the consequences of conformity?
9. What are the consequences of rebellion?

10. To what extent does fear play a role in the decision of whether or not to join the consensus?
11. What is the result of existing in a society with both conformists and nonconformists?

**Potential Case Studies to Explore in this Unit:**

1. American, Literary and Cultural Movements: Investigating the work and philosophies of nonconformist literary groups and nonconformist cultural groups between the late 1800s and 1970s.
2. Social and Cultural Expectations Post WWII: Reading the play *Death of a Salesman* or *The Crucible* while studying the causes and effects of the 1950s façade including an examination of McCarthyism and the Cold War.
3. Journey to Enlightenment: Reading the book *Into the Wild* along with Thoreau and Emerson to examine the ways in which has transcendentalism challenged norms of conformity

**E. Power**

**Essential Question:** What role does power play in shaping the existence, experiences and opportunities of an individual, a community and a country?

**Guiding Content Questions:**

1. What is power?
2. What factors determine which individuals and institutions hold power and which do not?
3. What is the relationship and dynamic between the powerful and the powerless?
4. What are the effects or consequences of the relationship between the powerful and the powerless?
5. Are the powerful permanently powerful and the powerless permanently powerless?
6. What are the results or consequences of changing power dynamics?
7. To what extent will people or groups go to maintain power?
8. To what extent will people or groups go to shift from powerless to powerful?
9. How does power contribute to or inhibit change?
10. To what extent does fear perpetuate power dynamics?
11. How does power inform our choices and actions both consciously and subconsciously?

**Potential Case Studies to Explore in this Unit:**

1. The African American Civil Rights Movement: Reading the novel *The Bluest Eye* while analyzing the causes and the powerful effects of internalized racism on an individual and on a community
2. The African American Civil Rights Movement: Reading the novel *Native Son* while examining the causes and the effects of the power that institutions hold over minority groups.
3. Protest as a Part of American Culture: Examining the Vietnam conflict and anti-war movement while exploring the works and philosophies of various individuals and groups who sought to change the balance of power to be more consistent with the values that originally shaped the United States.

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

A variety of instructional techniques are employed to meet the needs of diverse students with respect to learning styles, interests, independence, and readiness levels. Instructional techniques including but not limited to:

- 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 American society
- D. Direct and scaffold writing instruction such as thesis writing and development, analyzing of text and ideas, gathering and articulating support, creating clear topic sentences, infusing quotations into analysis
- E. Conferences with the student to assess progress, to discuss readings and compositions, and to explore effective learning strategies to meet the needs of the individual student
- F. Direct and scaffold reading instruction including identification of common themes present among multiple texts, analysis of a variety of texts including primary material, secondary material, fiction, nonfiction
- G. Incorporation of digital tools as a resource to access, manage, evaluate, create, and communicate knowledge of interdisciplinary concepts. Examples include research, evaluation of online resources, digital presentations that synthesize information and solve problems individually and collaboratively
- H. Co-plan and co-teach with cooperating teacher to design and execute lessons, assessments and activities
- I. Develop a common philosophy between cooperating teachers
- J. Co-teachers share classroom responsibilities: teaching, grading, disciplining, organizing, etc.
- K. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

#### **V. EVALUATION**

A variety of techniques will be used to assess students' mastery of course objectives. These techniques may include the following:

- A. Tests and quizzes
- B. Timed writings
- C. Analytical, persuasive and personal essays
- D. Historical simulations, role-playing, debates
- E. Student self-assessments
- F. Class participation

- G. Group and individual presentations
- H. Creative expressions and performances
- I. Creative writing
- J. Research projects
- K. Student-teacher conferences
- L. Homework
- M. Reading comprehension exercises.

## **VI. PROFESSIONAL DEVELOPMENT**

- A. Observe colleagues' classes and visit interdisciplinary classes in comparable school districts to gather and share ideas
- B. Attend professional development courses/workshops to learn about instructional strategies and new resources that can enrich course content
- C. Collaboration with colleagues, the American Studies teaching team, and supervisors to discuss and reflect upon unit plans, homework, and assessment
- D. Attend conferences/workshops relating to differentiated instruction, meaningful infusion of technology, interdisciplinary teaching, diversity of instruction/course content, and other instructional goals.

## APPENDIX I

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

#### ENGLISH LANGUAGE ARTS READING STANDARDS FOR LITERATURE

**RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.11-12.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.11-12.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**RL.11-12.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**RL.11-12.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**RL.11-12.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

**RL.11-12.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

**RL.11-12.10** By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### ENGLISH LANGUAGE ARTS READING STANDARDS FOR INFORMATIONAL TEXT

**RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.11-12.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.11-12.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.11-12.5** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**RI.11-12.6** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**RI.11-12.7** Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

**RI.11-12.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**RI.11-12.9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

**RI.11-12.10** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **ENGLISH LANGUAGE ARTS STANDARDS FOR WRITING**

**W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both 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 and supports the argument presented.

**W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex 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 appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- 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).

**W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

**W.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.

**W.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.

**W.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.

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

- a. Apply *grades 11-12 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
- b. Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

**W.11-12.10** 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 tasks, purposes, and audiences.



## **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 11-12 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.

## **ENGLISH LANGUAGE ARTS STANDARDS FOR LANGUAGE**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly.

**L.11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

**L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

**L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## APPENDIX II

### **New Jersey Student Learning Standards for Literacy in History/Social Studies**

#### **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 how a text uses structure to emphasize key points or advance an explanation or analysis.

**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** Compare and contrast treatments of the same topic in several primary and secondary sources.

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

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

**WHST9-12.1** 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.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**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.

**WHST.11-12.10** Write routinely over extended time frames (time for reflection and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## APPENDIX III

### 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 IV

### New Jersey Student Learning Standards - Social Studies Practices

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

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

Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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

## APPENDIX V

### New Jersey Student Learning Standards for Visual & Performing Arts

**STANDARD 1.3:** (Connecting) all students will relate artistic ideas and works within society, culture, and history to deepen their understanding of the world.

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

## APPENDIX VI

### New Jersey Student Learning Standards for Science

**STANDARD 5.1:** (Science Practices) embody the idea of “knowledge in use” and include understanding scientific explanations, generating scientific evidence, reflecting on scientific knowledge, and participating productively in science. Science practices are inextricably linked; science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge.

## APPENDIX VII

### New Jersey Student Learning 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.state.nj.us/education/cccs/>*

## APPENDIX VIII

### 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 IX

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

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

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

## APPENDIX X

### **New Jersey Competencies for Social Emotional Learning**

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

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

## APPENDIX XI

### **Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans** **(N.J.A.C. 6A: 8)**

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



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

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

Use mnemonics

Support auditory presentations with visuals

Have student restate information

Provide lecture notes/outline

Give oral reminders

Give visual reminders

Review directions

Use graphic organizers

Assign partners

Repeat instructions

Display key vocabulary

Monitor assignments

Provide visual reinforcement

Provide concrete examples

Use vocabulary word bank

**ORGANIZATION**

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

Provide extra time for written work

Provide modified tests

Rephrase test questions/directions

Preview test procedures

Provide shortened tasks

Provide extra time for tests

Read test to student

Provide test study guides

Limit multiple choice options

Provide extra time for projects

Pace long term projects

Simplify test wording

Provide hands-on projects

Allow extra response time

## **ENGLISH LANGUAGE LEARNERS**

### **GRADING**

Standard Grades vs. Pass/Fail

**CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT**

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

**SIOP COMPONENTS AND FEATURES**

**PREPARATION**

Write content objectives clearly for students

Write language objectives clearly for students

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

Identify supplementary materials to use

Adapt content to all levels of students proficiency

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

**BUILDING BACKGROUND**

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

### **COMPREHENSIBLE INPUT**

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

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

### **STRATEGIES**

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

Use scaffolding techniques consistently throughout lesson

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

### **INTERACTION**

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

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

Provide sufficient wait time for student responses consistently

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

### **PRACTICE/APPLICATION**

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

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

Provide activities that integrate all language skills

### **LESSON DELIVERY**

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

### **REVIEW/EVALUATION**

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

## **STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)**

### **ACADEMICS**

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student



Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

Frequently check for understanding

Graphic organizers

Tracker

Slant board

Access to accurate notes

Additional time to complete tasks/long-term projects with adjusted due dates

Limit number of items student is expected to learn at one time

Break down tasks into manageable units

Directions repeated, clarified, or reworded

Frequent breaks during class

Allow verbal rather than written responses

Modify curriculum content based on student's ability level

Reduce readability level of materials

Allow typed rather than handwritten responses

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

Student jots down presenting problem and erase when it goes away

Meet with guidance counselor

Student jots down presenting problem and erase when it goes away

Attendance plan

Utilize nurse during episodes of presenting problem

Provide short breaks

Attendance plan

Communication with parents

Assign "jobs" to reduce symptoms

Counseling check-ins

Praise whenever possible

**ATTENTION/FOCUS**

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Group directions 1 step at a time

Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Extended time on assignments/assessments

Provide assessments in a small group setting

Provide buddy system

Establish and maintain eye contact when giving oral directions

Permit the use of headphones while working

**SCHOOL REFUSAL/ELEVATED ABSENTEEISM**

Attendance plan

## **GIFTED AND TALENTED STUDENTS**

### **CURRICULUM**

Acceleration

Compacting

Telescoping

Advanced Placement Courses

### **INSTRUCTION**

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work

Parent Communication

**WESTFIELD PUBLIC SCHOOLS**  
**Westfield, New Jersey**

*Office of Instruction*

Course of Study

**ARCHITECTURAL DESIGN II**

School ..... Westfield High School  
Department.....Practical Arts  
Length of Course..... Full Year  
Credits .....5  
Grade Level(s) ..... 10-12  
Prerequisite .....Architectural Design I  
Date.....

**I. RATIONALE, DESCRIPTION AND PURPOSE**

Architectural Design II is a full-year practical arts course open to sophomores, juniors and seniors who have taken Introduction to Architecture and wish to expand their knowledge of architectural design. Students will enhance their techniques by way of larger and more complex projects. This course is intended to expose students to real-world projects and expectations, which in the process will continue to build their perseverance, design development, and collaboration and communication skills.

Architectural Design II serves as a powerful addition to the growing STEM movement in our schools. Similar to Introduction to Architecture, instruction is highly personalized for each student. The classroom environment is collaborative and positive, which will continue to enhance the overall learning experience.

Students will broaden their architectural knowledge in construction detailing and building codes by way of commercial projects. They will explore various commercial settings such as hotels, restaurants and retail spaces. Architectural Design II will ask students to design a space that meets the requirements of their commercial client’s criteria and budget while also keeping in mind the impact the space will have on the community. Throughout the design process, students will apply technical and functional architecture methods and standards. Through these design challenges, students will further build their resilience and problem-solving strategies.

Presentation and documentation of designs and processes will be created using computer software such as Autodesk REVIT, further exposing students to real-world programs used at the collegiate level and in the architecture industry. Model making will again be utilized to further enhance students’ own design experience and ability to showcase their thoughts to clients. Students also will gain exposure to professional-level presentation techniques and standards. Students will enhance their own confidence and abilities to “sell” their designs and communicate their ideas through peer review, classroom pin-ups, and formal presentations called critiques. Outside feedback from industry professionals will be included to enhance the

learning experience and students' real-world exposure to the industry. Communication and collaboration is key no matter where one's career path goes, so exposure to this learning experience throughout the course is highly beneficial to all students.

At its core, this course gives students who have an interest in design and architecture a chance to truly envelope themselves in coursework that encourages and fosters design thinking. Students will explore realistic project scenarios, use industry software, and engage in active problem solving, while all the while allowing them the freedom to design and create in an inclusive environment.

## **II. OBJECTIVES**

The following objectives are aligned with the New Jersey Student Learning Standards for: Technology, 21<sup>st</sup> Century Life and Careers, Science, Career Ready Practices, English Language Arts, and the New Jersey Competencies for Social and Emotional Learning.

### **A. Identify and practice the norms and habits of mind of an architect.**

*NJ Student Learning Standards for Technology 8.2*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.ST-ET*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CI 1-3*  
*NJ Career Ready Practices CRP6, CRP8*  
*New Jersey Competencies for SEL: Responsible Decision-Making*  
*NJ Student Learning Standards for English Language Arts: NJSLSA.W5*

### **B. Develop the skills to design one's own design work through documentation**

*NJ Student Learning Standards for Technology 8.2*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.ST-ET*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CI 1-3*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CT 1-3*  
*NJ Career Ready Practices CRP6, CRP8*  
*NJ Student Learning Standards for Science: HS-ETS1-2*  
*NJ Student Learning Standards for English Language Arts: NJSLSA.W5*  
*New Jersey Competencies for SEL: Self-Awareness, Self-Management, Responsible Decision-Making*

### **C. Develop the ability to ideate, create and construct**

*NJ Student Learning Standards for Technology 8.2*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.ST-ET*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CI 1-3*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CT 1-3*  
*NJ Career Ready Practices CRP6, CRP8*  
*NJ Student Learning Standards for Science: HS-ETS1-2*  
*New Jersey Competencies for SEL: Self-Awareness, Self-Management, Responsible Decision-Making*

### **D. Develop the ability to problem-solve, experiment and navigate ambiguity**

*NJ Student Learning Standards for Technology 8.2*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.ST-ET*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CI 1-3*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CT 1-3*  
*NJ Career Ready Practices CRP6, CRP8*  
*NJ Student Learning Standards for Science: HS-ETS1-2*  
*New Jersey Competencies for SEL: Self-Awareness, Self-Management, Responsible Decision-Making*

- E. Communicate with and learn from others in exploring solutions  
*NJ Student Learning Standards for Technology 8.2*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.ST-ET*  
*NJ Career Ready Practices CRP4, CRP6, CRP8*  
*NJ Student Learning Standards for Science: HS-ETS1-2*  
*NJ Student Learning Standards for English Language Arts: NJSLSA.SL1*  
*New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills*
- F. Share ideas, feedback, solutions and successes with others  
*NJ Student Learning Standards for Technology 8.2*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.ST-ET*  
*NJ Career Ready Practices CRP4, CRP6, CRP8*  
*NJ Student Learning Standards for Science: HS-ETS1-2*  
*NJ Student Learning Standards for English Language Arts: NJSLSA.SL1*  
*New Jersey Competencies for SEL: Social Awareness, Relationship Skills*
- G. Practice and learn from the act of deconstructing.  
*NJ Student Learning Standards for Technology 8.2*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.ST-ET*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CI 1-3*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CT 1-3*  
*NJ Career Ready Practices CRP6, CRP8*  
*NJ Student Learning Standards for Science: HS-ETS1-2*  
*New Jersey Competencies for SEL: Responsible Self-Awareness, Responsible Decision-Making*
- H. Collaborate with peers through student partnerships  
*NJ Career Ready Practice CRP4*  
*NJ Student Learning Standards for English Language Arts: NJSLSA.SL1*  
*New Jersey Competencies for SEL: Social Awareness, Relationship Skills*

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

*Note: Projects, drawings and models may be used throughout each unit*

- A. Architectural History II: Fundamentals of Commercial Architecture (~2 weeks)
  - 1. Bauhaus
  - 2. Modern Architecture movement
  - 3. Concept development in commercial spaces
- B. Space planning of Commercial Spaces (~2 weeks)
  - 1. Spatial awareness for commercial settings
  - 2. Proper adjacencies
  - 3. Scale and proportion
  - 4. Hierarchy
  - 5. Schematic design development review
- C. FF&E (furniture, finishes, and equipment) (~2 weeks)
  - 1. Commercial furniture, finishes, and equipment companies
    - a. selection of finishes and furniture for types of spaces
  - 2. Lighting
  - 3. Spreadsheets
  - 4. Budgets



- D. Commercial Building Codes & ADA (~2 weeks)
  - 1. Circulation & fire egress
  - 2. American Disabilities Act (ADA) codes & proper layout/ application
  
- E. Commercial Architectural standards & detailing (~ 4 weeks)
  - 1. Architecture scale
  - 2. Structure
  - 3. Commercial architecture standards
    - a. Wall
    - b. Doors
    - c. Windows
    - d. Furniture
    - e. Millwork
  - 1. Stairs, ramps, elevators
  - 2. Wall details
  - 3. MEP (mechanical, electrical, & plumbing)
  - 4. Millwork details & standards
  
- F. Review of Autodesk REVIT (~2 weeks)
  - 1. Model space
  - 2. Save/ save as
  - 3. Modeling vs. drawing
  - 4. Sheets for views & scale
  - 5. Dimensions & annotations
  - 6. Drawing walls, doors, windows, structure & custom furniture
  - 7. Families
  - 8. Renderings
  
- G. Project #1 (~ 6 weeks)
  - 1. Commercial project (~500-750 sq feet)
    - a. Completion in REVIT
  - 2. Introduction to client & project requirements
  - 3. Concept development & schematic design
  - 4. Mid-critique presentation for constructive feedback
  - 5. Design Development
  - 6. Construction Documentation
  - 7. MEP
  - 8. Furniture, fixtures, and equipment (FF&E) selections
  - 9. Model building
    - a. Foam core, matte board, cardboard, and/or balsa wood
  - 10. Final Critique to panel of jurors

- H. Project #2 (~ 8 weeks)
  - 1. Commercial project (~1000 sq feet)
    - a. Completion in REVIT
  - 2. Introduction to client & project requirements
  - 3. Concept development & schematic design
  - 4. Mid-critique presentation for constructive feedback
  - 5. Design Development
  - 6. Construction Documentation
  - 7. MEP
  - 8. Furniture, fixtures, and equipment (FF&E) selections
  - 9. Model building
    - a. Foam core, matte board, cardboard, and/or balsa wood
  - 10. Final Critique to panel of jurors
- I. Final project (~ 12 weeks)
  - 1. Commercial project (~2000-3000 sq feet)
    - a. Completion in REVIT
  - 2. Introduction to client, budget, & project requirements
  - 3. Concept development & schematic design
  - 4. Mid-critique presentation for constructive feedback
  - 5. Design Development
  - 6. Construction Documentation
  - 7. MEP
  - 8. Budget spreadsheet
  - 9. FF&E selections & spreadsheets
  - 10. Model building
    - a. Foam core, matte board, cardboard, and/or balsa wood
  - 11. Final Critique to panel of jurors

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

Teachers employ a variety of teaching methodologies and instructional approaches to accommodate differences in readiness levels, learning styles and the diversity of learners. In order to differentiate instruction based upon student readiness, the teacher will vary the pace, complexity and depth of instruction. Techniques include, but are not limited to:

- A. Demonstration/modeling
- B. Teacher-directed, whole-group instruction
- C. Discussion
- D. Reading
- E. Hands-on activities: small, collaborative groups & individual work
- F. Experimentation, problem-solving
- G. Feedback
- H. Simulation
- I. Video with corresponding activities
- J. Projects and student-generated presentations
- K. Flexible grouping

- L. Use of technology and computer software
- M. In-class presentations from professionals in the industry
- N. Formal presentations/ critiques to panel of jurors
- O. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

## **V. EVALUATION**

Multiple techniques are employed to measure and assess student performance in this hands-on, creation-based course. Evaluation tools include, but are not limited to, the following:

- A. Exercises and projects
- B. Evaluation of project work
- C. Self- and peer review/ pin-ups
- D. Presentations/ Critiques

## **VI. PROFESSIONAL DEVELOPMENT**

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

- A. Professional development within district
- B. Additional professional development outside district, including workshops and courses
- C. State and national conferences
- D. Visiting and/or networking with colleagues in New Jersey schools
- E. Professional organizations.

## APPENDIX I

### **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.

**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 <https://www.nj.gov/education/aps/cccs/tech/>*

## APPENDIX II

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

#### **Career Cluster® : Architecture & Construction (AC)**

9.3.12.AC.1 Use vocabulary, symbols and formulas common to architecture and construction.

9.3.12.AC.6 Read, interpret and use technical drawings, documents and specifications to plan a project.

9.3.12.AC.3 Comply with regulations and applicable codes to establish and manage a legal and safe workplace.

9.3.12.AC.4 Evaluate the nature and scope of the Architecture & Construction Career Cluster and the role of architecture and construction in society and the economy.

9.3.12.AC.5 Describe the roles, responsibilities, and relationships found in the architecture and construction trades and professions, including labor/management relationships.

9.3.12.AC.6 Read, interpret and use technical drawings, documents and specifications to plan a project.

9.3.12.AC.7 Describe career opportunities and means to achieve those opportunities in each of the Architecture & Construction Career Pathways.

#### **Pathway: Design/Pre-construction (AC-DES)**

9.3.12.AC-DES.1 Justify design solutions through the use of research documentation and analysis of data.

9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.AC-DES.3 Describe the requirements of the integral systems that impact the design of buildings.

9.3.12.AC-DES.4 Apply building codes, laws and rules in the project design.

9.3.12.AC-DES.5 Identify the diversity of needs, values and social patterns in project design, including accessibility standards. 9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects.

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

9.3.12.AC-DES.8 Apply standards, applications and restrictions pertaining to the selection and use of construction materials, components and assemblies in the project design.

### **Career Cluster® : Science, Technology, Engineering & Mathematics (ST)**

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

### **Pathway: Engineering & Technology Career Pathway (ST-ET)**

9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and/or production.

9.3.ST-ET.2 Display and communicate STEM information.

9.3.ST-ET.3 Apply processes and concepts for the use of technological tools in STEM.

9.3.ST-ET.4 Apply the elements of the design process.

9.3.ST-ET.5 Apply the knowledge learned in STEM to solve problems.

### **Pathway: Science & Mathematics Career Pathway (ST-SM)**

9.3.ST-SM.1 Apply science and mathematics to provide results, answers and algorithms for engineering and technological activities.

9.3.ST-SM.2 Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

### **Design Thinking Standards: Engineering Design**

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics)

*The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2014/career/93.pdf>*

## APPENDIX III

### New Jersey Student Learning Standards for Science / Next Generation Science Standards

#### Engineering Design

HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

*The entire standards document may be viewed at <https://www.nj.gov/education/cccs/2016/science/HS-ETS1.pdf>*

## APPENDIX IV

### New Jersey Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

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.

*The entire standards document may be viewed at*

*<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>*

## APPENDIX V

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

#### **Anchor Standards for Speaking and Listening**

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

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

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

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

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

NJSLSA.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 <https://www.state.nj.us/education/cccs/2016/ela/g0910.pdf>*

#### **Progress Indicators for Reading Science and Technical Subjects**

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.  
Integration of Knowledge and Ideas

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

*The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>*

## **APPENDIX VI**

### **New Jersey Competencies for Social and Emotional Learning**

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

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

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



## APPENDIX VII

### New Jersey Student Learning Standards - Social Studies Practices

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

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

Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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

**APPENDIX VIII**  
**Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans**

- Teachers and administrators can consult these accommodations and modifications in order to:
- implement additional ideas to meet the needs of the students in these subgroups
  - meet the minimum number of interventions before referring to I&RS
  - include them in the Instructional Techniques section of the Curriculum Revision/Writing template
  - assist any students or whole group that might benefit from them.

<b>Special Education</b>
<b>ENVIRONMENT</b>

Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests

Provide oral component when needed

Modify format when needed- (ex: limit choices, word bank, shortened written responses)

Allow a private workspace when needed (study carrel, separate desk, desk away from the group)

Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)

Assist the student to keep only the materials required for the lesson on the desktop

Provide a seat away from distractions (or noise)

## **MATERIAL/BOOKS/EQUIPMENT**

Allow use of a calculator

Allow use of a number line

Allow use of counting chips

Modify worksheets

Provide visual aids (pictures, flash cards, etc.)

Provide auditory aids (cues, tapes, etc.)

Use manipulatives

Provide hands-on learning activities

**INSTRUCTIONAL STRATEGIES**

Check work in progress

Provide immediate feedback

Provide extra drill/practice

Provide review sessions

Provide models

Highlight key words

Provide pictures/charts

Use mnemonics

Support auditory presentations with visuals

Have student restate information

Provide lecture notes/outline

Give oral reminders

Give visual reminders

Review directions

Use graphic organizers

Assign partners

Repeat instructions

Display key vocabulary

Monitor assignments

Provide visual reinforcement

Provide concrete examples

Use vocabulary word bank

**ORGANIZATION**

Post assignments

Provide a desktop list of tasks

Give one paper at a time

Provide extra space for work

List sequential steps

Provide folders to hold work

Post routines

Use pencil box for tools

Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats

Give advance warning when transition is going to take place

Provide structure for success

Provide a contract, timer, etc., for self-monitoring

Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)

**TEST/QUIZZES/TIME**

Give prior notice of test

Provide oral testing

Provide extra time for written work

Provide modified tests

Rephrase test questions/directions

Preview test procedures

Provide shortened tasks

Provide extra time for tests

Read test to student

Provide test study guides

Limit multiple choice options

Provide extra time for projects



Pace long term projects

Simplify test wording

Provide hands-on projects

Allow extra response time

## ENGLISH LANGUAGE LEARNERS

### GRADING

Standard Grades vs. Pass/Fail

### CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

### SIOP COMPONENTS AND FEATURES

**PREPARATION**

Write content objectives clearly for students

Write language objectives clearly for students

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

Identify supplementary materials to use

Adapt content to all levels of students proficiency

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

**BUILDING BACKGROUND**

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

**COMPREHENSIBLE INPUT**

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

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

**STRATEGIES**

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

Use scaffolding techniques consistently throughout lesson

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

## **INTERACTION**

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

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

Provide sufficient wait time for student responses consistently

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

## **PRACTICE/APPLICATION**

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

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

Provide activities that integrate all language skills

## **LESSON DELIVERY**

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

**REVIEW/EVALUATION**

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

**STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)**

**ACADEMICS**

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded

Frequent breaks during class

Allow verbal rather than written responses

Modify curriculum content based on student's ability level

Reduce readability level of materials

Allow typed rather than handwritten responses

Use of calculator

Use of a math grid

Provide models/organizers to break down independent tasks

Access to electronic text (e.g. Downloaded books)

Provide books on tape, CD, or read aloud computer software

Provide opportunities for using a Chromebook as well as assistive technologies

Provide buddy system

Adjust activity, length of assignment, and/or number of problems, including homework

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

Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
<b>ATTENTION/FOCUS</b>
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior



Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Group directions 1 step at a time

Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Extended time on assignments/assessments

Provide assessments in a small group setting

Provide buddy system

Establish and maintain eye contact when giving oral directions

Permit the use of headphones while working

**SCHOOL REFUSAL/ELEVATED ABSENTEEISM**

Attendance plan

**GIFTED AND TALENTED STUDENTS**

**CURRICULUM**

Acceleration

Compacting

Telescoping

Advanced Placement Courses

**INSTRUCTION**

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work

Parent Communication

**WESTFIELD PUBLIC SCHOOLS**  
**Westfield, New Jersey**

*Office of Instruction*

Course of Study

**COMPUTER-AIDED DESIGN**

School ..... Westfield High School  
Department.....Practical Arts  
Length of Course.....Half Year  
Credits .....2.5  
Grade Level(s) ..... 9-12  
Prerequisite ..... None  
Date .....October 2021

**I. RATIONALE, DESCRIPTION AND PURPOSE**

Computer-Aided Design (CAD) is a half-year practical arts elective course open to freshmen, sophomores, juniors and seniors who wish to draw digitally in two and three dimensions. CAD can be taken on its own, or as a prerequisite for Engineering & Design (required starting in the 2022-23 school year). An important and powerful tool for designers, CAD enables one to digitally manifest an idea. These digital documents can be presented to others to showcase a scaled model of an idea, and they can also be exported into a file format that can be 3-D printed or laser cut. CAD is the crucial middle step between idea development and physical prototype.

In this course, students will learn how to use the basic tools of a CAD program, such as Onshape, as a way to prototype in the context of Design Thinking, which guides students to design using empathy, definition, ideation, prototyping, and testing. Students will apply their skills to create digital versions of actual or imagined products. As students progress through the course, designs will become more complex, involving multiple parts, assemblies, and motion. Teamwork is a necessary component for drawing highly complex products, and it allows students to model the real-world practice of outsourcing.

CAD courses are offered in many high schools throughout the state. A CAD course in Westfield High School offers students an opportunity to learn the foundational skills necessary for designing useful products. By the end of the course, students will create files ready for a patent examiner as well as for manufacturing. The course gives students of all grade and skill levels the chance to translate their creative ideas into concrete plans.

## **II. OBJECTIVES**

The following objectives are aligned with the New Jersey Student Learning Standards for: Technology, 21<sup>st</sup> Century Life and Careers, Computer Science/Design Thinking, Career Ready Practices, English Language Arts, and the New Jersey Competencies for Social and Emotional Learning.

**A. Develop the skills to draw an object two-dimensionally using a CAD program**

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.12.AC-DES.6*

*NJ Career Ready Practices CRP8*

*NJ Student Learning Standards for English Language Arts NJSLSA.SL2, RST.11-12.4, RST.11-12.7*

*New Jersey Competencies for SEL: Relationship Skills*

**B. Develop the skills to draw an object three-dimensionally using a CAD program**

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.12.AC-DES.6*

*NJ Career Ready Practices CRP8*

*NJ Student Learning Standards for English Language Arts NJSLSA.SL2, RST.11-12.4, RST.11-12.7*

*New Jersey Competencies for SEL: Relationship Skills*

**C. Assemble multiple parts in CAD and animate their realistic movement**

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.12.AC-DES.6, 9.3.ST-SM.2*

*NJ Career Ready Practices CRP8*

*NJ Student Learning Standards for English Language Arts NJSLSA.SL2, RST.11-12.4, RST.11-12.7*

*New Jersey Competencies for SEL: Relationship Skills*

**D. Develop the ability to identify product flaws, conduct research, and brainstorm ideas**

*NJ Student Learning Standards for Technology 8.1, 8.2*

*NJ Student Learning Standards for Computer Science and Design Thinking 8.2.12.ED1, 8.2.12.ED.2, 8.2.12.ED.5, 8.2.12.ITH.2, 8.2.12.NT.2*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.12.AC-DES.6, 9.3.ST-ET.1, 9.3.ST-ET.4, 9.3.ST-SM.2*

*NJ Career Ready Practices CRP4, CRP6, CRP7, CRP8*

*NJ Student Learning Standards for English Language Arts NJSLSA.SL4, RST.11-12.7*

*New Jersey Competencies for SEL: Responsible Decision-Making*

**E. Communicate with and learn from others in exploring solutions**

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for Computer Science and Design Thinking 8.2.12.NT.1*

*NJ Career Ready Practices CRP1, CRP4*

*NJ Student Learning Standards for English Language Arts: NJSLSA.SL1*

*New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills*

**F. Share ideas, feedback, solutions and successes with others**

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for Computer Science and Design Thinking 8.2.12.NT.1*

*NJ Career Ready Practices CRP1, CRP4*

*NJ Student Learning Standards for English Language Arts: NJSLSA.SL1*

*New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills*

**G. Practice both hands-on experimentation and simulations to further understand a product**

*NJ Student Learning Standards for Technology 8.1, 8.2*

*NJ Student Learning Standards for Computer Science and Design Thinking 8.2.12.ED1, 8.2.12.ED.5*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.ST-ET*

*NJ Career Ready Practices CRP7, CRP8*

*New Jersey Competencies for SEL: Responsible Decision-Making*

## H. Collaborate with peers through student partnerships

*NJ Career Ready Practices CRP1, CRP4*

*NJ Student Learning Standards for English Language Arts: NJSLSA.SL1*

*New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills*

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

#### A. Introduction to CAD (~1 week)

1. Class norms
2. Three-dimensional objects
  - a. Planes
  - b. Views
  - c. Orthographic projection
  - d. Dimensions

#### B. CAD Basics (~8 weeks)

1. Workspace navigation
  - a. Sketch planes
  - b. Features and parts
  - c. Mass properties
  - d. Drawing tools
  - e. Workspace units
  - f. Part Studio, Assembly, and Drawing tabs
2. Two-dimensional drawing
  - a. Sketch tools: Line, Arc, Rectangle, Circle, Polygon, Spline
  - b. Dimensions
  - c. Constraints
  - d. Patterns
3. Three-dimensional object creation
  - a. Basic tools: Extrude, Revolve, Sweep, Loft
  - b. Features: Fillet, Chamfer, Draft, Rib, Shell, Hole, Pattern, Mirror
  - c. Additional tools: Offset Plane, Offset Surface, Helix, Gear
  - d. Part List: Rename, Assign Material, Edit Appearance
  - e. Exportation
4. Assembly
  - a. Importation
  - b. Mate tools
  - c. Animation
  - d. Offsets and Limits
5. Drawing Exportation
  - a. Views
  - b. Dimensions
  - c. Notes
  - d. Drawing information
  - e. Cutaways

- C. CAD Projects (~9 weeks)
  - 1. Object replication
    - a. Accurate dimensions
    - b. Shape, color, material of each part
    - c. Part connection and motion
  - 2. Object redesign
    - a. Flaw identification
    - b. New dimensions, shapes, parts
    - c. Colors and materials
  - 3. Object creation
    - a. Need identification
    - b. Dimensions, shapes, parts, motion, materials
  - 4. Teamwork
    - a. Personal strength identification - skills
    - b. Division of labor
    - c. Troubleshooting
    - d. Proper dimensions and scale

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

Teachers employ a variety of teaching methodologies and instructional approaches to accommodate differences in readiness levels, learning styles and the diversity of learners. In order to differentiate instruction based upon student readiness, the teacher will vary the pace, complexity and depth of instruction. Techniques include, but are not limited to:

- A. Demonstration/modeling
- B. Teacher-directed, whole-group instruction
- C. Discussion
- D. Reading
- E. Hands-on activities: small, collaborative groups & individual work
- F. Problem-solving
- G. Feedback
- H. Simulation
- I. Video with corresponding activities
- J. Projects and student-generated presentations
- K. Flexible grouping
- L. Use of technology
- M. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

## **V. EVALUATION**

Multiple techniques are employed to measure and assess student performance in this hands-on, creation-based course. Evaluation tools include, but are not limited to, the following:

- A. Exercises and projects
- B. Evaluation of project work
- C. Presentations
- D. Self- and peer critiques.

## **VI. PROFESSIONAL DEVELOPMENT**

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

- A. Professional development within district
- B. Additional professional development outside district, including workshops and courses
- C. State and national conferences
- D. Visiting and/or networking with colleagues in New Jersey schools
- E. Professional organizations.



## APPENDIX I

### **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.

**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 <https://www.nj.gov/education/aps/cccs/tech/>*

## APPENDIX II

### **New Jersey Student Learning Standards for Computer Science and Design Thinking**

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics).

8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.NT.2: Redesign an existing product to improve form or function.

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

## APPENDIX III

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

#### **Pathway: Design/Pre-construction (AC-DES)**

9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects.

#### **Pathway: Engineering & Technology Career Pathway (ST-ET)**

9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and/or production.

9.3.ST-ET.4 Apply the elements of the design process.

#### **Pathway: Science & Mathematics Career Pathway (ST-SM)**

9.3.ST-SM.2 Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

*The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2014/career/93.pdf>*

## APPENDIX IV

### **New Jersey Career Ready Practices**

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

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.

*The entire standards document may be viewed at*

*<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>*

## APPENDIX V

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

#### **Anchor Standards for Speaking and Listening**

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

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

NJSLSA.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.

*The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2016/ela/g0910.pdf>*

#### **Progress Indicators for Reading Science and Technical Subjects**

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

*The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>*

## APPENDIX VI

### **New Jersey Competencies for Social and Emotional Learning**

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

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

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

## APPENDIX VII

### **New Jersey Student Learning Standards - Social Studies Practices**

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

<b>Practice</b>	<b>Description</b>
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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

## APPENDIX VIII

### **Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans**

Teachers and administrators can consult these accommodations and modifications in order to:

- implement additional ideas to meet the needs of the students in these subgroups
- meet the minimum number of interventions before referring to I&RS
- include them in the Instructional Techniques section of the Curriculum Revision/Writing template
- assist any students or whole group that might benefit from them.

Special Education
<b>ENVIRONMENT</b>
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page

Provide assistance with organizing a notebook or folder

Repeat/ clarify directions when needed

Make frequent checks for work/assignment completion.

Modify homework and class work if needed

Extend time on tests/quizzes

Provide study guides for tests

Provide oral component when needed

Modify format when needed- (ex: limit choices, word bank, shortened written responses)

Allow a private workspace when needed (study carrel, separate desk, desk away from the group)

Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)

Assist the student to keep only the materials required for the lesson on the desktop

Provide a seat away from distractions (or noise)

**MATERIAL/BOOKS/EQUIPMENT**

Allow use of a calculator

Allow use of a number line

Allow use of counting chips

Modify worksheets

Provide visual aids (pictures, flash cards, etc.)

Provide auditory aids (cues, tapes, etc.)

Use manipulatives

Provide hands-on learning activities

## **INSTRUCTIONAL STRATEGIES**

Check work in progress

Provide immediate feedback

Provide extra drill/practice

Provide review sessions



Provide models

Highlight key words

Provide pictures/charts

Use mnemonics

Support auditory presentations with visuals

Have student restate information

Provide lecture notes/outline

Give oral reminders

Give visual reminders

Review directions

Use graphic organizers

Assign partners

Repeat instructions

Display key vocabulary

Monitor assignments

Provide visual reinforcement

Provide concrete examples

Use vocabulary word bank

**ORGANIZATION**

Post assignments

Provide a desktop list of tasks

Give one paper at a time

Provide extra space for work

List sequential steps

Provide folders to hold work

Post routines

Use pencil box for tools

Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats

Give advance warning when transition is going to take place

Provide structure for success

Provide a contract, timer, etc., for self-monitoring

Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)

### **TEST/QUIZZES/TIME**

Give prior notice of test

Provide oral testing

Provide extra time for written work

Provide modified tests

Rephrase test questions/directions

Preview test procedures

Provide shortened tasks

Provide extra time for tests

Read test to student

Provide test study guides

Limit multiple choice options

Provide extra time for projects

Pace long term projects

Simplify test wording

Provide hands-on projects

Allow extra response time

## **ENGLISH LANGUAGE LEARNERS**

### **GRADING**

[Standard Grades vs. Pass/Fail](#)

**CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT**

[Pre K-K WIDA CAN DO Descriptors](#)

[Grades 1-2 WIDA CAN DO Descriptors](#)

[Grades 3-5 WIDA CAN DO Descriptors](#)

[Grades 6-8 WIDA CAN DO Descriptors](#)

[Grades 9-12 WIDA CAN DO Descriptors](#)

**SIOP COMPONENTS AND FEATURES**

**PREPARATION**

Write content objectives clearly for students

Write language objectives clearly for students

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

Identify supplementary materials to use

Adapt content to all levels of students proficiency

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

**BUILDING BACKGROUND**

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

### **COMPREHENSIBLE INPUT**

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

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

### **STRATEGIES**

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

[Use scaffolding techniques consistently throughout lesson](#)

[Use a variety of question types including those that promote higher-order thinking skills throughout the lesson](#)

### **INTERACTION**

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

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

Provide sufficient wait time for student responses consistently

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

**PRACTICE/APPLICATION**

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

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

Provide activities that integrate all language skills

**LESSON DELIVERY**

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

**REVIEW/EVALUATION**

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

**STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)**

**ACADEMICS**

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

[Literacy Support Interventions \(Appendix B of IS forms\)](#)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

Frequently check for understanding

Graphic organizers

Tracker



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

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

Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)

**SOCIAL/EMOTIONAL**

Children's books addressing presenting problem

Student jots down presenting problem and erase when it goes away

Meet with guidance counselor

Student jots down presenting problem and erase when it goes away

Attendance plan

Utilize nurse during episodes of presenting problem

Provide short breaks

Attendance plan

Communication with parents

Assign "jobs" to reduce symptoms

Counseling check-ins

Praise whenever possible

**ATTENTION/FOCUS**

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Group directions 1 step at a time

Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Extended time on assignments/assessments

Provide assessments in a small group setting

Provide buddy system

Establish and maintain eye contact when giving oral directions

Permit the use of headphones while working

**SCHOOL REFUSAL/ELEVATED ABSENTEEISM**

Attendance plan

**GIFTED AND TALENTED STUDENTS**

**CURRICULUM**

[Acceleration](#)

[Compacting](#)

Telescoping

Advanced Placement Courses

**INSTRUCTION**

[Grouping](#)

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work

Parent Communication

**WESTFIELD PUBLIC SCHOOLS**  
**Westfield, New Jersey**

*Office of Instruction*

Course of Study

**INTRODUCTION TO ARCHITECTURE**

School ..... Westfield High School  
Department..... Practical Arts  
Length of Course..... Full Year  
Credits .....5  
Grade Level(s) ..... 9-12  
Prerequisite ..... None  
Date .....

**I. RATIONALE, DESCRIPTION AND PURPOSE**

Introduction to Architecture is a full-year practical arts course open to freshmen, sophomores, juniors and seniors who wish to explore the world of architectural design. The course will serve as a foundational course designed to introduce students to methods of solving architectural problems. Students will engage in active problem solving and learn how to create unique and innovative spaces to meet specific client needs. This course can be taken on its own or can precede Architectural Design II. This course is intended to expose students to real-world projects and expectations, which in the process will build their perseverance, design development, and collaboration & communication skills.

Architecture is a common STEM course at many schools in the area. Introduction to Architecture offers students a hands-on approach to learning and is a robust addition to the growing STEM movement in our schools. Instruction in this type of learning atmosphere is highly personalized for each student by conducting individual critiques with each student and allowing for peer review. Constructive feedback of this type will help them hone their communication and collaboration skills and help create a positive classroom environment.

Students will develop their skills to think up, design, and sell unique and enticing spaces. Presentation and documentation of their designs and processes will be created using computer software such as Autodesk REVIT, further exposing them to real-world applications used at the collegiate level and in the architecture industry. Model-making will also be utilized to further enhance students’ learning experience.

Students explore a world in which they can develop their own solutions and ideas for an architectural problem. Giving every student the same client requirements and seeing how they all approach that problem in a different way is a substantial learning opportunity. It shows students that there isn’t one answer or “best” way to approach a problem. This type of mindset will allow students to show growth in their ability to innovate, problem-solve, persevere and



create. In essence, the course gives students of all grade and skill levels the chance to dive into hands-on activities while at the same time helping them learn how to learn.

## **II. OBJECTIVES**

The following objectives are aligned with the New Jersey Student Learning Standards for: Technology, 21<sup>st</sup> Century Life and Careers, Science, Career Ready Practices, English Language Arts, and the New Jersey Competencies for Social and Emotional Learning.

### **A. Identify and practice the norms and habits of mind of an architect.**

*NJ Student Learning Standards for Technology 8.2*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.ST-ET*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CI 1-3*  
*NJ Career Ready Practices CRP6, CRP8*  
*New Jersey Competencies for SEL: Responsible Decision-Making*  
*NJ Student Learning Standards for English Language Arts: NJSLSA.W5*

### **B. Develop the skills to draft one's own design work through documentation**

*NJ Student Learning Standards for Technology 8.2*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.ST-ET*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CI 1-3*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CT 1-3*  
*NJ Career Ready Practices CRP6, CRP8*  
*NJ Student Learning Standards for Science: HS-ETS1-2*  
*NJ Student Learning Standards for English Language Arts: NJSLSA.W5*  
*New Jersey Competencies for SEL: Self-Awareness, Self-Management, Responsible Decision-Making*

### **C. Develop the ability to ideate, create and construct**

*NJ Student Learning Standards for Technology 8.2*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.ST-ET*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CI 1-3*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CT 1-3*  
*NJ Career Ready Practices CRP6, CRP8*  
*NJ Student Learning Standards for Science: HS-ETS1-2*  
*New Jersey Competencies for SEL: Self-Awareness, Self-Management, Responsible Decision-Making*

### **D. Develop the ability to problem-solve, experiment and navigate ambiguity**

*NJ Student Learning Standards for Technology 8.2*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.ST-ET*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CI 1-3*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CT 1-3*  
*NJ Career Ready Practices CRP6, CRP8*  
*NJ Student Learning Standards for Science: HS-ETS1-2*  
*New Jersey Competencies for SEL: Self-Awareness, Self-Management, Responsible Decision-Making*

### **E. Communicate with and learn from others in exploring solutions**

*NJ Student Learning Standards for Technology 8.2*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.ST-ET*  
*NJ Career Ready Practices CRP4, CRP6, CRP8*  
*NJ Student Learning Standards for Science: HS-ETS1-2*  
*NJ Student Learning Standards for English Language Arts: NJSLSA.SL1*  
*New Jersey Competencies for SEL: Self-Awareness, Social Awareness, Relationship Skills*

F. Share ideas, feedback, solutions and successes with others

*NJ Student Learning Standards for Technology 8.2*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.ST-ET*  
*NJ Career Ready Practices CRP4, CRP6, CRP8*  
*NJ Student Learning Standards for Science: HS-ETS1-2*  
*NJ Student Learning Standards for English Language Arts: NJSLSA.SL1*  
*New Jersey Competencies for SEL: Social Awareness, Relationship Skills*

G. Practice and learn from the act of deconstructing

*NJ Student Learning Standards for Technology 8.2*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.3.ST-ET*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CI 1-3*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.4.CT 1-3*  
*NJ Career Ready Practices CRP6, CRP8*  
*NJ Student Learning Standards for Science: HS-ETS1-2*  
*New Jersey Competencies for SEL: Responsible Self-Awareness, Responsible Decision-Making*

H. Collaborate with peers through student partnerships

*NJ Career Ready Practice CRP4*  
*NJ Student Learning Standards for English Language Arts: NJSLSA.SL1*  
*New Jersey Competencies for SEL: Social Awareness, Relationship Skills*

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

*Note: Projects, drawings and models may be used throughout each unit*

A. Introduction to Architectural History: The Fundamentals of architecture (~2 weeks)

1. Early architecture
2. Rome & Greece

B. Introduction to architecture standards (~4 weeks)

1. Structure: columns, beams, cross bracing
2. Walls
3. Doors
4. Windows
5. Furniture & lighting
6. Plumbing fixtures
7. Standards for room layouts
  - a. Bathroom, kitchens, bedrooms, etc.
8. Typical heights, width, depths for architectural elements

C. Measuring, Surveying & Architectural scale (~3 weeks)

1. Reading a 1/16" ruler
2. How to calculate square footages
3. How to properly read & notate feet and inches on a drawing
  - a. 1'-6" (example)
4. How to conduct a survey
  - a. Principles of sketching/ reviewing an existing space on paper
  - b. Use of measuring tape
  - c. Principles of notation
  - d. Accuracy

5. How to read an architectural scale
  - a. Reading and creating drawings to scale
- D. Introduction to concept development (~1 week)
  - a. Introduction to project and client
  - b. Creation of a “big idea” or “concept” for the space
  - c. Model making
- E. Introduction to Space Planning & Schematic Design (~ 2 weeks)
  1. Interpretation and review of project requirements
  2. Application of square footages and scale
  3. Proper adjacencies
  4. Circulation & flow
  5. Design iteration
    - a. Translation of “big ideas” into one’s architecture through schematic design hand sketches
    - b. Discussion of informal peer & teacher review/ pin-ups
- F. Introduction to Design Development (2 weeks)
  1. Application of chosen design and “big idea” to design
  2. Use of peer-to-peer review pin-ups for constructive feedback
    - a. Use of feedback to move design forward
  3. Development of 3D views
  4. Furniture, fixtures, and equipment (FF&E) selections and digital presentations
- G. Introduction to REVIT (~9 weeks)
  1. Introduction to software (~5 weeks)
    - a. Model space
    - b. Save/ save as
    - c. Modeling vs. drawing
    - d. Sheets for views & scale
    - e. Dimensions & annotations
    - f. Drawing of walls, doors, windows, structure & custom furniture
    - g. Families
    - h. Renderings
  2. Project #1 (~ 4 weeks)

*Use of project as an opportunity to apply REVIT software as it is taught.  
Residential project (~500 square feet)*

*Project may be a renovation of an existing space*

- a. Introduction to client & project requirements
- b. Concept development (see part F)
- c. Space planning & Schematic design (see part G)
- d. Design Development
- e. 3D modeling

- H. Project #2 (~ 6 weeks)
  - 1. Residential project (~750-1000 sq feet)
    - a. Completion in REVIT
  - 2. Introduction to client & project requirements
  - 3. Concept development & schematic design
  - 4. Mid-critique presentation for constructive feedback
  - 5. Design Development
  - 6. Furniture, fixtures, and equipment (FF&E) selections
  - 7. Modeling of building (~ 2 weeks)
    - a. Foam core, matte board, cardboard, and/or balsa wood
    - b. Build a scale foam core/ matte board model of their design
    - c. Use model for final presentation to client
  - 8. Final Critique
- I. Introduction to Construction Documentation (~ 3 weeks)
  - 1. Development of a set of construction drawings:
    - a. Floor plans
    - b. Elevations/ Sections
    - c. Axonometric
  - 2. Application of proper architectural standards to drawings
- J. Final project/ Project #3 (~ 8 weeks)
  - 1. Residential project (~1200-1500 square feet)
    - a. Completion in REVIT
  - 2. Introduction to client & project requirements
  - 3. Concept development & schematic design
  - 4. Mid-critique presentation for constructive feedback
  - 5. Design Development
  - 6. Construction Documentation
  - 7. Furniture, fixtures, and equipment (FF&E) selections
  - 8. Model building (~ 2 weeks)
    - a. Foam core, matte board, cardboard, and/or balsa wood
    - b. Building of a scale foam core/ matte board model of student's design
    - c. Use of model for final presentation to client
  - 9. Final Critique

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

Teachers employ a variety of teaching methodologies and instructional approaches to accommodate differences in readiness levels, learning styles and the diversity of learners. In order to differentiate instruction based upon student readiness, the teacher will vary the pace, complexity and depth of instruction. Techniques include, but are not limited to:

- A. Demonstration/modeling
- B. Teacher-directed, whole-group instruction
- C. Discussion
- D. Reading

- E. Hands-on activities: small, collaborative groups & individual work
- F. Experimentation, problem-solving
- G. Feedback
- H. Video with corresponding activities
- I. Projects and student-generated presentations
- J. Flexible grouping
- K. Use of technology and computer software
- L. In-class presentations from professionals in the industry
- M. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

## **V. EVALUATION**

Multiple techniques are employed to measure and assess student performance in this hands-on, creation-based course. Evaluation tools include, but are not limited to, the following:

- A. In-class activities
- B. Digital portfolios and presentations
- C. Evaluation of project work
- D. Self- and peer review
- E. Oral Presentations

## **VI. PROFESSIONAL DEVELOPMENT**

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

- A. Professional development within district
- B. Additional professional development outside district, including workshops and courses
- C. State and national conferences
- D. Visiting and/or networking with colleagues in New Jersey schools
- E. Professional organizations.

## APPENDIX I

### **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.

**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 <https://www.nj.gov/education/aps/cccs/tech/>*

## APPENDIX II

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

#### **Career Cluster® : Architecture & Construction (AC)**

9.3.12.AC.1 Use vocabulary, symbols and formulas common to architecture and construction.

9.3.12.AC.6 Read, interpret and use technical drawings, documents and specifications to plan a project.

9.3.12.AC.3 Comply with regulations and applicable codes to establish and manage a legal and safe workplace.

9.3.12.AC.4 Evaluate the nature and scope of the Architecture & Construction Career Cluster and the role of architecture and construction in society and the economy.

9.3.12.AC.5 Describe the roles, responsibilities, and relationships found in the architecture and construction trades and professions, including labor/management relationships.

9.3.12.AC.6 Read, interpret and use technical drawings, documents and specifications to plan a project.

9.3.12.AC.7 Describe career opportunities and means to achieve those opportunities in each of the Architecture & Construction Career Pathways.

#### **Pathway: Design/Pre-construction (AC-DES)**

9.3.12.AC-DES.1 Justify design solutions through the use of research documentation and analysis of data.

9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

9.3.12.AC-DES.3 Describe the requirements of the integral systems that impact the design of buildings.

9.3.12.AC-DES.4 Apply building codes, laws and rules in the project design.

9.3.12.AC-DES.5 Identify the diversity of needs, values and social patterns in project design, including accessibility standards. 9.3.12.AC-DES.6 Apply the techniques and skills of modern drafting, design, engineering and construction to projects.

9.3.12.AC-DES.7 Employ appropriate representational media to communicate concepts and project design.

9.3.12.AC-DES.8 Apply standards, applications and restrictions pertaining to the selection and use of construction materials, components and assemblies in the project design.

### **Career Cluster® : Science, Technology, Engineering & Mathematics (ST)**

9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.

9.3.ST.3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

### **Pathway: Engineering & Technology Career Pathway (ST-ET)**

9.3.ST-ET.1 Use STEM concepts and processes to solve problems involving design and/or production.

9.3.ST-ET.2 Display and communicate STEM information.

9.3.ST-ET.3 Apply processes and concepts for the use of technological tools in STEM.

9.3.ST-ET.4 Apply the elements of the design process.

9.3.ST-ET.5 Apply the knowledge learned in STEM to solve problems.

### **Pathway: Science & Mathematics Career Pathway (ST-SM)**

9.3.ST-SM.1 Apply science and mathematics to provide results, answers and algorithms for engineering and technological activities.

9.3.ST-SM.2 Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.

### **Design Thinking Standards: Engineering Design**

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.ED.2: Create scaled engineering drawings for a new product or system and make modification to increase optimization based on feedback.

8.2.12.ED.5: Evaluate the effectiveness of a product or system based on factors that are related to its requirements, specifications, and constraints (e.g., safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, ergonomics)

*The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2014/career/93.pdf>*

## APPENDIX III

### New Jersey Student Learning Standards for Science / Next Generation Science Standards

#### Engineering Design

HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

*The entire standards document may be viewed at <https://www.nj.gov/education/cccs/2016/science/HS-ETS1.pdf>*

*The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2016/science/HS-ESS3.pdf>*

## APPENDIX IV

### New Jersey Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

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.

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



## APPENDIX V

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

#### **Anchor Standards for Speaking and Listening**

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

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

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

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

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

NJSLSA.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 <https://www.state.nj.us/education/cccs/2016/ela/g0910.pdf>*

#### **Progress Indicators for Reading Science and Technical Subjects**

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

*The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>*

## **APPENDIX VI**

### **New Jersey Competencies for Social and Emotional Learning**

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

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

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

## APPENDIX VII

### New Jersey Student Learning Standards - Social Studies Practices

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

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

Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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

**APPENDIX VIII**

**Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans**

Teachers and administrators can consult these accommodations and modifications in order to:

- implement additional ideas to meet the needs of the students in these subgroups
- meet the minimum number of interventions before referring to I&RS
- include them in the Instructional Techniques section of the Curriculum Revision/Writing template
- assist any students or whole group that might benefit from them.

<b>Special Education</b>
<b>ENVIRONMENT</b>

Preferential Seating

Adjust time for completion of assignments when needed

Adjust length of assignments when needed

Allow additional oral response time

Break tasks (including long range assignments) into manageable steps

Provide copies of notes

Reduce the number of problems on a page

Provide assistance with organizing a notebook or folder

Repeat/ clarify directions when needed

Make frequent checks for work/assignment completion.

Modify homework and class work if needed

Extend time on tests/quizzes

Provide study guides for tests

Provide oral component when needed

Modify format when needed- (ex: limit choices, word bank, shortened written responses)

Allow a private workspace when needed (study carrel, separate desk, desk away from the group)

Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)

Assist the student to keep only the materials required for the lesson on the desktop

Provide a seat away from distractions (or noise)

### **MATERIAL/BOOKS/EQUIPMENT**

Allow use of a calculator

Allow use of a number line

Allow use of counting chips

Modify worksheets

Provide visual aids (pictures, flash cards, etc.)

Provide auditory aids (cues, tapes, etc.)

Use manipulatives

Provide hands-on learning activities

**INSTRUCTIONAL STRATEGIES**

Check work in progress

Provide immediate feedback

Provide extra drill/practice

Provide review sessions

Provide models

Highlight key words

Provide pictures/charts

Use mnemonics

Support auditory presentations with visuals

Have student restate information

Provide lecture notes/outline

Give oral reminders

Give visual reminders

Review directions

Use graphic organizers

Assign partners

Repeat instructions

Display key vocabulary

Monitor assignments

Provide visual reinforcement

Provide concrete examples

Use vocabulary word bank

**ORGANIZATION**



Post assignments

Provide a desktop list of tasks

Give one paper at a time

Provide extra space for work

List sequential steps

Provide folders to hold work

Post routines

Use pencil box for tools

Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats

Give advance warning when transition is going to take place

Provide structure for success

Provide a contract, timer, etc., for self-monitoring

Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)

**TEST/QUIZZES/TIME**

Give prior notice of test

Provide oral testing

Provide extra time for written work

Provide modified tests

Rephrase test questions/directions

Preview test procedures

Provide shortened tasks

Provide extra time for tests

Read test to student

Provide test study guides

Limit multiple choice options

Provide extra time for projects

Pace long term projects

Simplify test wording

Provide hands-on projects

Allow extra response time

## ENGLISH LANGUAGE LEARNERS

### GRADING

Standard Grades vs. Pass/Fail

### CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

### SIOP COMPONENTS AND FEATURES

**PREPARATION**

Write content objectives clearly for students

Write language objectives clearly for students

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

Identify supplementary materials to use

Adapt content to all levels of students proficiency

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

**BUILDING BACKGROUND**

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

**COMPREHENSIBLE INPUT**

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

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

**STRATEGIES**

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

Use scaffolding techniques consistently throughout lesson

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

## **INTERACTION**

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

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

Provide sufficient wait time for student responses consistently

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

## **PRACTICE/APPLICATION**

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

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

Provide activities that integrate all language skills

## **LESSON DELIVERY**

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

**REVIEW/EVALUATION**

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

**STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)**

**ACADEMICS**

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded

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



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

Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
<b>ATTENTION/FOCUS</b>
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Group directions 1 step at a time

Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Extended time on assignments/assessments

Provide assessments in a small group setting

Provide buddy system

Establish and maintain eye contact when giving oral directions

Permit the use of headphones while working

**SCHOOL REFUSAL/ELEVATED ABSENTEEISM**

Attendance plan

**GIFTED AND TALENTED STUDENTS**

**CURRICULUM**

Acceleration

Compacting

Telescoping

Advanced Placement Courses

**INSTRUCTION**

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

**WESTFIELD PUBLIC SCHOOLS**

Westfield, New Jersey

*Office of Instruction*

Course of Study

**WORLD LANGUAGES – ELEMENTARY**

Schools..... Elementary Schools  
Department ..... World Languages  
Length of Course..... 18-36 hours  
Grade Level.....3-5  
Date .....

**I. RATIONALE, DESCRIPTION AND PURPOSE**

The Westfield Public Schools Department of World Languages seeks to provide a well-articulated program in order to prepare students to become responsible citizens in a multicultural and diverse global society. Language skills and cultural awareness support cognitive development and academic achievement. There are many benefits of learning a second language at the elementary level, including enhanced abilities in problem solving, critical-thinking, and skills addressing all language domains. Early exposure to second language learning also enhances memory, concentration, and promotes open-mindedness. The study of a world language promotes knowledge, understanding and respect for the perspectives, practices, and products of different cultures. Knowing a language other than English enables students to converse in the target language and become familiar with the history, customs, and current issues of the peoples the target language represents. The language skills and cultural awareness that students develop in learning another language are of great value, particularly in education, business, world trade, travel, community and diplomacy.

The primary goal of the elementary world languages program is to develop basic communicative proficiency with an emphasis on oral production through an immersion classroom setting where the target language is spoken most of the time. In third grade, Spanish is offered once a week for thirty minutes each period. In fourth and in fifth grades, Spanish is offered twice a week for thirty minutes each period. This curriculum is designed to build and expand on basic language skills and structures addressing the interpretive, interpersonal and presentational modes. In addition to the linguistic content, students have the opportunity to experience cultural products through the lens of native speakers of Spanish and the countries they represent.

The content is presented through a recursive approach to challenge students to apply previously learned material. The program also emphasizes an understanding of, and appreciation for the relationship between the Spanish language and the Hispanic cultures.

## **II. OBJECTIVES**

The elementary world languages curriculum 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, Career Readiness, Life Literacies, and Key Skills.

Students:

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

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

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

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

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

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

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

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

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

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

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

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

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

Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced

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

*New Jersey Student Learning Standards for ELA.SL1*

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

With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced

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

*New Jersey Student Learning Standards for ELA.SL1*

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

Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals

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

*New Jersey Student Learning Standards for ELA.SLI*

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

React to a few procedural instructions, directions, and commands in classroom situations

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

*New Jersey Student Learning Standards for ELA.SLI*

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

Enact a few culturally authentic gestures when greeting others and during leave-takings

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

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

Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures

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

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

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

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

Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication

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

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

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

*New Jersey Student Learning Standards for ELA.SLA*

*New Jersey Student Learning Standards for Social Studies 6.2*

Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals

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

*New Jersey Student Learning Standards for ELA.SL5*

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

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

*New Jersey Student Learning Standards for Social Studies 6.2*

Imitate a few culturally authentic gestures when greeting others and during leave-takings

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

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

*New Jersey Student Learning Standards for Visual and Performing Arts 1.4.5.Cn10a*

*New Jersey Student Learning Standards for Social Studies 6.2*



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

The following themes are interwoven to provide the framework by which students communicate as they explore cultural products, make connections, comparisons, and prepare to participate in local and global communities:

#### **Grade 3**

- A. Introduction to basic skills (8-9 weeks)
  - 1. greetings and introductions
  - 2. the alphabet
  - 3. basic colors
  - 4. numbers 0-31
  - 5. basic classroom objects and expressions
- B. The calendar (8-9 weeks)
  - 1. date, days of the week, and months of the year
  - 2. international standards for calendar in the Spanish-speaking world
  - 3. weather expressions
  - 4. the seasons
  - 5. birthdays
- C. Family relationships (8-9 weeks)
  - 1. kinship terms
  - 2. using “se llama” to share names of family members
  - 3. expressing age
- D. About me (8-9 weeks)
  - 1. basic personal information
  - 2. gender
  - 3. my address and phone number
  - 4. express favorite numbers, colors, and seasons
  - 5. holidays and celebrations.

#### **Grade 4**

- A. Extension of basic skills and concepts (7-8 weeks)
  - 1. greetings and introductions
  - 2. the alphabet
  - 3. basic colors
  - 4. numbers 0-100
  - 5. useful classroom expressions
  - 6. calendar related vocabulary
- B. Sports (7-8 weeks)
  - 1. different kinds of sports
  - 2. likes/dislikes
  - 3. popular sports in Spanish-speaking countries

- C. Animals (7-8 weeks)
  - 1. different kinds of animals
  - 2. animal habitats
  - 3. description of movement
  - 4. favorite animals
- D. The body (7-8 weeks)
  - 1. parts of the body
  - 2. feelings and emotions
  - 3. expressions of pain or discomfort
- E. Clothing (7-8 weeks)
  - 1. basic articles of clothing
  - 2. clothing categories
  - 3. description of ensembles
  - 4. favorite types of clothing
- F. Food (7-8 weeks)
  - 1. basic categories
  - 2. fruits
  - 3. meal times
  - 4. typical foods in Spanish-speaking countries.

### Grade 5

- A. Review and expansion of basic skills and concepts (8-9 weeks)
  - 1. the alphabet
  - 2. colors
  - 3. numbers 0-1,000 (patterns)
  - 4. useful classroom expressions
  - 5. calendar-related vocabulary
  - 6. weather conditions
- B. School (8-9 weeks)
  - 1. faculty members in the school
  - 2. classroom objects
  - 3. introduction of prepositions
  - 4. subjects/specials
  - 5. student schedule
  - 6. maps
  - 7. cardinal points

### C. Daily routines (8-9 weeks)

1. telling time
2. morning/afternoon/night
3. standard/military time
4. typical school day
5. mealtimes

### Family (8-9 weeks)

1. extended family members
2. relationships between family members
3. birthdays and age
4. physical appearances
5. personality traits

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

## **V. EVALUATION**

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

### A. Informal Assessments

1. Total physical response
2. Aural practice
3. Role-play
4. Classroom observations during coupled and group activities
5. Games

### B. Formal Assessments

1. Oral presentations
2. Written quizzes and tests
3. Aural assessments
4. Projects.

## **VI. PROFESSIONAL DEVELOPMENT**

The following activities support this curriculum:

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

## APPENDIX I

### New Jersey Student Learning Standards for World Languages

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

#### **Interpretive Mode**

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

#### **Interpersonal Mode**

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

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

### **Presentational Mode**

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

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

## **APPENDIX II**

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

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

**STANDARD 6.2** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

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

## APPENDIX III

### New Jersey Student Learning Standards - Social Studies Practices

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

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

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

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

**APPENDIX IV**

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

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

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



## APPENDIX V

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

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 collaboratively and to create and communicate knowledge.

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

## APPENDIX VII

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

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

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

## APPENDIX VIII

### **Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans** **(N.J.A.C. 6A: 8)**

Special Education
<b>ENVIRONMENT</b>
Preferential Seating
Adjust time for completion of assignments when needed

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

Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)

Assist the student to keep only the materials required for the lesson on the desktop

Provide a seat away from distractions (or noise)

**MATERIAL/BOOKS/EQUIPMENT**

Allow use of a calculator

Allow use of a number line

Allow use of counting chips

Modify worksheets

Provide visual aids (pictures, flash cards, etc.)

Provide auditory aids (cues, tapes, etc.)

Use manipulatives

Provide hands-on learning activities

**INSTRUCTIONAL STRATEGIES**

Check work in progress

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

Assign partners

Repeat instructions

Display key vocabulary

Monitor assignments

Provide visual reinforcement

Provide concrete examples

Use vocabulary word bank

**ORGANIZATION**

Post assignments

Provide a desktop list of tasks

Give one paper at a time

Provide extra space for work

List sequential steps

Provide folders to hold work

Post routines

Use pencil box for tools

Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats

Give advance warning when transition is going to take place

Provide structure for success

Provide a contract, timer, etc., for self-monitoring

Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)

**TEST/QUIZZES/TIME**

Give prior notice of test

Provide oral testing

Provide extra time for written work

Provide modified tests

Rephrase test questions/directions

Preview test procedures

Provide shortened tasks

Provide extra time for tests

Read test to student

Provide test study guides

Limit multiple choice options

Provide extra time for projects

Pace long term projects

Simplify test wording

Provide hands-on projects

Allow extra response time

## **ENGLISH LANGUAGE LEARNERS**

### **GRADING**

Standard Grades vs. Pass/Fail

### **CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT**



Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

**SIOP COMPONENTS AND FEATURES**

**PREPARATION**

Write content objectives clearly for students

Write language objectives clearly for students

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

Identify supplementary materials to use

Adapt content to all levels of students proficiency

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

**BUILDING BACKGROUND**

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

### **COMPREHENSIBLE INPUT**

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

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

### **STRATEGIES**

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

Use scaffolding techniques consistently throughout lesson

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

### **INTERACTION**

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

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

Provide sufficient wait time for student responses consistently

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

**PRACTICE/APPLICATION**

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

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

Provide activities that integrate all language skills

**LESSON DELIVERY**

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

**REVIEW/EVALUATION**

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

**STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)**

**ACADEMICS**

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

Frequently check for understanding

Graphic organizers

Tracker

Slant board

Access to accurate notes

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

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

Student jots down presenting problem and erases when it goes away

Attendance plan

Utilize nurse during episodes of presenting problem

Provide short breaks

Attendance plan

Communication with parents

Assign "jobs" to reduce symptoms

Counseling check-ins

Praise whenever possible

**ATTENTION/FOCUS**

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Group directions 1 step at a time

Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Extended time on assignments/assessments

Provide assessments in a small group setting



Provide buddy system

Establish and maintain eye contact when giving oral directions

Permit the use of headphones while working

**SCHOOL REFUSAL/ELEVATED ABSENTEEISM**

Attendance plan

**GIFTED AND TALENTED STUDENTS**

**CURRICULUM**

Acceleration

Compacting

Telescoping

Advanced Placement Courses

**INSTRUCTION**

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work

Parent Communication