April 30, 2019
Attachment #2

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

COMPUTER SCIENCE I (9291)

School ..... Westfield High School
Department ..... Practical Arts
Length of Course ..... Half year
Credit 2.5
Grade Levels 9, 10, 11, 12
Prerequisite ..... …Algebra I
Date .....

I. RATIONALE, DESCRIPTION AND PURPOSE

Computer Science I is designed to introduce students to the central ideas of computer science, instill theories and practices of computational thinking, and have students engage in activities that show how computing changes the world. The course is rigorous and rich in computational content and involves students in the creative aspects of the field. Through both its content and pedagogy, this course aims to appeal to a broad audience.

Computer Science I is intended for students with strong algebra skills and an interest in programming. The course assumes no previous programming experiences, though students who have programmed before will benefit from the emphasis on structured programming exercises that develop critical-thinking and problem-solving skills. As students gain experience in programming, they build a solid foundation for further course work in computer science.

II. OBJECTIVES

This curriculum fulfills Westfield Board of Education expectations for student achievement. Course objectives are aligned with the New Jersey Student Learning Standards for Mathematics, English Language Arts, Science, Social Studies, Technology, and 21st Century Life and Careers.

Students:

A. Organize and outline solutions to problems with carryover to computer programs in fields such as mathematics, science and business

New Jersey Student Learning Standards for Mathematics SMP1, SMP2, SMP3, SMP4, SMP5, SMP6, SMP7, SMP8
New Jersey Student Learning Standards for English Language Arts A.R10
New Jersey Student Learning Standards for Science P1, P5
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.2

B. Determine the output of a program and debug as needed
New Jersey Student Learning Standards for Mathematics SMP1, SMP2, SMP3, SMP4, SMP5, SMP6, SMP7, SMP8
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.2

C. Use hardware to access and program in a given language
New Jersey Student Learning Standards for Mathematics SMP1, SMP2, SMP3, SMP4, SMP5, SMP6, SMP7, SMP8
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.2

D. Perform arithmetic operations using proper syntax
New Jersey Student Learning Standards for Science P5
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

E. Discern between different variable types and assign values to these variables
New Jersey Student Learning Standards for Mathematics SMP1, SMP2, SMP3, SMP4, SMP5, SMP6, SMP7, SMP8
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

F. Demonstrate the use of logical and relational operators
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.2

G. Convert between number bases
New Jersey Student Learning Standards for Technology 8.1

H. Use one- and two-dimensional arrays
New Jersey Student Learning Standards for Mathematics N-VM
New Jersey Student Learning Standards for Technology 8.1

I. Apply iterative control structures, decision structures and techniques of object-oriented programming
New Jersey Student Learning Standards for Mathematics SMP1, SMP2, SMP3, SMP4, SMP5, SMP6, SMP7, SMP8
New Jersey Student Learning Standards for Technology 8.1

J. Write a program in proper form with appropriate documentation
New Jersey Student Learning Standards for Mathematics SMP6
New Jersey Student Learning Standards for Technology 8.1

K. Demonstrate appreciation of the history, structure and future trends of the computer and ethics of its use.
New Jersey Student Learning Standards for English Language Arts A.R10
New Jersey Student Learning Standards for Social Studies 6.3
New Jersey Student Learning Standards for Technology 8.1, 8.2
New Jersey Student Learning Standards for 21st Century Life and Careers 9.2

III. CONTENT, SCOPE AND SEQUENCE

The Computer Science I course addresses the importance of mathematics and computer science in the development of civilization and its relevance to students' success, regardless of career path. Emphasis is placed on the development of critical-thinking and problem-solving skills, particularly through the use of everyday contexts and real-world applications.

A. Problem-solving methodology
    1. Problem analysis
    2. Plan development
    3. Execution of a plan
    4. Error analysis
        a. Syntax errors
        b. Run-time errors
        c. Errors of intent

B. Fundamental computer skills
    1. Beginning of a program
    2. Proper storage procedures
    3. Proper documentation

C. Objects
    1. Instantiation and scope
    2. Properties of objects
    3. Object state changes
    4. Interaction of objects

D. Variables and values
    1. Types of variables
    2. Assignment statements
    3. Computation with different variable types
        a. Arithmetic operators
        b. Modular arithmetic
        c. Relational operators
        d. Logical operators
    4. Lists and one-dimensional and two-dimensional arrays

E. Decisions and iterations
    1. Boolean logic
    2. If...Then...Else structures
    3. For...Next loops
    4. Do...While loops

F. Concepts in computer science
    1. Base conversion
    2. History of computer science
    3. Computer programming ethics

IV. INSTRUCTIONAL TECHNIQUES

Various instructional approaches are employed to engage all students in the learning process and accommodate differences in readiness levels, interests and learning styles. Typical teaching techniques include, but are not limited to, the following:

A. Teacher-directed, whole-group instruction, and modeling of the concepts and techniques of programming
B. Mini-lessons, individualized instruction for reinforcement, or re-teaching of concepts
C. In-class, computer-based and online laboratory time
D. Problem-based learning
E. Lab assignments and projects
F. Independent practice
G. Differentiated instruction
H. Peer review and collaboration
I. Modeling with manipulatives
J. Integration of mathematical reasoning.

V. EVALUATION

Multiple techniques are employed to assess student understanding of programming concepts, skills, and thinking processes. These may include, but are not limited to, the following:

A. Written tests and quizzes, including baseline and benchmark assessments
B. Cumulative tests
C. Homework
D. Projects
E. Computer lab work
F. Classroom observation.

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support this curriculum:

A. Opportunities to learn from and share ideas about teaching and learning computer science with colleagues through meetings and peer observations
B. Collaboration with colleagues and department supervisor to discuss and reflect upon unit plans, homework, and assessment practices
C. Planning time to develop and discuss the results of implementing differentiated lessons and incorporating technology to enhance student learning
D. Attendance at workshops, conferences and courses that focus on relevant programming content, pedagogy, alternate assessment techniques, or technology.

APPENDIX I

New Jersey Student Learning Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

SMP1 – Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

SMP2 – Reason abstractly and quantitatively.
Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

SMP3 – Construct viable arguments and critique the reasoning of others.
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

SMP4 – Model with mathematics.
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

SMP5 – Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

SMP6 – Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

SMP7 – Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

SMP8 – Look for and express regularity in repeated reasoning.
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

New Jersey Student Learning Standards for Mathematical Content

Vector and Matrix Quantities N-VM

Perform operations on matrices and use matrices in applications.

6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.

(+) Denotes additional mathematics that students should learn in order to take advanced courses.

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

APPENDIX II

New Jersey Student Learning Standards for English Language Arts

College and Career Readiness Anchor Standards for Reading
NJSLSA.R10 - Read and comprehend complex literary and informational texts independently and proficiently.

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

APPENDIX III

New Jersey Student Learning Standards for Science/ Next Generation Science Standards: Science and Engineering Practices

Practice 1 – Asking questions and defining problems
Practice 5 – Using mathematics and computational thinking

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

APPENDIX IV

New Jersey Student Learning Standards for Social Studies

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

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

APPENDIX V

New Jersey Student Learning Standards for Technology

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

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

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

APPENDIX VI

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

NJSLS Career Ready Practices: These practices outline the skills that all individuals need to have to be truly adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
NJSLS 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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

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

APPENDIX VII

Instructional Resources and Pacing Guides

Instructional resources for Computer Science I: District-produced instructional materials and activities

Suggested pacing:

Unit	Number of teaching days
Variables, objects, and assignment statements	10
Objects and state changes	8
If statements, for loops	10
Public variables and random numbers	10
Do loops	10
Additional decision structures	8
Lists and one-dimensional arrays	10
Sorting algorithms	10
Two-dimensional arrays and no duplicate algorithms	10

WESTFIELD PUBLIC SCHOOLS

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Course of Study

COMPUTER SCIENCE II: ADVANCED PLACEMENT (9292)

School ..... Westfield High School
Department ..... Practical Arts
Length of Course ..... Full year
Credit 5
Grade Levels 11, 12
Prerequisite ..... …Computer Science I & Algebra II
Date .....

I. RATIONALE, DESCRIPTION AND PURPOSE

Computer Science II is designed to introduce students to Java. Java is a widely-used programming language in both the academic and professional arenas. A high-level language offering a safe, simple, object-oriented approach to programming, Java is typically the first programming language taught at colleges and universities. The College Board has chosen Java for the Advanced Placement Examination in Computer Science and this curriculum is consistent with the College Board's syllabus for Computer Science AP.

Computer Science II: Advanced Placement is intended for students with strong algebra skills and familiarity with basic concepts in programming. This course develops students' critical thinking and problem-solving skills through structured programming exercises, builds on the knowledge attained in Computer Science I and introduces the higher-level programming concepts found in Java. As students gain experience in this widely-accepted and popular programming language, they build a solid foundation for further course work in computer science.

II. OBJECTIVES

This curriculum fulfills Westfield Board of Education expectations for student achievement. Course objectives are aligned with the New Jersey Student Learning Standards for Mathematics, English Language Arts, Science, Social Studies, Technology, and 21st Century Life and Careers.

Students:

A. Organize and outline solutions to problems with carryover to computer programs
New Jersey Student Learning Standards for Mathematics SMP1, SMP2, SMP3, SMP4, SMP5, SMP6, SMP7, SMP8
New Jersey Student Learning Standards for English Language Arts A.R10
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

B. Design and implement computer-based solutions to problems in several application areas
New Jersey Student Learning Standards for Mathematics SMP1, SMP2, SMP3, SMP4, SMP5, SMP6, SMP7, SMP8
New Jersey Student Learning Standards for English Language Arts A.R10
New Jersey Student Learning Standards for Science P1
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

C. Operate and program in Java using various platforms
New Jersey Student Learning Standards for Mathematics SMP1, SMP2, SMP4, SMP5, SMP6, SMP7, SMP8
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

D. Develop and select appropriate algorithms to solve real-world and mathematical problems
New Jersey Student Learning Standards for Mathematics SMP1, SMP2, SMP3, SMP4, SMP5, SMP6, SMP7, SMP8, F-IF
New Jersey Student Learning Standards for English Language Arts A.R10
New Jersey Student Learning Standards for Science P5
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

E. Code fluently and efficiently in well-structured fashion using the Java language
New Jersey Student Learning Standards for Mathematics SMP1, SMP2, SMP3, SMP4, SMP5, SMP6, SMP7, SMP8
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

F. Recognize the ethical and social ramifications of computer use.
New Jersey Student Learning Standards for English Language Arts A.R10
New Jersey Student Learning Standards for Social Studies 6.3
New Jersey Student Learning Standards for Technology 8.1, 8.2
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

III. CONTENT, SCOPE AND SEQUENCE

The Computer Science II course addresses the importance of mathematics and computer science in the development of civilization and its relevance to students' success, regardless of career path. Emphasis is placed on the development of critical thinking and problem-solving skills, particularly through the use of everyday contexts and real-world applications.

A. Concepts in computer science
1. History of computing
2. History of the Java language

B. Program design
1. Problem description, purpose and goals
2. Data abstraction and encapsulation
3. Class specifications, interface specifications, and relationships among classes
4. Implementation of a given class hierarchy
5. Identification of reusable components from existing code using classes and class libraries

C. Class design
1. Design and implementation of a class
2. Appropriate data representations and algorithms
3. Functional decomposition
4. Extension of a class using inheritance

D. Implementation techniques and methodology
    1. Object-oriented development
    2. Top-down development
    3. Encapsulation and information hiding
    4. Procedural abstraction

E. Programming constructs
    1. Primitive types *vs.* reference types
    2. Declaration
        a. Constant
        b. Variable
        c. Class
        d. Interface
        e. Method
        f. Parameter
    3. Text output
    4. Control
        a. Methods
        b. Sequential
        c. Conditional
        d. Iteration
        e. Evaluation of recursive methods
    5. Expression evaluation
        a. Numeric expressions
        b. String expressions
        c. Boolean expressions, short-circuit evaluation and DeMorgan's Law

F. Java library classes per the Java Subset

G. Testing
    1. Test classes and libraries in isolation
    2. Boundary cases and appropriate test data
    3. Integration testing

H. Error analysis
    1. Categorization of errors (compile-time, run-time, logic)
    2. Identification and correction of errors
    3. Techniques (*e.g.*, using a debugger, adding extra output statements, hand-tracing code)

I. Modification of existing code

J. Extension of existing code using inheritance

K. Error handling and run-time exceptions

L. Reasoning about programming
    1. Pre- and post-conditions
    2. Assertions

M. Analysis of algorithms
    1. Informal comparisons of run times
    2. Exact calculation of statement execution counts

N. Numerical representations limits
    1. Representation of non-negative integers in different bases
    2. Limitations of finite representation
        a. Integer bounds
        b. Imprecision of floating-point representations
        c. Round-off error

O. Simple (primitive) data types
    1. int
    2. boolean
    3. double

P. One-dimensional and two-dimensional array lists via the list interface

Q. Data structure manipulations
    1. Transversals
    2. Insertions
    3. Deletions

R. Search algorithms
    1. Sequential (linear)
    2. Binary

S. Sort algorithms
    1. Selection
    2. Insertion
    3. Merge sort

T. System reliability

U. Privacy

V. Social, legal and ethical ramifications of computer use

IV. INSTRUCTIONAL TECHNIQUES

Various instructional approaches are employed to engage all students in the learning process and accommodate differences in readiness levels, interests and learning styles. Typical teaching techniques include, but are not limited to, the following:

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SMP2 – Reason abstractly and quantitatively.
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SMP4 – Model with mathematics.
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SMP5 – Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

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Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

SMP7 – Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

SMP8 – Look for and express regularity in repeated reasoning.
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

New Jersey Student Learning Standards for Mathematical Content

Interpreting Functions F-IF

Understand the concept of a function and use function notation.

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f*(*x*) denotes the output of *f* corresponding to the input *x*. The graph of *f* is the graph of the equation $y = f(x)$.
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by* $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ *for* $n \geq 1$.

Interpret functions that arise in applications in terms of the context.

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

Analyze functions using different representations.

8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
   a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
   b. Use the properties of exponents to interpret expressions for exponential functions. *For*
   c. *example, identify percent rate of change in functions such as* $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, *and classify them as representing exponential growth or decay.*
9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

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

APPENDIX II

New Jersey Student Learning Standards for English Language Arts

College and Career Readiness Anchor Standards for Reading
NJSLSA.R10 - Read and comprehend complex literary and informational texts independently and proficiently.

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

APPENDIX III

New Jersey Student Learning Standards for Science/ Next Generation Science Standards: Science and Engineering Practices

Practice 1 – Asking questions and defining problems
Practice 5 – Using mathematics and computational thinking

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

APPENDIX IV

New Jersey Students Learning Standards for Social Studies

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

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

APPENDIX V

New Jersey Student Learning Standards for Technology

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

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

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

APPENDIX VI

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

STANDARD 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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

APPENDIX VII

Instructional Resources and Pacing Guides

Instructional resource: *Java Software Solutions*, Lewis and Loftus, Pearson (2017).

Suggested pacing:

Unit	Number of teaching days
Introduction to programming	10
Objects and primitive data	20
Program statements	15
Writing classes	15
Enhancing classes	20
Arrays and lists	20
Inheritance	10
Recursion	10
Case studies	20
Exploration topics	5

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

COMPUTER SCIENCE III: HONORS (9293)

School ..... Westfield High School
Department ..... Practical Arts
Length of Course ..... Half year
Credit 2.5
Grade Level 12
Prerequisite ..... …Computer Science II
Date .....

I. RATIONALE, DESCRIPTION AND PURPOSE

Computer Science III is designed to expand student knowledge in the Java language. Java is a widely-used programming language in both the academic and professional arenas. A high-level language, offering a safe, simple, object-oriented approach to programming, Java is typically the first programming language taught at colleges and universities.

The intent of the Computer Science III: Honors course is to extend and strengthen students' problem-solving skills through structured programming exercises. Students write and analyze algorithms to address, model and solve real-world problems. The curriculum mirrors that of a second course in introductory computer science at the college level. Students interested in further study in computer science or related fields are given a solid background with which to begin advanced study.

II. OBJECTIVES

This curriculum fulfills Westfield Board of Education expectations for student achievement. Course objectives are aligned with the New Jersey Student Learning Standards for Mathematics, English Language Arts, Science, Social Studies, Technology, and 21st Century Life and Careers.

Students:

A. Review and apply concepts of arithmetic, logic and comparison as they relate to computer science
New Jersey Student Learning Standards for Mathematics SMP1, SMP2, SMP3, SMP4, SMP5, SMP6, SMP7, SMP8, N-Q, F-IF
New Jersey Student Learning Standards for Science P5
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

B. Write programs that illustrate efficiency, correct Java syntax and proper use of iterative and conditional control structures
New Jersey Student Learning Standards for Mathematics SMP1, SMP2, SMP3, SMP4, SMP5, SMP6, SMP7, SMP8
New Jersey Student Learning Standards for English Language Arts A.R10
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

C. Make appropriate choices among data structures, including primitive, aggregate, user-defined and dynamic types
New Jersey Student Learning Standards for Mathematics SMP1, SMP2, SMP3, SMP4, SMP5, SMP6, SMP7, SMP8
New Jersey Student Learning Standards for English Language Arts A.R10
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

D. Write and apply functions both with and without making use of recursion and measure efficiency of functions both verbally and mathematically
New Jersey Student Learning Standards for Mathematics SMP1, SMP2, SMP3, SMP4, SMP5, SMP6, SMP7, SMP8, F-IF
New Jersey Student Learning Standards for English Language Arts A.R10
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

E. Acknowledge current trends in and ethics of computer use.
New Jersey Student Learning Standards for English Language Arts A.R10
New Jersey Student Learning Standards for Social Studies 6.3
New Jersey Student Learning Standards for Technology 8.1, 8.2
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

III. CONTENT, SCOPE AND SEQUENCE

The Computer Science III course addresses the importance of mathematics and computer science in the development of civilization and its relevance to students' success, regardless of career path. Emphasis is placed on the development of critical thinking and problem-solving skills, particularly through the use of everyday contexts and real-world applications.

A. Review of concepts in computer science
   1. Computer use
   2. Brief history of programming
   3. Brief history of the Java language
   4. Java docs and language conventions
   5. Review of Java programming concepts

B. Algorithm analysis
   1. Review of informal comparisons
   2. Big Oh notation
   3. Sorting
      a. Quick sort
      b. Heap sort
   4. Review of searching
      a. Linear
      b. Binary
      c. Hashing
      d. Efficiency

C. Object-oriented programming
    1. Super classes and subclasses
    2. Inheritance
    3. Polymorphism
    4. Portability of code; abstract classes

D. Error handling
    1. Bad input checks
    2. Exceptions

E. Data structures
    1. Dynamic data allocation
    2. Linked lists
        a. Singly
        b. Doubly
        c. Circularly
    3. Trees
        a. Definition
        b. Binary search trees
        c. Preorder, in-order and post-order notation
    4. Stacks
    5. Queues/Priority Queues
    6. Sets
    7. Maps

F. Computer trends and ethics

IV. INSTRUCTIONAL TECHNIQUES

Various instructional approaches are employed to engage all students in the learning process and accommodate differences in readiness levels, interests and learning styles. Typical teaching techniques include, but are not limited to, the following:

A. Teacher-directed, whole-group instruction and modeling of the concepts and techniques of programming
B. Mini-lessons or individualized instruction for reinforcement or re-teaching of concepts
C. In-class, computer-based and online laboratory time
D. Problem-based learning
E. Lab assignments and projects
F. Independent practice
G. Differentiated instruction
H. Peer review and collaboration
I. Modeling with manipulatives
J. Integration of mathematical reasoning.

V. EVALUATION

Multiple techniques are employed to assess student understanding of programming concepts, skills, and thinking processes. These may include, but are not limited to, the following:

A. Written tests and quizzes, including baseline and benchmark assessments
B. Cumulative tests
C. Homework
D. Projects
E. Computer lab work
F. Classroom observation.

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support this curriculum:

A. Opportunities to learn from and share ideas about teaching and learning computer science with colleagues through meetings and peer observations
B. Collaboration with colleagues and department supervisor to discuss and reflect upon unit plans, homework, and assessment practices
C. Planning time to develop and discuss the results of implementing differentiated lessons and incorporating technology to enhance student learning
D. Attendance at workshops, conferences and courses that focus on relevant programming content, pedagogy, alternate assessment techniques, or technology.

APPENDIX I

New Jersey Student Learning Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

SMP1 – Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

SMP2 – Reason abstractly and quantitatively.
Mathematically proficient students make sense of the quantities and their relationships in problem situations. Students bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize,* to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

SMP3 – Construct viable arguments and critique the reasoning of others.
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

SMP4 – Model with mathematics.
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

SMP5 – Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

SMP6 – Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

SMP7 – Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

SMP8 – Look for and express regularity in repeated reasoning.
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

New Jersey Student Learning Standards for Mathematical Content

Quantities N-Q

Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2. Define appropriate quantities for the purpose of descriptive modeling.
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Interpreting Functions F-IF

Understand the concept of a function and use function notation.

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f*(*x*) denotes the output of *f* corresponding to the input *x*. The graph of *f* is the graph of the equation *y* = *f*(*x*).
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.*

Interpret functions that arise in applications in terms of the context.

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

Analyze functions using different representations.

8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
   a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
   b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as* $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, *and classify them as representing exponential growth or decay.*
9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

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

APPENDIX II

New Jersey Student Learning Standards for English Language Arts

College and Career Readiness Anchor Standards for Reading
NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.

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

APPENDIX III
New Jersey Student Learning Standards for Science/ Next Generation Science Standards: Science and Engineering Practices

Practice 5 – Using mathematics and computational thinking

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

APPENDIX IV
New Jersey Student Learning Standards for Social Studies

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

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APPENDIX V

New Jersey Student Learning Standards for Technology

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

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.

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APPENDIX VI

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

STANDARD 9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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

APPENDIX VII

Instructional Resources and Pacing Guide

Instructional resource for Computer Science III: District-produced instructional materials and activities

Suggested pacing:

Unit	Number of teaching days
Review of programming skills	10
Linked lists	15
Binary search trees	15
Stacks, queues, and priority queues	15
Sets and maps	15
Heaps	12

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

INTERMEDIATE ENGLISH LANGUAGE ARTS

School .....All Intermediate Schools
Department.....Language Arts
Length of Course..... Full Year
Grade Level..... 6 through 8
Prerequisite .....None
Date .....

I. RATIONALE, DESCRIPTION AND PURPOSE

Critical to the 21st Century learner is the ability to read, write, speak, listen and think analytically. These cornerstones of literacy enable communication in all of its expressions. The National Council of Teachers of English defines language arts literacy as "enabling one to think logically and creatively; express ideas; understand and participate meaningfully in spoken, written, and non-verbal communication; formulate and answer questions; and search for, organize, evaluate, and apply information. The language arts are integrative, interactive ways of critical thinking; and are essential for student learners to construct meaning and employ communication habits which allow them to effectively and ethically navigate a variety of real-world contexts.

Westfield Intermediate English Language Arts seeks to empower students as life-long learners so they appreciate and respect the rich diversity of voices and experiences, and are equipped to become global citizens. Students read from a wide range of texts to build an understanding of themselves and others. This focus places students in a position to learn, explore, and grow to be empathetic members of society.

The content of the language arts curriculum is built on a balanced literacy foundation; it encourages students to investigate questions, scenarios and problems. The balanced literacy approach integrates various modalities of literacy instruction. These modalities incorporate explicit skill development through multi-genre units of study. Students read a wide range of literature and informational text to become well-rounded informed individuals; teachers concurrently reinforce the reading process to develop students' capacity for applying familiar active reading strategies to richer, more complex texts. The development of these active reading strategies supports students' progression through each language arts course, and serves as the foundation for the increasingly complex texts they will encounter as they engage in the production of more sophisticated writing forms. Students use various strategies to compose thesis-driven essays, crafting clear, logical arguments while developing a wider range of vocabulary usage and experimenting with figurative language in narrative forms. Building from

previously acquired research skills, students continue to strengthen their knowledge and deepen their understanding of the research process.

In addition to growing students' content knowledge and skills in the five major areas of literacy learning - reading, writing, speaking, listening, and conventions, we endeavor to develop in our students a lifelong appreciation for the complexity, beauty and power of language. To this end, the New Jersey Competencies for Social and Emotional Learning are intentionally integrated into the learning objectives and essential questions; the expectation is for students to concurrently develop these competencies as habits of mind, and allow these competencies to color the lens through which they consume content, process information, and produce representations of their thinking.

II. OBJECTIVES:

The following objectives are aligned with the New Jersey Student Learning Standards for: English Language Arts, Social Studies (6.3), 21st-Century Life and Career Skills (Standard 9.1), Technology (Standards 8.1 and 8.2); and the New Jersey Competencies for Social and Emotional Learning.

A. Through a variety of **reading** experiences:

1. Examine a variety of universal themes in literature through the lens of social and emotional competencies

   NJ Student Learning Standards for English Language Arts RL8.1,2,3,6,10, RI8.1,2,3,6,10

   NJ Student Learning Standards for Social Studies 6.3

   NJ Student Learning Standards for Technology 8.1

   NJ Student Learning Standards for 21st-Century Life and Careers 9.1

   NJ Competencies for Social and Emotional Learning

   Social Awareness: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

2. Apply a variety of before, during, and after reading strategies to enhance comprehension

   NJ Student Learning Standards for English Language Arts RL8.1,2,3,4,5,6,10; RI8.1,2,3,4,5,6,10

   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1

   NJ Competencies for Social and Emotional Learning

   Self-Management: recognize the skills needed to establish and achieve personal and educational goals

   Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

3. Survey a broad range of narrative and poetic works and identify their relationships to an author's purpose

   NJ Student Learning Standards for English Language Arts RL8.1,2,3,5,10

   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1

   NJ Competencies for Social and Emotional Learning

   Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges

   Social Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings. Responsible Decision-Making: evaluate personal, ethical, safety and civic impact of decisions

4. Identify and analyze how literary plot elements, individually and/or collectively, reveal an author's purpose

   NJ Student Learning Standards for English Language Arts RL8.1,2,3,4,10

   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1

   NJ Competencies for Social and Emotional Learning

   Self-Management: recognize the skills needed to establish and achieve personal and educational goals

5. Compare and contrast the treatment of the same or similar themes between two texts of different genres or media

   NJ Student Learning Standards for English Language Arts RL8.2,7,9

   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1

   NJ Competencies for Social and Emotional Learning

   Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges

   Social Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings

6. Identify and infer about an author's use of literary devices (e.g. irony, foreshadowing, symbolism and figurative language)

   NJ Student Learning Standards for English Language Arts RL8.5,6; L.8.5

   NJ Student Learning Standards for Technology 8.1

   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1

   NJ Competencies for Social and Emotional Learning

   Social Awareness: recognize and identify the thoughts, feelings and perspectives of others

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, editing and reflecting using a variety of writing forms and styles

   NJ Student Learning Standards for English Language Arts W.8.5,10; L.9-10.1,2,3,6

   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1

   NJ Competencies for Social and Emotional Learning

   Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges

   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

2. Use a variety of stylistic techniques (dialogue, pacing, description, and reflection) to compose real and imagined narratives.

   NJ Student Learning Standards for English Language Arts W.83,4,10; L.8.5,6

   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1

   NJ Competencies for Social Emotional Learning

   Responsible Decision Making: identify the consequences associated with one's actions in order to make constructive choices

3. Construct analytical paragraphs and coherent multi-paragraph essays using transitional words and phrases within and between paragraphs.
   NJ Student Learning Standards for English Language Arts W.8.1,2,3,4,10
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
      NJ Student Learning Standards for English Language Arts W9-10.4; L9-10.3
      NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
      NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
4. Compose introductory paragraphs with a hook and a three-prong thesis statement
   NJ Student Learning Standards for English Language Arts W.8.1,2,4
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
5. Select and use textual evidence to compose analytical body paragraphs in support of a claim or position
   NJ Student Learning Standards for English Language Arts W.8.1,2,4,10
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
6. Produce conclusions that follow from and reflect upon the presented information, experience, or argument.
   New Jersey Student Learning Standards for English Language Arts W.8.1,2,3
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
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.8.4,5; L.8.1,2,3
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
      Relationship Skills: utilize positive communication and social skills to interact effectively with others
      Self-Awareness: recognize one's personal traits, strengths and limitations
8. Use checklists and reflection questions to evaluate writing process steps and product; use self-reflection to improve technique on subsequent writing tasks
   New Jersey Student Learning Standards for English Language Arts W.8.4,5,10,
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
      Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
      Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
      Relationship Skills: utilize positive communication and social skills to interact effectively with others
      Responsible Decision Making: identify the consequences associated with one's actions in order to make constructive choices

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

1. Use a variety of note-taking skills to gather relevant and appropriate information from print and digital sources

   NJ Student Learning Standards for English Language Arts W.8.7,8; RI.8.1,2,3,6,9
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st Century Life & Careers 9.1, 9.2
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
   Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
   Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

2. Analyze, synthesize and organize information collected using a variety of outline formats/graphic organizers

   NJ Student Learning Standards for English Language Arts RI.9-10.7,8,9; W.9-10.9
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
   Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
   Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

3. Avoid plagiarism by quoting, paraphrasing and citing information and conclusions presented by others

   NJ Student Learning Standards for English Language Arts W.8.8,9
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
   Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
   Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

4. Present evidence, information, and/or findings through oral, written or technical means

   NJ Student Learning Standards for English Language Arts RI.8.1,2,7; W.8.6; SL.8.1,4,5; L.8.3
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
   Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
   Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed.

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

1. Increase fluency when reading aloud and/or speaking

   NJ Student Learning Standards for English Language Arts SL.8.1,4;L.8.1,3,5,6

   NJ Student Learning Standards for 21st-Century Life and Careers 9.1

   NJ Competencies for Social and Emotional Learning

   Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed

   Self-Awareness: recognize one's feelings and thoughts; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges

2. Actively listen and appropriately respond to others when engaging in partnership, small group and whole class learning activities

   NJ Student Learning Standards for English Language Arts SL.8.1,3,4; L.8.1,3

   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1

   NJ Competencies for Social and Emotional Learning

   Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed

   Self-Awareness: recognize one's feelings and thoughts,; recognize the impact of one's feelings and thoughts on one's own behavior; recognize one's personal traits, strengths and limitations

3. Report findings in brief and informal presentations, using technology when appropriate

   NJ Student Learning Standards for English Language Arts SL.8.2,4,5,6; L.8.1,4,5,6

   NJ Student Learning Standards for Technology 8.1

   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1

   NJ Competencies for Social and Emotional Learning

   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

   Relationship Skills: utilize positive communication and social skills to interact effectively with others

III. CONTENT, SCOPE, AND SEQUENCE

The Intermediate language arts curriculum utilizes the Universal Design for Learning Framework for its multi-genre units of study. Student learning is guided by essential questions which aim to develop competency across a wide range of literacy skills, foster the successful transfer of these literacy skills to other content areas, and develop competencies in social and emotional learning (SEL).

Each unit includes a variety of voices honoring the diversity of race, class, gender, and ethnicity so that students may grow to understand and appreciate the commonality of the human experience. Stage one of each unit outlines the desired results; it provides aligned State standards and Competencies for SEL, essential questions, enduring understandings, and the relevant knowledge and skills. Stage two provides assessment evidence by way of suggested formative assessments, and common summative assessments. Stage three presents the learning plan; it is comprised of a comprehensive list of instructional materials, including the anchor text(s), a vast array

of supplemental texts (e.g. book club titles, poetry, short stories, and informational text sets including digital media), and a suggested weekly learning plan.

The units of study, and their corresponding essential questions are arranged in sequential order and are as follows:

Grade Six

Unit Title	Essential Questions	Timeframe
Establishing Identity	How do experiences shape a person's identity? How do attitude and overall mindset contribute to a person's success? What do all children need in order to grow up to lead fulfilling lives?	12-16 weeks
Overcoming Injustice	How does one's identity influence his or her perceptions of the world? How does injustice affect a society? What empowers members of society to overcome injustice?	12 weeks
Choices and Decision-making	How are our identities formed by choices and decision-making? How can our choices influence how others see us?	12 weeks

Grade Seven

Unit Title	Essential Questions	Timeframe
Reading Strategies	Why are active reading strategies important and how do they help me?	4-5 weeks
Building Relationships	What determines whether a relationship succeeds or fails? How do biases, stereotypes, and prejudices affect relationships? How do cultural norms affect relationships?	7-8 weeks
Self-reflection	Why is it important for people and cultures to construct narratives about their experiences? How does self-reflection help us make sense of our choices, motives, and relationships?	5-7 weeks
Values	Is a utopia attainable? Which values are worth fighting for [to maintain or attain]? How do communities make their values known? When is it appropriate to challenge those values?	12-14 weeks
Problem-solving	What motivates our curiosity to solve problems? How are problems solved? Do all problems have solutions?	6 weeks

Grade Eight

Unit Title	Essential Questions	Timeframe
Resilience	What is resilience? In what ways are critical thinking and resilience related? How does literature act as both a window and a mirror in developing resilience?	8-10 weeks
Social Justice	How do societies embrace diversity? To what extent does our society embrace diversity? What is justice and why do people accept the injustices of the status quo? What creates bias and how can it be overcome?	8-10 weeks
Emotion and the Teenage Brain	Why is brain research important and how can I use it to better understand my peers and myself? Emotions – do they control me or do I control them?	8-10 weeks
Identity	What defines me at the end of eighth grade? What do I hope will define me at the end of high school? In what ways do we assume different identities in different contexts?	8-10 weeks

IV. INSTRUCTIONAL TECHNIQUES

Because the learning process is dynamic, a variety of approaches is necessary to maximize student engagement. These approaches are used to meet the varying abilities, needs, interests, and learning preferences of students. The curriculum emphasizes critical and creative thinking and all modes of communication. A combination of techniques, intended to be differentiated as needed, emphasizes learning intentions, learning strategies, feedback and instructional delivery; examples include, but are not limited to:

A. Direct instruction - whole group, small flexible group, and/or individual
1. Close reading of mentor texts or assignment exemplars
2. Modeled thinking and/or application
3. Repeated reading
4. Integration of technology

B. Deliberate practice/application - whole group, small group, and/or partnerships
1. Classroom discussion - whole group, small group, and/or partnerships
    a. Essential questions
    b. Text dependent questions
    c. Conversation markers
    d. Debate
    e. Socratic seminar
    f. Fishbowl
2. Writing to learn
    a. Concept mapping
        i. Annotating
        ii. Note-taking
        iii. Graphic organizing
        iv. Outlining
    b. Prediction
    c. Journaling
    d. Summary and analysis
    e. Learning logs
    f. Do-now and/or exit slip
    g. Fictional dialogue
    h. Freewrite
3. Collaborative learning with peers - small group and/or partnerships
    a. Literature circle/book club protocols
    b. Jigsaw
    c. Inquiry learning
    d. Reciprocal teaching
    e. Peer feedback

C. Metacognition
1. Self-questioning
2. Questions to guide learning
3. Strategy monitoring (e.g. learning logs; “What helped me learn today?”)
4. Transfer monitoring (e.g. “How do I know I learned…?”)

D. Interdisciplinary connections
    1. Outside presenters
    2. Field trips
    3. Virtual field trips

V. EVALUATION

At the intermediate level, the goal of evaluation is to make formal and informal assessments of students' progress and development. A combination of diagnostic, formative, and summative assessment techniques and instruments is utilized, and differentiated as needed, to gauge students' understanding and plan for instructional needs. Examples include, but are not limited to:

A. Diagnostic assessments allow teachers to gauge students' current knowledge of a topic or ability to execute a skill; this type of assessment is typically administered at the onset of a school year or unit of study.
    1. Pre-tests
    2. Class discussions/debates - partnerships, small group, or whole class
    3. Self-assessment and goal setting
    4. Conferencing
    5. Anecdotal teacher records

B. Formative assessments measure students' growth and progress, are quickly administered as part of the instructional process, allow for feedback to be shared quickly and efficiently, and may or may not be graded.
    1. Process writing components
    2. Quizzes
    3. Annotations
    4. Text dependent questions
    5. Concept maps, outlines, and/or graphic organizers
    6. Self-assessment
    7. Peer assessment
    8. Journals
    9. Class discussions/debates - partnerships, small group, or whole class
    10. Presentations - individual, partnered, and small group
    11. Fishbowl
    12. Socratic Seminar
    13. Conferencing
    14. Anecdotal teacher records

C. Summative assessments are administered after instruction has been delivered and learning has taken place; it serves as a means for gauging the accumulation of student learning against the stated unit objectives. Students are encouraged to weigh their performance against SEL Competencies, specifically that of: self-awareness, self-management, responsible decision-making, and relationship skills. Department members may use the outcomes to adjust approaches to planning and preparation for learning, instructional delivery, and/or formative assessment.

1. Tests; post-assessments (e.g. essential questions; text dependent questions)
2. Timed writings
3. Self-assessment
4. Final draft essays
5. Creative writing pieces
6. Evidence-based projects
7. Portfolios
8. Presentations - individual, partnered, and small group
9. Fishbowl
10. Socratic Seminar

VI. PROFESSIONAL DEVELOPMENT

A key component to the effective implementation of a language arts curriculum is the inclusion of ongoing, professional development and teacher support. Effective professional development plays a pivotal role in creating a culture and capacity for continuous improvement of curriculum and assessment. The following are recommended components of professional development in language arts:

A. Enrollment in relevant graduate level courses
B. Attendance at in-district and out-of-district professional development seminars, workshops, learning communities, and courses relevant to the language arts program to learn and share ideas regarding instructional strategies
C. Embedded professional development opportunities including observations of colleagues' classes to gather and share ideas
D. Observance of language arts lessons in other school districts; share ideas gleaned from the observation(s) with district colleagues
E. Collaboration with colleagues to develop, implement, and evaluate data from common assessments
F. Collaboration with colleagues and department supervisor to discuss and reflect upon unit plans, homework, and assessment practices
G. Interdisciplinary collaboration
H. Membership in professional organizations

APPENDIX I

New Jersey Student Learning Standards for Language Arts

Grade 6

Progress Indicators for Reading Literature

Key Ideas and Details

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.8. (Not applicable to literature)

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Writing

Text Types and Purposes

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) and organize the reasons and evidence clearly.

B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from the argument presented.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate transitions to clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Establish and maintain a formal/academic style, approach, and form.
F. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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

Production and Distribution of Writing
W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
A. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
B. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Range of Writing
W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Progress Indicators for Language

Conventions of Standard English

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

B. Use intensive pronouns (e.g., *myself, ourselves*).

C. Recognize and correct inappropriate shifts in pronoun number and person.

D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

B. Spell correctly.

Knowledge of Language

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

B. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

C. Consult 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 or its part of speech.

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

A. Interpret figures of speech (e.g., personification) in context.
B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7

Progress Indicators for Reading Literature

Key Ideas and Details

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.8. (Not applicable to literature)

RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Range of Reading and Level of Text Complexity

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Progress Indicators Informational Text

Key Ideas and Details

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Writing

Text Types and Purposes

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
D. Establish and maintain a formal style/academic style, approach, and form.
E. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Establish and maintain a formal style academic style, approach, and form.
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

B. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

Range of Writing

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Progress Indicators for Language

Conventions of Standard English

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

B. Spell correctly.

Knowledge of Language

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content,* choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).

C. Consult 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 or its part of speech.

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.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8

Progress Indicators for Reading Literature

Key Ideas and Details

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas
RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
RL.8.8. (Not applicable to literature)

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity
RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Progress Indicators for Reading Informational Text

Key Ideas and Details
RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure
RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas
RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity
RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Writing

Text Types and Purposes
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
D. Establish and maintain a formal style.
E. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Establish and maintain a formal style/academic style, approach, and form.
F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Research to Build and Present Knowledge

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

B. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Range of Writing

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Progress Indicators for Language Conventions of Standard English

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
B. Form and use verbs in the active and passive voice.
C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
B. Use an ellipsis to indicate an omission.
C. Spell correctly.

Knowledge of Language

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
C. Consult 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 or its part of speech.
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.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
A. Interpret figures of speech (e.g. verbal irony, puns) in context.
B. Use the relationship between particular words to better understand each of the words.
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II

Social Studies Standards

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.

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

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

APPENDIX III

Visual and Performing Arts Standards

1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

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.

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

APPENDIX IV

Technology Standards

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.

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.

APPENDIX V

Science Standards

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

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

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

5.4 Earth Systems Science: All students will understand that Earth operates as a set of complex, dynamic, and interconnected systems, and is a part of the all-encompassing system of the universe.

APPENDIX VI

21st-Century Life & Career Skills

9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.2 Personal Financial Literacy All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

APPENDIX VII

World Language Standards

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.

APPENDIX VII

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/.*

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

WORLD LANGUAGES LEVEL IV, IV HONORS AND ADVANCED PLACEMENT

Schools.....Westfield High School
Department.....World Languages
Length of course ..... Full Year
Credits.....5
Grade Level..... 9-12
Prerequisite ..... WL-Level III/WL-Level III H
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

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

The World Languages Level IV course is designed for students who have successfully completed Level III and want to further refine their language skills. Students in this course continue to develop the ability to understand, speak, read and write for self-expression at a sophisticated level on a variety of topics. Interdisciplinary, linguistic, and cultural comparisons are facilitated through interwoven thematic contexts that draw from and reinforce the goals of other content areas such as history, science, economics, geography and the arts. The course emphasizes the development of skills in all language domains, as well as fostering the world languages standards of communication, culture, connections, comparisons and communities. This emphasis on language proficiency encourages students to use the target language through higher-level cognitive tasks and improve critical thinking skills. After successfully completing World Languages Level III Honors, students in the IV Honors course experience a faster instructional pace as well as extended themes and added topics that regularly contribute to the discernment of the target cultures' perspectives. Students in the Advanced Placement course experience a more in-depth study of all themes through authentic literary and non-literary sources from various target cultures. All educational experiences are designed to develop native-like proficiency in the interpretive, interpersonal, and presentational modes of communication.

II. OBJECTIVES

This curriculum fulfills the Westfield Board of Education expectations for student achievement. The course objectives, divided by each of the communication modes, are aligned with the NJ Student Learning Standards for World Languages, English Language Arts, Social Studies, Visual and Performing Arts, Technology, and 21st Century Life and Careers.

Students:

A. Interpretive Communication Mode

Infer the meaning of a variety of vocabulary, including idiomatic and culturally authentic expressions in new academic and formal contexts
New Jersey Student Learning Standards for World Languages 7.1.IH.A.4, 7.1.IH.A.6, 7.1.IH.A.7
New Jersey Student Learning Standards for ELA A.R2
New Jersey Student Learning Standards for Technology 8.1

Analyze elements of the target language that do not have a comparable linguistic element in English
New Jersey Student Learning Standards for World Languages 7.1.IH.A.8
New Jersey Student Learning Standards for ELA A.R2

Analyze, critique, evaluate, and synthesize information contained in culturally authentic materials using electronic and print information sources related to a variety of familiar topics and some unfamiliar topics
New Jersey Student Learning Standards for World Languages 7.1.IH.A.1, 7.1.IH.A.2, 7.1.IH.A.4, 7.1.IH.A.8, 7.1.AL.A.6

Demonstrate comprehension of written language and nuances of language and culture, as expressed by writers of the target language in formal and informal settings, through appropriate responses
New Jersey Student Learning Standards for World Languages 7.1.AL.A.2
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States
New Jersey Student Learning Standards for World Languages 7.1.AL.A.4
New Jersey Student Learning Standards for 21st Century Life & Careers 9.1
New Jersey Student Learning Standards for ELA A.W1, A.W2, A.W3
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Demonstrate comprehension of spoken language and nuances of the target culture(s) as expressed by speakers of the target language using a variety of regional accents and dialects in formal and informal settings
New Jersey Student Learning Standards for World Languages 7.1.IH.A.2

Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture
New Jersey Student Learning Standards for World Languages 7.1.IH.A.3

Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes
New Jersey Student Learning Standards for World Languages 7.1.AL.A.1
New Jersey Student Learning Standards for 21st Century Life & Careers 9.1, 9.2

B. Interpersonal Communication Mode

Conduct conversations in person or using digital tools in the target language with accurate pronunciation while demonstrating command of standard grammar and using a variety of vocabulary, including idiomatic and culturally authentic expressions across a wide range of topics
New Jersey Student Learning Standards for World Languages 7.1.IH.B.1, 7.1.IH.B.4
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Participate in collaborative discussions on a wide range of topics stemming from the comparison of the structural and/or the cultural perspectives found in culturally authentic materials
New Jersey Student Learning Standards for World Languages 7.1.IH.B.4, 7.1.IH.B.6
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Narrate, describe, and persuade by offering and supporting opinions across a wide range of social, literary and historical topics using digital research and presentational tools
New Jersey Student Learning Standards for World Languages 7.1.IH.B.1, 7.1.AL.B.5
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Ask and respond to questions in a group discussion format regarding topics and situations of personal, social, historical and literary interest
New Jersey Student Learning Standards for World Languages 7.1.IH.B.2, 7.1.AL.B.4
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Interact in a variety of familiar and unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies
New Jersey Student Learning Standards for World Languages 7.1.AL.B.3
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Respond to a variety of oral, audio, visual and written prompts to demonstrate command of standard grammar using a variety of vocabulary, including idiomatic and culturally authentic expressions on topics of a personal, social, literary and historical nature
New Jersey Student Learning Standards for World Languages 7.1.IH.B.2, 7.1.IH.B.5, 7.1.IH.B.6
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3
New Jersey Student Learning Standards for Technology 8.1

Use digital tools to produce and publish writing to interact and collaborate with others
New Jersey Student Learning Standards for World Languages 7.1.IH.B.1
New Jersey Student Learning Standards for ELA A.W6
New Jersey Student Learning Standards for Technology 8.1

Distinguish between formal and informal register when responding to personal and business correspondence
New Jersey Student Learning Standards for World Languages 7.1.AL.B.6
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for ELA A.W4

Use linguistically appropriate greetings and closing statements in personal and business correspondence
New Jersey Student Learning Standards for World Languages 7.1.AL.B.6
New Jersey Student Learning Standards for ELA A.W4

C. Presentational Communication Mode

Conduct oral presentations and conversations in the target language with accurate pronunciation while demonstrating command of standard grammar and using a wide-ranging vocabulary
New Jersey Student Learning Standards for World Languages 7.1.AL.C.2
New Jersey Student Learning Standards for ELA A.SL1, ELA A.SL5
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for Visual and Performing Arts 1.2

Conduct multimedia rich oral presentations to explain and compare how a cultural perspective leads to the development of a cultural product or practice in the target language culture(s) and in the United States
New Jersey Student Learning Standards for World Languages 7.1.IH.C.1, 7.1.AL.C.2
New Jersey Student Learning Standards for ELA A.W2, A.W6
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Create and perform stories, poems, short plays, or oral reports based on personal experiences that reflect cultural perspectives associated with the target culture(s)
New Jersey Student Learning Standards for World Languages 7.1.IH.C.3
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Explain and demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce
New Jersey Student Learning Standards for World Languages 7.1.AL.C.3
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Demonstrate command of advanced grammatical structures and varied vocabulary in formal and informal writing contexts
New Jersey Student Learning Standards for World Languages 7.1.IH.C.3
New Jersey Student Learning Standards for ELA A.W2

D. Communities, Cultures, Comparisons, and Connections

Analyze and understand the relationships between and among various cultural elements in target language texts, and relate that understanding through a variety of methods, including media
New Jersey Student Learning Standards for World Languages 7.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3
New Jersey Student Learning Standards for Technology 8.1

Evaluate and explain how global issues, problems and other challenges are perceived and addressed by the target culture(s)
New Jersey Student Learning Standards for World Languages 7.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1and 9.2
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Analyze and understand the role of personal assumptions, perceptions, stereotypes and cultural beliefs from various perspectives in the interpretation of target language texts.
New Jersey Student Learning Standards for World Languages 7.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

III. CONTENT, SCOPE, AND SEQUENCE

The following themes are interwoven to provide the framework by which students communicate as they explore cultural perspectives, make connections and comparisons, and prepare to participate in local and global communities. The grammatical structures presented following the themes and topics below are offered as an important component to the logical continuum of the language acquisition process, but they are not the focus of instruction in the world languages classroom. Students explore grammar through context, with an emphasis on its functionality within the communicative approach.

Themes

A. Global Challenges (suggested time 5 - 6 weeks)
   1. explore economic issues in the target cultures
   2. analyze target culture(s) diversity, migration and migration patterns
   3. identify target culture(s) populations and demographics
   4. analyze human rights in the target countries
   5. compare/contrast U.S. education systems with that of the target countries
   6. compare/contrast social wellbeing vs. social consciousness (Honors/AP)
   7. analyze regional and global impact of environmental issues in target countries (AP)
   8. compare/contrast past and current political instability in target countries (Honors/AP)
   9. compare/contrast public healthcare systems in target countries (AP)

B. Science and Technology (suggested time 6 - 7 weeks)
   1. explore technology as a means for communication and social media
   2. define ethical behavior in the context of social media
   3. discuss the impact of technology in modern society
   4. compare/contrast the use of technology in the target culture(s)
   5. predict and describe future technologies (AP)
   6. explain the effect of technology in our relationship with nature (AP)

C. Contemporary Life (suggested time 5 - 6 weeks)
   1. compare/contrast different holidays and celebrations from the target culture(s)
   2. describe and demonstrate preferred leisure activities
   3. analyze and explain the relationship between lifestyle and culture (Honors/AP)
   4. compare/contrast the different kinds of relationships we have with family, friends and others (Honors/AP)

5. explore advertising and marketing in the target cultures (AP)
6. explore options when traveling to target countries (AP)

D. Personal and Public Identities (suggested time 5 - 7 weeks)
1. identify common gender roles from personal perspective
2. compare/contrast gender roles from the target culture(s) and the U.S.
3. explore the effects of gender role stereotypes in today's society (Honors/AP)
4. distinguish alienation from assimilation (AP)
5. explain the relationship between self-esteem and wellbeing (AP)
6. define what makes a hero (AP)
7. identify historic figures in the target cultures (AP)
8. identify influential figures in the target cultures (AP)

E. Families and Communities (suggested time 5 - 7 weeks)
1. define the traditional family structure
2. identify differences in family structures across generations
3. identify differences in family structures across cultures
4. explore the benefits of intergenerational relationships (Honors/AP)
5. describe educational communities (AP)
6. explain the impact of geography on communities, culture and economies (AP)
7. describe what it means to be a global citizen (AP)

F. Beauty and Aesthetics (suggested time 4 - 5 weeks)
1. explain the nature and appreciation of beauty
2. define creativity
3. explore the target language and culture through visual/performing arts, music and literature

Grammatical Structures

Through the exploration of the aforementioned themes and topics, students review and extend on previously learned grammar. The language-specific grammar review and extensions include but are not limited to present tense, preterit/imperfect, future, conditional, pluperfect, past participle, present/future/past/conditional perfect, formal/informal commands, and subjunctive.

IV. INSTRUCTIONAL TECHNIQUES

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

A. Teacher-directed, whole-group instruction
B. Small-group instruction
C. Flexible grouping
D. Technology-infused instruction
E. Hands-on activities
F. Research projects
G. Guided reading and discussion
H. Think-Pair-Share student partner activities
I. Total Physical Response (TPR)
J. Activities addressing presentational language mode.

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 may include but are not limited to:

A. Informal Assessments
   1. interviews
   2. oral presentations
   3. aural practice
   4. role-play
   5. classroom observations

B. Formal Assessments
   1. baseline assessments
   2. benchmark assessments
   3. short essays
   4. oral presentations
   5. written quizzes and tests
   6. aural assessments
   7. projects.

VI. PROFESSIONAL DEVELOPMENT

The following activities support this curriculum:

A. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework, and assessment
B. Department meetings to plan and coordinate curriculum and activities
C. Visitation to districts that implement innovative language programs
D. Professional development through courses or conferences.

APPENDIX I

New Jersey Student Learning Standards for World Languages

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

Strand A – Interpretive Mode

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

Strand B – Interpersonal Mode

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

Strand C – Presentational Mode

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.4	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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

APPENDIX II

New Jersey Student Learning Standards for Social Studies

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

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

STANDARD 6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

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

APPENDIX III

New Jersey Student Learning Standards for English Language Arts

STANDARD NJSLSA.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 IV

New Jersey Student Learning Standards for Visual and Performing Arts

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

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

APPENDIX V

New Jersey Student Learning Standards for Technology

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

STANDARD 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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

APPENDIX VI

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

STANDARD 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

WORLD LANGUAGES LEVEL V, V HONORS AND ADVANCED PLACEMENT

Schools.....Westfield High School
Department.....World Languages
Length of course ..... Full Year
Credits.....5
Grade Level..... 9-12
Prerequisite .....WL-Level IV/IV H/IV AP
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

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

The World Language Level V course is designed for students who have successfully completed levels IV, IV H, or IV AP and wish to further refine their language skills. A greater emphasis is placed on the breadth and depth of understanding target cultures through analyzing works of literature, film, art, non-literary texts, music, and other media. Students participate actively in conversation as they continue to develop spontaneity in their conversation. The language standards of communication, culture, connections, comparisons, and communities are an integral part of this course. Students in the V Honors course experience a vigorous pace and extensive scope. The study of language and literature is approached through global, historical and contemporary contexts, and students are encouraged to make interdisciplinary, linguistic, and cultural comparisons. This course is intended for students who wish to undertake advanced-level work exclusively in the target language. In order to achieve the goals of the course, students must be highly motivated, enthusiastic learners who are willing to actively participate in all course discussions and debates. Students in the AP course experience a college-level course designed to develop advanced fluency and accuracy in the target language and to explore the history and culture of the target cultures through the formal study of literary and non-literary sources. All educational experiences are designed to develop native-like proficiency in the interpretive, interpersonal, and presentational modes of communication.

II. OBJECTIVES

This curriculum fulfills the Westfield Board of Education expectations for student achievement. The course objectives, divided by each of the communication modes, are aligned with the NJ Student Learning Standards for World Languages, English Language Arts, Social Studies, Visual and Performing Arts, Technology, and 21st Century Life and Careers.

Students:

A. Interpretive Communication Mode

Read, listen to and comprehend literary works and related written and spoken texts in the target language

New Jersey Student Learning Standards for World Languages 7.1.AL.A.4, 7.1. AL.A.6, 7.1. AL.A.7
New Jersey Student Learning Standards for ELA A.R2
New Jersey Student Learning Standards for Technology 8.1

Analyze elements of the target language that do not have a comparable linguistic element in English

New Jersey Student Learning Standards for World Languages 7.1.IH.A.8
New Jersey Student Learning Standards for ELA A.R2

Analyze, critique, evaluate, and synthesize information contained in culturally authentic materials using electronic and print information sources related to a variety of familiar topics and some unfamiliar topics

New Jersey Student Learning Standards for World Languages 7.1. IH.A.1, 7.1. AL.A.4, 7.1. AL.A.8, 7.1.AL.A.6

Demonstrate comprehension of written language and nuances of language and culture, as expressed by writers of the target language in formal and informal settings, through appropriate responses

New Jersey Student Learning Standards for World Languages 7.1.AL.A.2
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States

New Jersey Student Learning Standards for World Languages 7.1.AL.A.4
New Jersey Student Learning Standards for 21st Century Life & Careers 9.1
New Jersey Student Learning Standards for ELA A.W1, A.W2, A.W3
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Analyze the significance of points of view, rhetorical figures and stylistic figures in target language texts

New Jersey Student Learning Standards for World Languages 7.1.AL.A.2

Discuss and compare sociocultural contexts in target language

New Jersey Student Learning Standards for World Languages 7.1.AL.A.3

Situate textual language and registers within historical, social and geopolitical contexts

New Jersey Student Learning Standards for World Languages 7.1.AL.A.1
New Jersey Student Learning Standards for 21st Century Life & Careers 9.1, 9.2
New Jersey Student Learning Standards for Social Studies 6.3

Relate artistic representations and audiovisual materials (including films and music) to literary course content
New Jersey Student Learning Standards for World Languages 7.1.IH.B.1, 7.1.AL.B.4
New Jersey Student Learning Standards for Visual and Performing Arts 1.2

B. Interpersonal Communication Mode

Discuss texts and contexts in a variety of oral and written formats in the target language
New Jersey Student Learning Standards for World Languages 7.1.AL.B.1, 7.1. AL.B.4
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Participate in collaborative discussions on a wide range of topics stemming from the comparison of the structural and/or the cultural perspectives found in culturally authentic materials
New Jersey Student Learning Standards for World Languages 7.1.IH.B.4, 7.1. AL.B.6
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Narrate, describe, and persuade by offering and supporting opinions across a wide range of social, literary and historical topics using digital research and presentational tools
New Jersey Student Learning Standards for World Languages 7.1.IH.B.1, 7.1.AL.B.5
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Ask and respond to questions in a group discussion format regarding topics and situations of personal, social, historical and literary interest
New Jersey Student Learning Standards for World Languages 7.1. AL.B.2, 7.1.AL.B.4
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Employ appropriate lexical items and a variety of grammatical and syntactical structures to analyze literature
New Jersey Student Learning Standards for World Languages 7.1.AL.B.3
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Respond to a variety of oral, audio, visual and written prompts to demonstrate command of standard grammar using a variety of vocabulary, including idiomatic and culturally authentic expressions on topics of a personal, social, literary and historical nature
New Jersey Student Learning Standards for World Languages 7.1.IH.B.2, 7.1. AL.B.5, 7.1. AL.B.6
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3
New Jersey Student Learning Standards for Technology 8.1

Use digital tools to produce and publish writing to interact and collaborate with others
New Jersey Student Learning Standards for World Languages 7.1. AL.B.1
New Jersey Student Learning Standards for ELA A.W6
New Jersey Student Learning Standards for Technology 8.1

Distinguish between formal and informal register when responding to personal and business correspondence
New Jersey Student Learning Standards for World Languages 7.1.AL.B.6
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for ELA A.W4

Use linguistically appropriate greetings and closing statements in personal and business correspondence
New Jersey Student Learning Standards for World Languages 7.1.AL.B.6
New Jersey Student Learning Standards for ELA A.W4

C. Presentational Communication Mode

Organize information, concepts and ideas in oral and written presentations in the target language
New Jersey Student Learning Standards for World Languages 7.1.AL.C.2
New Jersey Student Learning Standards for ELA A.SL1, ELA A.SL5
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Conduct multimedia rich oral presentations to explain and compare how a cultural perspective leads to the development of a cultural product or practice in the target language culture(s) and in the United States
New Jersey Student Learning Standards for World Languages 7.1. AL.C.1, 7.1.AL.C.2
New Jersey Student Learning Standards for ELA A.W2, A.W6
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for Technology 8.1
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Create and perform stories, poems, short plays, or oral reports based on personal experiences that reflect cultural perspectives associated with the target culture(s)
New Jersey Student Learning Standards for World Languages 7.1.IH.C.3
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Explain and demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce
New Jersey Student Learning Standards for World Languages 7.1.AL.C.3
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Incorporate information from secondary sources related to texts in oral and written presentations in the target language
New Jersey Student Learning Standards for World Languages 7.1.AL.C.3
New Jersey Student Learning Standards for ELA A.W2

D. Communities, Cultures, Comparisons, and Connections

Analyze and understand the relationships between and among various cultural elements in target language texts, and relate that understanding through a variety of methods, including media
New Jersey Student Learning Standards for World Languages 7.1
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Evaluate and explain how global issues, problems and other challenges are perceived and addressed by the target culture(s)
New Jersey Student Learning Standards for World Languages 7.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1and 9.2
New Jersey Student Learning Standards for Social Studies 6.2 and 6.3

Analyze and understand the role of personal assumptions, perceptions, stereotypes and cultural beliefs from various perspectives in the interpretation of target language texts
New Jersey Student Learning Standards for World Languages 7.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1

Relate texts to their contexts and make interdisciplinary connections to support analysis of literary and related texts in the target language
New Jersey Student Learning Standards for World Languages 7.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
New Jersey Student Learning Standards for Social Studies 6.2

Compare literary, linguistic and contextual features of target language texts.
New Jersey Student Learning Standards for World Languages 7.1
New Jersey Student Learning Standards for 21st Century Life and Careers 9.1
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 perspectives, make connections and comparisons, and prepare to participate in local and global communities. The grammatical structures presented following the themes and topics below are offered as an important component to the logical continuum of the language acquisition process, but they are not the focus of instruction in the world languages classroom. Students explore grammar through context, with an emphasis on its functionality within the communicative approach.

Themes

A. Global Challenges (suggested time 5 - 6 weeks)
   1. explore human rights across target cultures
   2. examine the coexistence of peace and conflict in the target countries
   3. analyze the economies of the target countries
   4. examine migratory trends in the target countries
   5. compare/contrast social wellbeing vs. social consciousness (AP)
   6. analyze regional and global impact of environmental issues in target countries (AP)
   7. compare/contrast past and current political instability in target countries (AP)
   8. compare/contrast public healthcare systems in target countries (AP)

B. Science and Technology (suggested time 5 - 6 weeks)
   1. discuss the relationship between morality and technology
   2. explore the dimensions of intellectual property rights in science and technology
   3. compare and contrast research and development in target countries
   4. discuss the impact of social media in today's world (AP)
   5. predict and describe future technologies (AP)
   6. explain the effect of technology in our relationship with nature (AP)

C. Contemporary Life (suggested time 5 - 6 weeks)
   1. compare/contrast public and private educational systems in the target countries
   2. compare/contrast popular leisure activities and sports in the target cultures
   3. explore rites of passage across target cultures
   4. analyze professions and job markets in the target cultures
   5. explore travel and tourism industry in the target countries
   6. explore advertising and marketing in the target cultures (AP)
   7. explore options when traveling to target countries (AP)

D. Personal and Public Identities (suggested time 5 - 7 weeks)
   1. examine linguistic identities in the target cultures
   2. compare/contrast cultural alienation and assimilation of target cultures in the U.S. and other target nations
   3. analyze nationalism and patriotism in the target cultures
   4. explore gender identities and sexuality in the target cultures
   5. examine politics and forms of government in the target cultures
   6. explore the effects of gender role stereotypes in today's society (AP)
   7. define what makes a hero (AP)
   8. identify historic/influential figures in the target cultures (AP)

E. Families and Communities (suggested time 5 - 7 weeks)
   1. define friendship and love
   2. explain what it means to be a citizen and identify different perspectives across target cultures
   3. identify unique customs and traditions across target cultures
   4. explore age and class in the target countries
   5. compare/contrast childhood and adolescence in the target countries and the U.S.
   6. explore the benefits of intergenerational relationships (AP)
   7. compare/contrast the concept of family in the target cultures and the U.S. (AP)
   8. examine the evolution of the concept of "family" (AP)

F. Beauty and Aesthetics (suggested time 4 - 5 weeks)
   1. recognize definitions of beauty across various target cultures
   2. explore the target cultures through literary, visual, and plastic arts, as well as music and architecture
   3. compare/contrast heritage and culture

<u>Grammatical Structures</u>

Through the exploration of the aforementioned themes and topics, students review and extend on previously learned grammar. The language-specific grammar review and extensions include but are not limited to present tense, preterit/imperfect, future, conditional, pluperfect, past participle, present/future/past/conditional perfect, formal/informal commands, and subjunctive.

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

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

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The following activities support this curriculum:

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

Strand A – Interpretive Mode

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

Strand B – Interpersonal Mode

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

Strand C – Presentational Mode

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.4	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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

APPENDIX II

New Jersey Student Learning Standards for Social Studies

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

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

STANDARD 6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

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

APPENDIX III

New Jersey Student Learning Standards for English Language Arts

STANDARD NJSLSA.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 IV

New Jersey Student Learning Standards for Visual and Performing Arts

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

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

APPENDIX V

New Jersey Student Learning Standards for Technology

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

STANDARD 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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

APPENDIX VI

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

STANDARD 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

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