World Language Curriculum

Ogdensburg School District

Adopted 2009;   Adopted 11/6/12

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Adopted January 7, 2020;   Adopted: November 10, 2020

Born and Adopted: May 4, 2021

CONTENTS

Rationale

Ogdensburg Borough Public School guides students toward participation in the world's global society. The World Language Curriculum encompasses skills for a multicultural society and global citizenry. Understanding the world occurs as students work collaboratively in experiences that lead to curiosity about cultures. International enterprises conducting business in a multitude of languages requires that students be equipped with knowledge, skills, and attitudes to be able to participate successfully in the 21st century.

Mission

World language education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.[1]

Vision

An education in world languages fosters a population that:
- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our interconnected world.1

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[1] https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf

Guidelines to Proficiency

• *Novice Low: (K - 2)* Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home
. • *Novice Mid: (3 - 5)* Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
 • *Novice High: (6 - 8)* Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

World Language Practices

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. [2]

Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Assessing Proficiency Levels

Unlike other content areas, the NJSLS – WL is benchmarked by proficiency levels. In this iteration of version, the performance expectations for all three modes of communication are displayed in one document according to proficiency level. Below is a chart from ACTFL Performance Descriptors for Language Learners (2012) that shows how assessing for performance is different from assessing for proficiency.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.
 • Performance is defined as how well a learner uses language acquired in a classroom setting.
 • Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 • interacting with native speakers of the language, or
 • immersed in a target language environment.

Assessing Performance	Assessing Proficiency
Based on instruction: Describes what the language learner can demonstrate based on what was learned	*Independent of specific instruction or curriculum:* Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts	*Spontaneous:* Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned	*Broad content and context:* Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices	Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time.

Band: Grades K - 2

Pacing = 12 days

ESSENTIAL QUESTIONS: Novice - Low & Mid
- How can I describe different adjectives in the target language?
- How can I speak greetings to people?
- How can I describe
  - animals, colors, and everyday objects
  - Food, shapes, family, weather, clothing
  - Spanish speaking countries?
- How can I use adjectives in my writing in the target language?
- Compare and contrast sports

CORE IDEA:	
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	

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

Grades K - 2 INTERPERSONAL MODE - NOVICE LOW

Pacing = 10 days

ESSENTIAL QUESTIONS: Novice- Low & Mid
- How can I describe different adjectives in the target language?
- How can I speak greetings to people?
- How can I describe
  - animals, colors, and everyday objects

- ○ Food, shapes, family, weather, clothing
- ○ Spanish speaking countries?
- How can I use adjectives in my writing in the target language?
- Compare and contrast sports
-

CORE IDEA
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

7.1.2.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.2.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.2.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.2.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.2.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
7.1.2.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Grades K - 2 PRESENTATIONAL MODE - NOVICE LOW
Pacing = 10 days
ESSENTIAL QUESTIONS:
Novice- Low & Mid:
- How can I communicate through digital means in the target language?
- How can I demonstrate preferences and represent people, places, and objects in the target language?
- How can I label information and objects with correct letter formation in the target language?

CORE IDEA
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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

7.1.2.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.2.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.
7.1.2.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

BAND K - 2
Band K - 2 Interpretive

Interdisciplinary Connections	Technology	21st Century
SOC.6.1.4.B Geography, people and their environment Landforms, climate, and weather of the target language Maps, graphs, and other organizers facilitate understanding of information Geography - study areas as appropriate to the target language **SOC.6.1.4.D.CS10** The cultures with which an individual or group identities change and evolve in response to interactions with other groups or to needs and concerns.	**TECH.8.1.5.CS2** Select and use applications productively **choose apps to review vocabulary** **TECH.8.1.5.B.CS2** Create original works as a means of personal or group expression **Create posters for Day of the Dead** **TECH.8.1.5.C.CS2** Communicate information and ideas to multiple audiences using a variety of media and formats **Create a flier to promote a cultural event** Technology used to interact with people from other cultures, to experience authentic cultural products and practices.	**CAEP 9.2.4.A.1, 2, 4** **Review when learning words for different occupations:** Identify types of work, why people work. Identify types of civic work. **Apply when discussing the need for learning a second language** Explain why knowledge and skill in the elementary grades is foundation for future success academically and in career **Include when learning vocab for the following:** Experiences in family, community, and culture develops personal identity. **Use when studying Day of the Dead:** Observation & participation in culturally authentic activities develop cultural awareness for products and practices. **PFL.9.1.4.D.1** Ways to save **when discussing vocab for money**

Band K - 2 Interpersonal

Interdisciplinary Connections	Technology	21st Century
SOC.6.1.4.B **Apply when learning about the target language:** Geography, people and their environment Landforms, climate, and weather of the target language Maps, graphs, and other organizers facilitate understanding of information Geography - study areas as appropriate to the target language **SOC.6.1.4.D.CS10** **Apply when studying the culture of the target language:** The cultures with which an individual or group identities change and evolve in response to interactions with other groups or to needs and concerns.		**Novice Range (Interpretive, Interpersonal and Presentational Modes) Communication:** Students as effective communicators use languages to engage in meaningful conversation to understand and interpret spoken language and written text, and to present information, concepts, and ideas. Students in the novice range are able to comprehend and use short memorized phrases and sentences.

Band K - 2 Presentational

Interdisciplinary Connections	Technology	21st Century
SOC.6.1.4.B **Include when learning about the land and culture of the target language:** Geography, people and their environment Landforms, climate, and weather of the target language Maps, graphs, and other organizers facilitate understanding of information Geography - study areas as appropriate to the target language **SOC.6.1.4.D.CS10**	8.1.2.A.1: Identify the basic features of a digital device and explain its purpose. 8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., museums, games). 8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.	**CRP2.** Apply appropriate academic and technical skills **Use the skills when researching or studying the target language**. **CRP4**. Communicate clearly and effectively and with reason. **Apply when students discuss in the target language or translate.** **CRP6.** Demonstrate creativity and innovation. **Occurs when students create artwork resembling the target culture**. **CRP11.** Use technology to enhance productivity. **Include when creating fliers etc.**

The cultures with which an individual or group identities change and evolve in response to interactions with other groups or to needs and concerns.		**9.1.4.D.3** Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom **9.1.4.C.1** Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings **use when doing group work**

Band: Grades 3 - 5

Grades 3 - 5 INTERPRETIVE MODE - NOVICE MID

Pacing = 12 days

ESSENTIAL QUESTIONS: Novice - Low & Mid
- How can I describe different adjectives in the target language?
- How can I speak greetings to people?
- How can I describe
  - animals, colors, and everyday objects
  - Food, shapes, family, weather, clothing
  - Spanish speaking countries?
- How can I use adjectives in my writing in the target language?
- Compare and contrast sports

CORE IDEA:
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

7.1.5.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.5.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics
7.1.5.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.5.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.5.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Grades 3 - 5 INTERPERSONAL MODE - NOVICE MID

Pacing = 10 days

ESSENTIAL QUESTIONS: Novice- Low & Mid
- How can I describe different adjectives in the target language?
- How can I speak greetings to people?
- How can I describe
  - animals, colors, and everyday objects
  - Food, shapes, family, weather, clothing
  - Spanish speaking countries?
- How can I use adjectives in my writing in the target language?
- Compare and contrast sports

CORE IDEA	
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	

7.1.5.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.5.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.5.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.5.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.5.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.5.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Grades 3 - 5 PRESENTATIONAL MODE - NOVICE MID

Pacing = 10 days

ESSENTIAL QUESTIONS:

Novice- Low & Mid:
- How can I communicate through digital means in the target language?
- How can I demonstrate preferences and represent people, places, and objects in the target language?
- How can I label information and objects with correct letter formation in the target language?

CORE IDEA
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

7.1.5.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes
7.1.5.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.5.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits
7.1.5.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.5.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.5.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

BAND 3 - 5

Band 3 - 5 Interpretive

Interdisciplinary Connections	Technology	21st Century
SOC.6.1.4.B Geography, people and their environment Landforms, climate, and weather of the target language Maps, graphs, and other organizers facilitate understanding of information Geography - study areas as appropriate to the target language **SOC.6.1.4.D.CS10** The cultures with which an individual or group identities change and evolve in response to interactions with other groups or to needs and	**TECH.8.1.5.CS2** Select and use applications productively **choose apps to review vocabulary** **TECH.8.1.5.B.CS2** Create original works as a means of personal or group expression **Create posters for Day of the Dead** **TECH.8.1.5.C.CS2** Communicate information and ideas to multiple audiences using a variety of media and formats **Create a flier to promote a cultural event** Technology used to interact with people from other cultures, to experience authentic cultural	**CAEP 9.2.4.A.1, 2, 4** **Review when learning words for different occupations:** Identify types of work, why people work. Identify types of civic work. **Apply when discussing the need for learning a second language** Explain why knowledge and skill in the elementary grades is foundation for future success academically and in career **Include when learning vocab for the following:** Experiences in family, community, and culture develops personal identity. **Use when studying Day of the Dead:**

concerns.	products and practices.	Observation & participation in culturally authentic activities develop cultural awareness for products and practices. **PFL.9.1.4.D.1** Ways to save **when discussing vocab for money**

Band 3 - 5 Interpersonal

Interdisciplinary Connections	Technology	21st Century
SOC.6.1.4.B **Apply when learning about the target language:** Geography, people and their environment Landforms, climate, and weather of the target language Maps, graphs, and other organizers facilitate understanding of information Geography - study areas as appropriate to the target language **SOC.6.1.4.D.CS10** **Apply when studying the culture of the target language:** The cultures with which an individual or group identities change and evolve in response to interactions with other groups or to needs and concerns.		**Novice Range (Interpretive, Interpersonal and Presentational Modes) Communication:** Students as effective communicators use languages to engage in meaningful conversation to understand and interpret spoken language and written text, and to present information, concepts, and ideas. Students in the novice range are able to comprehend and use short memorized phrases and sentences.

Band 3 - 5 Presentational

| SOC.6.1.4.B
Include when learning about the land and culture of the target language:
Geography, people and their environment

Landforms, climate, and weather of the target language | 8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e., museums, games). | **CRP2.** Apply appropriate academic and technical skills **Use the skills when researching or studying the target language**.

CRP4. Communicate clearly and effectively and with reason. **Apply when students discuss in the target language or translate.** |

Maps, graphs, and other organizers facilitate understanding of information Geography - study areas as appropriate to the target language **SOC.6.1.4.D.CS10** The cultures with which an individual or group identities change and evolve in response to interactions with other groups or to needs and concerns.	8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.	**CRP6.** Demonstrate creativity and innovation. **Occurs when students create artwork resembling the target culture**. **CRP11.** Use technology to enhance productivity. **Include when creating fliers etc.** **9.1.4.D.3** Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom **9.1.4.C.1** Practice collaborative skills in groups and explain how these skills assist in completing tasks in different settings **use when doing group work**

Band: Grades 6 - 8

Grades 6 - 8 INTERPRETIVE MODE - NOVICE HIGH

Pacing = 10 days

ESSENTIAL QUESTIONS: Novice-High
- How are eating habits different in the target language country?
- How can I express opinions about cultural foods?
- How do I express my favorite past-time?
- How did the Mayans, Incas, and Aztecs express their feelings through art?
- How do folktales reflect a culture?
- What was religion like for the Mesoamerican civilization? Did they have written language?
- How are specific letters pronounced?

CORE IDEA: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	

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

7.1.8.3	Respond and act on a series of oral and written instructions, directions, and commands
7.1.8.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.8.5	Identify some unique linguistic elements in the target culture.
7.1.8.6	Interpret some common cultural practices associated with the target culture(s).
7.1.8.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.8.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Grades 6 - 8 INTERPERSONAL MODE - NOVICE HIGH

Pacing = 15 days

ESSENTIAL QUESTIONS: Novice-High
- How are eating habits different in the target language country?
- How can I express opinions about cultural foods?
- How do I express my favorite past-time?
- How did the Mayans, Incas, and Aztecs express their feelings through art?
- How do folktales reflect a culture?
- What was religion like for the Mesoamerican civilization? Did they have written language?
- How are specific letters pronounced?

CORE IDEA

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

7.1.8.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.8.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.8.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.8.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.8.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

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

Grades 6 - 8 PRESENTATIONAL MODE - NOVICE HIGH

Pacing = 7 days

Novice-High:
- How can I represent the importance of family traditions in the target culture?
- How can I digitally communicate the important sports in the target culture's country?
- How can I communicate information about national symbols in the target culture's country?

CORE IDEA
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

7.1.8.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes
7.1.8.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.8.3	Describe orally and in writing people and things from the home and school environment.
7.1.8.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.8.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.8.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

BAND 6 - 8

Band 6 - 8 Interpretive

SOC.6.1.4.B	TECH.8.1.5.CS2	CAEP 9.2.4.A.1, 2, 4
Geography, people and their environment	Select and use applications productively **choose apps to review vocabulary**	**Apply when studying words for different professions**
		Identify types of work, why people work.
Landforms, climate, and weather of the target language	**TECH.8.1.5.B.CS2** Create original works as a means of personal or group expression **Create posters for Day of the**	Experiences in family, community, and culture develops personal identity.

Maps, graphs, and other organizers facilitate understanding of information Geography - study areas as appropriate to the target language **SOC.6.1.4.D.CS10** The cultures with which an individual or group identities change and evolve in response to interactions with other groups or to needs and concerns.	**Dead** **TECH.8.1.5.C.CS2** Communicate information and ideas to multiple audiences using a variety of media and formats **Create a flier to promote a cultural event** **TECH.8.1.5.CS3** Develop cultural understanding and global awareness by engaging with learners of other cultures **Use video and youtube to immerse in culture** **TECH.8.1.5.D.3** Practice cyber safety, cyber security, and cyber ethics when using technologies **review before doing research project** **TECH.8.1.5.F.CS2** Plan and manage activities to develop a solution or complete a project. **Include with research project** Technology used to interact with people from other cultures, to experience authentic cultural products and practices.	Observation & participation in culturally authentic activities develop cultural awareness for products and practices. **PFL.9.1.4.D.1** Ways to save **included when studying finances of the country** **PFL.9.1.4.E.1** Factors that influence consumer decisions **included when studying finances of the country**

Band 6 - 8 Interpersonal

SOC.6.1.4.B **Apply when learning about the target language:** Geography, people and their environment Landforms, climate, and weather of the target language Maps, graphs, and other organizers facilitate understanding of information		**Novice Range (Interpretive, Interpersonal and Presentational Modes) Communication:** Students as effective communicators use languages to engage in meaningful conversation to understand and interpret spoken language and written text, and to present information, concepts, and ideas. Students in the novice range are able to comprehend and use short memorized phrases and sentences.

Geography - study areas as appropriate to the target language **SOC.6.1.4.D.CS10** **Apply when studying the culture of the target language:** The cultures with which an individual or group identities change and evolve in response to interactions with other groups or to needs and concerns.		

Band 6 - 8 Presentational

Interdisciplinary Connections	Technology	21st Century
The world language curriculum intentionally integrates content across disciplines and is designed to make natural connections to students' global learning in other disciplines, interests, and communities. Where do the connections between other disciplines occur? ● History ● Mathematics ●Architectural ● Music ● Science ● English Language Arts / Literature ● Economics ● Health ● Arts / Fine Arts Use the world language common themes as a framework to design interdisciplinary connections,	**8.1.5.A.2:** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. **fliers** **8.1.5.A.3:** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. **Research paper** **8.1.8.C.1:** Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. **Partner work** **8.1.8.D.1:** Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. **Included before students begin research**	**Novice Range (Interpretive, Interpersonal and Presentational Modes) Communication:** Students as effective communicators use languages to engage in meaningful conversation to understand and interpret spoken language and written text, and to present information, concepts, and ideas. Students in the novice range are able to comprehend and use short memorized phrases and sentences. CRP1. Act as a responsible and contributing citizen and employee. **Include when discussing jobs in target culture** CRP2. Apply appropriate academic and technical skills. **Include when students begin research project** CRP4. Communicate clearly and effectively and with reason. **Include when students need to converse in target language**

		CRP6. Demonstrate creativity and innovation. **Part of projects** CRP7. Employ valid and reliable research strategies.**include during research project** CRP11. Use technology to enhance productivity. **Include with flier project** CRP12. Work productively in teams while using cultural global **include during group work**

RESOURCES

Interdisciplinary Connections, Technology, Pacing - Included at each grade level
MATERIALS and RESOURCES:
YouTube
https://www.quia.com/
Teacher Pay Teachers materials

- Presentation/Digital Storytelling Tools: Google Slides, Go Animate,
- Online Speaking/Recording Tools: Voicethread, clear.msu, Audacity, Vocaroo, Aviary, Voki, Chatterpix Polleverywhere, Padlet
- Video Tools: YouTube, edpuzzle, QR Codes: QR Code Generator Game-based
- Response Tools: Kahoot!, Socrative,
- Word clouds: Wordle
- E-Portfolios: Google Drive,
- Authentic listening and reading sources that provides data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Quizlet.com
- Duolingo.com

ASSESSMENTS

Formative Assessments

INTERPERSONAL **

GRADE 8
GRADE 7
GRADE 6
GRADE 5
GRADE 4
GRADE 3
GRADE 2
GRADE 1
GRADE K
Grades
Grades
Grades

**For Gr. 3 - 8 in addition to the above links, for some topics Quia.com, Kahoot, Gimkit, or Quizlet Live is used as a formative assessment as well.

Summative Assessments

PRESENTATIONAL

GRADE 8
GRADE 7
GRADE 6
GRADE 5
GRADE 4
GRADE 3
GRADE 2
GRADE 1
GRADE K

Benchmark Assessments

INTERPRETIVE

GRADE 8
GRADE 7
GRADE 6
GRADE 5
GRADE 4
GRADE 3
GRADE 2
GRADE 1
GRADE K

SEL Competencies

Amistad

AMISTAD -
- explore the African American culture and language through the target culture and language
- Include African-heritage content in the course
- When practicing reading of foreign language primary texts, include texts or research on African American biographies

Holocaust

Italian American Heritage

Scope and Sequence

REFERENCES

ENGLISH LANGUAGE LEARNERS

- Seat student near teacher
- Print clearly
- Do not use cursive
- Give directions in print & orally
- Print keywords, page numbers, homework, deadlines on the board
- Incorporate visuals
- Avoid slang or colloquial sayings,
- Avoid complex sentence structure
- Use questions that need one word answers
- Be ready to give additional instructions on complex tasks

- Adjust assignments so student writes less
- Provide simpler questions to answer
- Expect fewer spelling words
- Provide extra time as necessary
- Provide graphic organizers
- Provide an ELL dictionary
- Provide books on tape or CD
- Provide wall charts of key concepts
- Provide a word wall
- Provide models of docs such as Homework, projects

INSTRUCTIONAL STRATEGIES

- Reinforcing effort
- Provide recognition
- Cooperative learning
- Cues, Questions, Organizers
- Summarizing (or note taking)
- Generating & testing hypotheses
- Student practice
- Individualized instruction
- Effective feedback
- Presenting learning goals/ objectives
- Authentic learning
- Adapting to learning styles
- Conferencing
- Activate prior knowledge
- Investigations
- Flexible classrooms
- Graphic organizers
- Identifying similarities and differences
- Learning centers
- Modeling

DIFFERENTIATION
GIFTED AND TALENTED

- Use of technological devices to gain access to online resources in order to research and explore current events and cultural practices. Use advanced supplementary / reading materials
- Encourage the use of creativity
- Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentations of cultural topics.

STUDENTS AT RISK OF FAILURE

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher

- Music/ songs - Peer teaching - Project -based learning - Reading aloud - Debate - Word walls - Student choice - Think- Pair- Share - Rubrics - Varied texts - Reading Buddies	- A student may request to use a computer to complete assignments. - Establish expectations for correct spelling on assignments. - Assign a peer helper in the class setting - Provide oral reminders and check student work during independent work time - Assist student with long and short term planning of assignments - Encourage student to proofread assignments and tests - Provide regular parent/ school communication

MODIFICATIONS FOR ALL GRADES (Resource Center)
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of
- class notes
- Preferential seating
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home. Student may request books on tape
- **K - 8 Accommodations by Bands and Units**

Bilingual/ESL Education: This website provides resources to help educators understand and implement effective instructional strategies for bilingual/ESL students.

Gifted & Talented: This website provides resources to help educators understand and implement effective instructional strategies for Gifted and Talented students.

Special Education: This website provides resources to help educators understand and implement effective instructional strategies for students with high frequency learning challenges

APPENDIX

[New Jersey Statutes and Regulations](#)

[Ogdensburg Borough School District Policies and Regulations](#) (Type "Curriculum" in the search bar)

[OBSD Policy and Regulations Synopsis](#)

Administrative Code[3]

New Jersey Administrative Code Summary and Statutes Curriculum Development:
Integration of 21st Century Skills and Themes and Interdisciplinary Connections

- District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1.
- District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)2).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).
 "Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

From NJDOE :   Please note that Administrative Code requires that the local curriculum include, but is not limited to:

1. A pacing guide;
2. A list of core instructional materials, including various levels of texts at each grade level;
3. Benchmark assessments; and
4. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

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[3] https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf

Dissection Law

N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of AfricanAmericans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

[Climate Change](#)
Standards in Action: Climate Change

By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

2020 New Jersey Student Learning Standards Kindergarten through Grade 12