

STAFFORD TOWNSHIP SCHOOL DISTRICT
Manahawkin, NJ

World Language Curriculum



“Aligned to the CCCS 2004”

This Curriculum is reviewed and updated annually as needed

This Curriculum was approved at the Board of Education Meeting
April 30, 2009

Mission

Stafford Township School District, together with parents and community, shall provide a secure, nurturing environment that promotes a positive self-image through solid educational achievements that promote attainment of the core curriculum content standards and promotes behavior enabling our students to become life-long learners in a technological society.

Philosophy

It is the premise of the world language curriculum that all students need to expand their knowledge of other cultures and languages. Through the implementation of a developmental curriculum as suggested in the New Jersey World Language Standards of 2004, it is hoped that spiraled presentation of skills will afford more students with a successful foreign language experience, hence, expand cultural awareness and thereby, increase knowledge of other peoples.

Vision

Language is a key to opening minds and attitudes in response to the changing nature of society. The process of learning a second language brings intellectual benefits, personal enrichment, and work skills to the learner. To speak, read, write, and understand another language is the beginning of understanding other people. The multiculturalism ingrained in a world language program expands our sense of community. By crossing cultural and linguistic boundaries, we gain an understanding of similarities and differences, and we learn to treat others with respect. With knowledge of a language's culture and the ability to speak another's native tongue, there is a bond established that may have no equivalent. An ability to speak and understand a foreign language is such a tool, more so than at any time in our history. It provides students with valuable insights regarding the implications of language and culture in our ever-changing society.

An education in world languages provides opportunities to:

- Heighten linguistic and cultural awareness of the world community.
- Teach languages to assist in communication.
- Provide means of expressing thoughts and ideas as individual or as members of different groups.
- Support guided reflection about and analysis of cultures.
- Develop informed, tolerant citizens ready for career choices.
- Understand the influence and interconnectedness of a complex technological society.

A world language program strengthens students' appreciation of the world and enhances the quality of life for all. Students will compare and contrast cultures through a variety of avenues, such as language, arts, literature, performing arts, and music. These experiences will assist students in developing self-esteem and impact their ability to be creative decision makers who are capable of effectively communicating with peers. World language education assists in effective study habits and techniques for

recalling presented information. It expands student knowledge bases and enriches their lives by opening up new worlds.

Benchmark Assessment

The primary purpose of benchmark assessment and evaluation is to improve student learning. Information gathered through benchmark assessment helps teachers determine students' strengths and weaknesses in their achievement of the curriculum expectations in each grade. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices. Benchmark assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject. As part of benchmark assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. Benchmark assessment and evaluation will be based on the curriculum expectations and the achievement levels outlined in this document. In order to ensure that benchmark assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use benchmark assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents/guardians at the beginning of the school year and at other appropriate points throughout the year.

Learning Outcomes

Learning outcomes drive instruction and provide teachers with a blue print of grade level expectations. These learning outcomes have been directly aligned with the NJCCS (2004) and are designed to ensure student success.

Pre-School

- **Know that others may use different languages (including sign) to communicate and will express simple greetings, words and phrases in a language other than their own.**
 - Acknowledges that a language other than his/her own is being spoken.
 - Responds appropriately to commands or instructions given in a language other than English.
 - Says simple greetings, words and phrases in a language other than his/her own.

Kindergarten

Communication

Essential Questions 1 and 2:

- *How do I develop communicative competence?*
- *What strategies do I need to communicate in linguistically and culturally appropriate ways?*

Enduring Understandings 1 and 2:

- *Successful communication is knowing how, when and why to convey a message to different audiences.*
- *Language learning involves acquiring strategies to fill communication gaps.*

Interpretive Mode:

- Demonstrate comprehension of simple oral directions, commands, and requests through appropriate physical response. (7.1.A.1)
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. (7.1.A.2)

Interpersonal Mode:

- Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. (7.1.B.1)
- Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions. (7.1.B.2)

Presentational Mode:

- Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits. (7.1.C.1)

Culture

Essential Question 1:

- *How is language a product of culture?*

Enduring Understanding 1:

- *Language reflects and is influenced by the culture in which it is found.*

Interpretive Mode:

- Identify daily practices of people in the target culture(s). (7.2.A.1)

Interpersonal Mode:

- Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally-authentic selections. (7.2.B.2)

Presentational Mode:

- Participate in age-appropriate activities related to special events celebrated in the target culture. (7.2.C.3)

First Grade

Communication

Essential Questions 1 and 2:

- *How do I develop communicative competence?*
- *What strategies do I need to communicate in linguistically and culturally appropriate ways?*

Enduring Understandings 1 and 2:

- *Successful communication is knowing how, when and why to convey a message to different audiences.*
- *Language learning involves acquiring strategies to fill communication gaps.*

Interpretive Mode:

- Demonstrate comprehension of simple oral directions, commands, and requests through appropriate physical response. (7.1.A.1)
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. (7.1.A.2)
- Identify familiar people, places, and objects based on oral and/or simple written descriptions. (7.1.A.3)
- Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information.
 - Recognition of key words. (7.1.A.6)
 - Main idea. (7.1.A.6)

Interpersonal Mode:

- Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. (7.1.B.1)
- Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions. (7.1.B.2)

- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. (7.1.B.3)
- Exchange basic information about the main characters, main idea, and setting from age-appropriate, culturally authentic selections. (7.1.B.5)

Presentational Mode:

- Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits. (7.1.C.1)
- Name and label tangible products and imitate practices from the target culture.
 - Grade level appropriate visual and performing arts activities (e.g., song, dance, and drama of the target culture).
 - Grade level appropriate social studies activities (e.g., participation in culturally authentic experiences such as preparing and eating meals and snacks, playing authentic games, holiday celebrations). (7.1.C.4)

Culture

Essential Question 1 and 2:

- *How is language a product of culture?*
- *How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?*

Enduring Understanding 1 and 2:

- *Language reflects and is influenced by the culture in which it is found.*
- *Cultural perspectives are gained by using the language and through experience with its products and practices.*

Interpretive Mode:

- Identify daily practices of people in the target culture(s). (7.2.A.1)
- Identify basic geographical features and some common landmarks in countries where the language is spoken. (7.2.A.2)
- Identify aspects of the target culture(s) presented in photographs, children's books, and plays. (7.2.A.3)

Interpersonal Mode:

- Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings and daily classroom interactions. (7.2.B.1)
- Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally-authentic selections. (7.2.B.2)

Presentational Mode:

- Reproduce a variety of tangible products typical of the target culture(s). (7.2.C.1)
- Identify and reproduce expressive products typical of the target culture(s). (7.2.C.2)
- Participate in age-appropriate activities related to special events celebrated in the target culture. (7.2.C.3)

Second Grade

Communication

Essential Questions 1 and 2:

- *How do I develop communicative competence?*
- *What strategies do I need to communicate in linguistically and culturally appropriate ways?*

Enduring Understandings 1 and 2:

- *Successful communication is knowing how, when and why to convey a message to different audiences.*
- *Language learning involves acquiring strategies to fill communication gaps.*

Interpretive Mode:

- Demonstrate comprehension of simple oral directions, commands, and requests through appropriate physical response. (7.1.A.1)
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. (7.1.A.2)
- Identify familiar people, places, and objects based on oral and/or simple written descriptions. (7.1.A.3)
- Comprehend brief oral exchanges on familiar topics.
 - Grade level appropriate health topics. (e.g., wellness, feelings and emotions)
 - Grade level appropriate science topics. (e.g. weather and seasons) (7.1.A.4)
- Connect the learning of the target language to information studied in other core content areas.
 - Grade level appropriate mathematics concepts. (e.g. use of numbers to count, measure, label, or locate)
 - Grade level appropriate health topics. (e.g. nutrition and food groups) (7.1.A.5)
- Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information.
 - Recognition of key words.
 - Main idea. (7.1.A.6)

Interpersonal Mode:

- Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. (7.1.B.1)
- Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions. (7.1.B.2)
- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. (7.1.B.3)
- Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas.

- Grade level appropriate social studies topics (e.g. symbols of American and target culture: flags, famous places, regions and monuments).
- Grade level appropriate mathematics concepts (e.g., numerical operations: addition/subtraction of 2-digit numbers, counting and performing simple computations with coins).
- Grade level appropriate science topics (e.g., plant and animal characteristics). (7.1.B.4)
- Exchange basic information about the main characters, main idea, and setting from age-appropriate, culturally authentic selections. (7.1.B.5)

Presentational Mode:

- Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits. (7.1.C.1)
- Copy/write words, phrases, or simple guided texts on familiar topics.
 - Grade level appropriate mathematics concepts (e.g., calendar/time, color/shape/size of objects)
 - Grade level appropriate science concepts (e.g., comparing and contrasting living and nonliving things). (7.1.C.2)
- Present orally or in writing information from age-appropriate, culturally authentic selections:
 - Grade level appropriate language arts literacy activities (e.g., contributing to teacher-directed shared writing activities, illustrating stories, or drawing and labeling pictures, charts or diagrams). (7.1.C.3)
- Name and label tangible products and imitate practices from the target culture.
 - Grade level appropriate visual and performing arts activities (e.g., song, dance, and drama of the target culture).
 - Grade level appropriate social studies activities (e.g., participation in culturally authentic experiences such as preparing and eating meals and snacks, playing authentic games, holiday celebrations). (7.1.C.4)

Culture

Essential Question 1 and 2:

- *How is language a product of culture?*
- *How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?*

Enduring Understanding 1 and 2:

- *Language reflects and is influenced by the culture in which it is found.*
- *Cultural perspectives are gained by using the language and through experience with its products and practices.*

Interpretive Mode:

- Identify daily practices of people in the target culture(s). (7.2.A.1)
- Identify basic geographical features and some common landmarks in countries where the language is spoken. (7.2.A.2)

- Identify aspects of the target culture(s) presented in photographs, children’s books, and plays. (7.2.A.3)

Interpersonal Mode:

- Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings and daily classroom interactions. (7.2.B.1)
- Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally-authentic selections. (7.2.B.2)

Presentational Mode:

- Reproduce a variety of tangible products typical of the target culture(s). (7.2.C.1)
- Identify and reproduce expressive products typical of the target culture(s). (7.2.C.2)
- Participate in age-appropriate activities related to special events celebrated in the target culture. (7.2.C.3)

Third Grade

Communication

Essential Questions 1, 2, 3 and 4:

- *How do I develop communicative competence?*
- *How do I know that I am getting better in using language in real-world situations?*
- *What strategies do I need to communicate in linguistically and culturally appropriate ways?*
- *When does accuracy matter?*

Enduring Understandings 1 and 2:

- *Successful communication is knowing how, when and why to convey a message to different audiences.*
- *Language learning involves acquiring strategies to fill communication gaps.*

Essential Question 5:

- *Why do people from different cultures sometimes say, write and do things differently from the way I do them?*

Enduring Understandings 3:

- *Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.*

Interpretive Mode:

- Demonstrate comprehension of simple oral directions, commands, and requests through appropriate physical response. (7.1.4.A.1)
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. (7.1.4.A.2)

- Identify familiar people, places, and objects based on oral and/or simple written descriptions. (7.1.4.A.3)
- Comprehend short conversations and brief written messages on familiar topics.
 - Messages contained in media (e.g., illustrated texts, posters or advertisements). (7.1.4.A.4)
- Connect learning of the target language to information studied in other core content areas.
 - Grade level appropriate visual and performing arts topics (e.g., famous artists and works of art).
 - Grade level appropriate mathematics concepts (e.g., symbols for currency and appropriate place value as used in the target culture).
 - Grade level appropriate science topics (e.g., life cycle of plants and animals). (7.1.4.A.5)

Interpersonal Mode:

- Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. (7.1.4.B.1)
- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions. (7.1.4.B.2)
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences. (7.1.4.B.3)
- Identify the main characters, main idea, and setting and important events found in age-appropriate, culturally authentic texts. (7.1.4.B.5)

Presentational Mode:

- Create and present orally or in writing brief messages, poems, rhymes, songs, or short plays using familiar vocabulary in a guided format. (7.1.4.C.1)
- Tell or re-tell stories using a guided format from age-appropriate, culturally-authentic selections orally or in writing. (7.1.4.C.3)

Culture

Essential Question 1, 2 and 3:

- *How is language a product of culture?*
- *How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?*
- *What role does stereotyping play in forming and sustaining prejudices about the other cultures?*

Enduring Understanding 1, 2 and 3:

- *Language reflects and is influenced by the culture in which it is found.*
- *Cultural perspectives are gained by using the language and through experience with its products and practices.*
- *Members of one culture may take assumptions about other cultures based on their own attitudes, values and beliefs.*

Interpretive Mode:

- Compare daily practices of people in the target culture(s). (7.2.4.A.1)
- Describe the geographical features, types and effects of climate in countries where the target language is spoken. (7.2.4.A.2)
- Identify aspects of the culture presented in photographs, plays, or films. (7.2.4.A.3)

Interpersonal Mode:

- Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings and common social situations. (7.2.4.B.1)
- Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally-authentic selections. (7.2.4.B.2)

Presentational Mode:

- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. (7.2.4.C.1)
- Describe and reproduce expressive products of the target culture(s). (7.2.4.C.2)
- Participate in age-appropriate activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. (7.2.4.C.3)

Fourth Grade

Communication

Essential Questions 1, 2, 3 and 4:

- *How do I develop communicative competence?*
- *How do I know that I am getting better in using language in real-world situations?*
- *What strategies do I need to communicate in linguistically and culturally appropriate ways?*
- *When does accuracy matter?*

Enduring Understandings 1 and 2:

- *Successful communication is knowing how, when and why to convey a message to different audiences.*
- *Language learning involves acquiring strategies to fill communication gaps.*

Essential Question 5:

- *Why do people from different cultures sometimes say, write and do things differently from the way I do them?*

Enduring Understandings 3:

- *Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.*

Interpretive Mode:

- Demonstrate comprehension of simple oral directions, commands, and requests through appropriate physical response. (7.1.4.A.1)
- Recognize common gestures, intonation, and other visual or auditory cues of the target culture. (7.1.4.A.2)
- Identify familiar people, places, and objects based on oral and/or simple written descriptions. (7.1.4.A.3)
- Comprehend short conversations and brief written messages on familiar topics.
 - Messages contained in media (e.g., illustrated texts, posters or advertisements). (7.1.4.A.4)
- Connect learning of the target language to information studied in other core content areas.
 - Grade level appropriate visual and performing arts topics (e.g., famous artists and works of art).
 - Grade level appropriate mathematics concepts (e.g., symbols for currency and appropriate place value as used in the target culture).
 - Grade level appropriate science topics (e.g., life cycle of plants and animals). (7.1.4.A.5)
- Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections. (7.1.4.A.6)

Interpersonal Mode:

- Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. (7.1.4.B.1)
- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions. (7.1.4.B.2)
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences. (7.1.4.B.3)
- Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.
 - Grade level appropriate math concepts (e.g., buying/selling transactions).
 - Grade level appropriate health topics (e.g., basic human needs such as food, shelter, and clothing).
 - Grade level appropriate social studies topics (e.g., geographical landmarks in home and target culture).
 - Grade level science topics (e.g., scientists/inventors from the target culture(s) and their contributions). (7.1.4.B.4)
- Identify the main characters, main idea, and setting and important events found in age-appropriate, culturally authentic texts. (7.1.4.B.5)

Presentational Mode:

- Create and present orally or in writing brief messages, poems, rhymes, songs, or short plays using familiar vocabulary in a guided format. (7.1.4.C.1)

- Describe in writing using a guided format people and things from the home/school environment. (7.1.4.C.2)
- Tell or re-tell stories using a guided format from age-appropriate, culturally-authentic selections orally or in writing. (7.1.4.C.3)
- Tell or write about products of the target culture and simulate common cultural practices.
 - Grade level appropriate social studies topics (e.g., culinary contributions, crafts, or artifacts from the target cultures). (7.1.4.C.4)

Culture

Essential Question 1, 2 and 3:

- *How is language a product of culture?*
- *How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?*
- *What role does stereotyping play in forming and sustaining prejudices about the other cultures?*

Enduring Understanding 1, 2 and 3:

- *Language reflects and is influenced by the culture in which it is found.*
- *Cultural perspectives are gained by using the language and through experience with its products and practices.*
- *Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.*

Interpretive Mode:

- Compare daily practices of people in the target culture(s). (7.2.4.A.1)
- Describe the geographical features, types and effects of climate in countries where the target language is spoken. (7.2.4.A.2)
- Identify aspects of the culture presented in photographs, plays, or films. (7.2.4.A.3)
- Identify common tangible and intangible cultural products of the target culture(s). (7.2.4.A.4)

Interpersonal Mode:

- Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings and common social situations. (7.2.4.B.1)
- Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally-authentic selections. (7.2.4.B.2)

Presentational Mode:

- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own. (7.2.4.C.1)
- Describe and reproduce expressive products of the target culture(s). (7.2.4.C.2)

- Participate in age-appropriate activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. (7.2.4.C.3)

Fifth Grade

Communication

Essential Questions 1, 2, 3 and 4:

- *How do I develop communicative competence?*
- *How do I know that I am getting better in using language in real-world situations?*
- *What strategies do I need to communicate in linguistically and culturally appropriate ways?*
- *When does accuracy matter?*

Enduring Understandings 1 and 2:

- *Successful communication is knowing how, when and why to convey a message to different audiences.*
- *Language learning involves acquiring strategies to fill communication gaps.*

Essential Question 5:

- *Why do people from different cultures sometimes say, write and do things differently from the way I do them?*

Enduring Understandings 3:

- *Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.*

Essential Questions 6 and 7:

- *How does the content of the world languages classroom help me understand who I am and the world in which I live?*
- *How does content help me respond to important questions that extend my learning beyond the classroom?*

Enduring Understandings 4:

- *The content of the world languages classroom encompasses the entire learning experience.*

Interpretive Mode:

- Demonstrate comprehension of simple oral directions, commands, and requests through appropriate responses. (7.1.8.A.1)
- Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual or auditory cues.
 - Eye contact and interpersonal social distance.
 - Table manners and telephone practices. (7.1.8.A.2)

- Discuss people, places, objects and daily activities based on oral or written descriptions.
 - Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture; regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era). (7.1.8.A.3)

Interpersonal Mode:

- Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. (7.1.8.B.1)
- Use appropriate gestures, intonation, and common idiomatic expressions of the target culture in familiar situations. (7.1.8.B.2)
- Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.
 - Grade level social studies topics (e.g., family celebrations and coming of age customs). (7.1.8.B.4)

Presentational Mode:

- Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
 - Grade level appropriate visual and performing arts, language arts and career education (e.g., staging a dramatic presentation of a significant aspect of the life of an important person in the target culture; doing an oral presentation on a famous person, place, or event from target culture supported by research obtained in the target language; creating visual representation of region or country supported by technological resources and other media). (7.1.8.C.1)
- Use language creatively in writing to respond to a variety of oral or visual prompts.
 - Grade level appropriate language arts literacy topics and career education skills (e.g., writing short, well-organized essays on personal and school-related topics; writing letters in response to ads in local or target language newspapers). (7.1.8.C.2)

Culture

Essential Question 1, 2 and 3:

- *How is language a product of culture?*
- *How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?*
- *What role does stereotyping play in forming and sustaining prejudices about the other cultures?*

Enduring Understanding 1, 2 and 3:

- *Language reflects and is influenced by the culture in which it is found.*

- *Cultural perspectives are gained by using the language and through experience with its products and practices.*
- *Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.*

Interpretive Mode:

- *Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices. (7.2.8.A.1)*
- *Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s). (7.2.8.A.3)*

Interpersonal Mode:

- *Use culturally appropriate etiquette in verbal and nonverbal communication in a variety of social situations. (7.2.8.B.1)*
- *Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture. (7.2.8.B.2)*

Presentational Mode:

- *Reinforce indicators from previous grade levels.*

Sixth Grade

Communication

Essential Questions 1, 2, 3 and 4:

- *How do I develop communicative competence?*
- *How do I know that I am getting better in using language in real-world situations?*
- *What strategies do I need to communicate in linguistically and culturally appropriate ways?*
- *When does accuracy matter?*

Enduring Understandings 1 and 2:

- *Successful communication is knowing how, when and why to convey a message to different audiences.*
- *Language learning involves acquiring strategies to fill communication gaps.*

Essential Question 5:

- *Why do people from different cultures sometimes say, write and do things differently from the way I do them?*

Enduring Understandings 3:

- *Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.*

Essential Questions 6 and 7:

- *How does the content of the world languages classroom help me understand who I am and the world in which I live?*
- *How does content help me respond to important questions that extend my learning beyond the classroom?*

Enduring Understandings 4:

- *The content of the world languages classroom encompasses the entire learning experience.*

Interpretive Mode:

- Demonstrate comprehension of simple oral directions, commands, and requests through appropriate responses. (7.1.8.A.1)
- Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual or auditory cues.
 - Eye contact and interpersonal social distance.
 - Table manners and telephone practices. (7.1.8.A.2)
- Discuss people, places, objects and daily activities based on oral or written descriptions.
 - Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture; regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era). (7.1.8.A.3)
- Comprehend conversations and written information on a variety of topics.
 - Academic and social interests.
 - Current or past issues and events at home or in the target country. (7.1.8.A.4)
- Apply knowledge and skills gained in other core content areas to the learning of the target language.
 - Grade level appropriate social studies topics (e.g., converting maps into appropriate graphics to display geographical information about the target culture country).
 - Grade level appropriate health topics (e.g., comparing and contrasting health concerns that occur during adolescence in the target culture with their own culture).
 - Grade level appropriate mathematics concepts (e.g., selecting and using appropriate units of metric measurement to solve real-life problems).
 - Grade level appropriate science concepts (e.g., evaluating authentic weather reports from different regions of the target country to predict weather conditions. (7.1.8.A.5)
- Identify the main idea and theme, and describe the main characters and setting in readings from age-appropriate, culturally authentic selections. (7.1.8.A.6)

Interpersonal Mode:

- Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. (7.1.8.B.1)
- Use appropriate gestures, intonation, and common idiomatic expressions of the target culture in familiar situations. (7.1.8.B.2)
- Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
 - Reactions to an incident occurring in school or an event taking place in the school, community or world.
 - Grade level appropriate social studies concepts (e.g., the role of the target culture country in colonization and exploration of the Americas or in the American Revolution). (7.1.8.B.3)
- Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.
 - Grade level social studies topics (e.g., family celebrations and coming of age customs). (7.1.8.B.4)
- Describe the main characters, setting, and important events from age-appropriate, culturally authentic selections both orally and in writing. (7.1.8.B.5)

Presentational Mode:

- Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
 - Grade level appropriate visual and performing arts, language arts and career education (e.g., staging a dramatic presentation of a significant aspect of the life of an important person in the target culture; doing an oral presentation on a famous person, place, or event from target culture supported by research obtained in the target language; creating visual representation of region or country supported by technological resources and other media). (7.1.8.C.1)
- Use language creatively in writing to respond to a variety of oral or visual prompts.
 - Grade level appropriate language arts literacy topics and career education skills (e.g., writing short, well-organized essays on personal and school-related topics; writing letters in response to ads in local or target language newspapers). (7.1.8.C.2)
- Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.
 - Grade level appropriate language arts literacy topics (e.g., summary of the plot of characters; dramatization of principal scenes in the text; role-playing a film critic to express opinions about the text). (7.1.8.C.3)

Culture

Essential Question 1, 2 and 3:

- *How is language a product of culture?*

- *How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?*
- *What role does stereotyping play in forming and sustaining prejudices about the other cultures?*

Enduring Understanding 1, 2 and 3:

- *Language reflects and is influenced by the culture in which it is found.*
- *Cultural perspectives are gained by using the language and through experience with its products and practices.*
- *Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.*

Interpretive Mode:

- Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices. (7.2.8.A.1)
- Investigate how geography and climate influence the lives of people in the target culture(s) country (ies). (7.2.8.A.2)
- Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s). (7.2.8.A.3)

Interpersonal Mode:

- Use culturally appropriate etiquette in verbal and nonverbal communication in a variety of social situations. (7.2.8.B.1)
- Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture. (7.2.8.B.2)
- Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S. (7.2.8.B.3)
- Discuss the characteristics of the school community in the target culture and compare with those in the U.S. (7.2.8.B.4)

Presentational Mode:

- Reinforce indicators from previous grade levels.

Curricular Integration

Language Arts

3.1 READING: All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

- Interpret simple graphs, charts, and diagrams. (3.1.A.4)
- Use titles, tables of contents, and chapter headings to locate information. (3.1.2A.1)
- Decode unknown words using context clues. (3.1.C.7)
- Answer questions correctly that are posed about stories read. (3.1.D.1)
- Use prior knowledge to make sense of text. (3.1.1E.1)
- Establish a purpose for reading and adjust reading rate. (3.1.1E.2)
- Use pictures as cues to check for meaning. (3.1.1E.3)
- Check to see if what is being read makes sense. (3.1.1E.4)
- Begin to apply study skills strategies (e.g., survey, question, read, recite, and review— SQ3R) to assist with retention and new learning. (3.1.1E.7)
- Comprehend common and/or specific vocabulary in informational texts and literature. (3.1.1F.3)
- Self-monitor when text does not make sense. (3.1.2D.5)
- Employ learned strategies to determine if text makes sense without being prompted. (3.1.2D.6)
- Set purpose for reading and check to verify or change predictions during/after reading. (3.1.3E.1)
- Monitor comprehension and accuracy while reading in context and self-correct errors. (3.1.3E.2)
- Use pictures and context clues to assist with decoding of new words. (3.1.3E.3)
- Develop and use graphic organizers to build on experiences and extend learning. (3.1.3E.4) Identify and locate features that support text meaning (e.g., maps, charts, illustrations). (3.1.4A.3)
- Identify specific words or passages causing comprehension difficulties and seek clarification. (3.1.4E.2)
- Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams). (3.1.4E.3)
- Discuss underlying themes across cultures in various texts. (3.1.4G.1)
- Distinguish cause and effect, fact and opinion, main idea, and supporting details in nonfiction texts (e.g., science, social studies). (3.1.4G.2)
- Cite evidence from text to support conclusions. (3.1.4G.3)
- Understand author's opinions and how they address culture, ethnicity, gender, and historical periods. (3.1.4G.4)
- Follow simple multiple-steps in written instructions. (3.1.4G.5)
- Recognize an author's point of view. (3.1.4G.6)
- Identify and summarize central ideas in informational texts. (3.1.4G.7)

- Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading. (3.1.4H.3)
- Activate prior knowledge and anticipate what will be read or heard. (3.1.5E.1)
- Vary reading strategies according to their purpose for reading and the nature of the text. (3.1.5E.2)
- Reread to make sense of difficult paragraphs or sections of text. (3.1.5E.3)
- Make revisions to text predictions during and after reading. (3.1.5E.4)
- Apply graphic organizers to illustrate key concepts and relationships in a text. (3.1.5E.5)
- Distinguish between major and minor details. (3.1.5G.8)
- Make inferences using textual information and provide supporting evidence. (3.1.5G.9)

3.2 WRITING: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

- Create written texts for others to read. (3.2.1D.1)
- Produce a variety of writings, including stories, descriptions, and journal entries, showing relationships between illustrations and printed text. (3.2.1D.2)
- Use graphic organizers to assist with planning writing. (3.2.2A.6)
- Compose readable first drafts. (3.2.2A.7)
- Use everyday words in appropriate written context. (3.2.2A.8)
- Reread drafts for meaning, to add details, and to improve correctness. (3.2.2A.9)
- Focus on elaboration as a strategy for improving writing. (3.2.2A.10)
- Participate with peers to comment on and react to each other's writing. (3.2.2A.11)
- Use a simple checklist to improve elements of own writing. (3.2.2A.12)
- Use computer writing applications during some parts of the writing process. (3.2.2A.13) Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources. (3.2.5B.5)
- Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately. (3.2.5B.6)
- Write nonfiction pieces, such as letters, procedures, biographies, or simple reports. (3.2.2B.4) Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing. (3.2.4A.3)
- Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing. (3.2.4A.4)
- Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice. (3.2.4A.5)
- Review own writing with others to understand the reader's perspective and to consider ideas for revision. (3.2.4A.6)
- Facts and details, and draw from more than one source of information. (3.2.4B.2)

- Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closings, and using dialogue. (3.2.4B.3)
- Build knowledge of the characteristics and structures of a variety of genres. (3.2.4B.4)
- Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately. (3.2.4B.5)

3.3 SPEAKING: All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

- Respond to ideas and questions posed by others. (3.3.1B.1)
- Ask and answer various types of questions. (3.3.1B.2)
- Ask for explanation to clarify meaning. (3.3.2B.1)
- Respond to ideas posed by others. (3.3.2B.2)
- Restate to demonstrate understanding. (3.3.2B.3)
- Identify a problem and simple steps for solving the problem. (3.3.2B.4)
- Listen and follow a discussion in order to contribute appropriately. (3.3.3A.1)
- Stay focused on topic. (3.3.3A.2)
- Take turns. (3.3.3A.3)
- Support an opinion with details. (3.3.3A.4)
- Use details, examples and reasons to support central ideas or clarify a point of view. (3.3.4A.1)
- Stay focused on a topic and ask relevant questions. (3.3.4A.1)
- Take turns without dominating. (3.3.4A.1) Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents. (3.3.5D.1)
- Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement. (3.3.5D.2)
- Use clear, precise, organized language that reflects the conventions of spoken English. (3.3.5D.3)
- Use visuals such as charts or graphs when presenting for clarification. (3.3.5D.4)
- Use props effectively while speaking. (3.3.5D.5)
- Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation. (3.3.5D.6)
- Use verbal and non verbal elements of delivery (e.g., eye contact, stance) to maintain audience focus. (3.3.5D.7)

3.4 LISTENING: All students will listen actively to information from a variety of sources in a variety of sources in a variety of situations.

- Listen and respond appropriately to directions. (3.4.1A.1)
- Follow simple oral directions. (3.4.1B.2)
- Recall information from listening to stories, poems, television, and film. (3.4.1B.3)
- Respond appropriately to questions about stories read aloud. (3.4.1B.5)

- Begin to track print when listening to a familiar text being read or when rereading their own writing. (3.4.1B.6)
- Ask questions for clarification and explanation of stories and ideas heard. (3.4.1B.7)
- Listen critically to identify main ideas and supporting details. (3.4.2A.1)
- Begin to distinguish between types of speech (e.g., a joke, a chat, a warning). (3.4.2A.1)
- Listen and contribute to class discussions. (3.4.2A.1)
- Develop listening strategies (e.g., asking questions and taking notes) to understand what is heard. (3.4.4B.2)
- Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems. (3.4.4B.3)
- Make inferences based on an oral report or presentation. (3.4.4B.4)
- Describe how language reflects specific regions and/or cultures. (3.4.4B.5)
- Follow three-and four-step oral directions. (3.4.4B.6)

3.5 VIEWING AND MEDIA LITERACY: All students will access, view, evaluate, and respond to print, non print, and electronic texts and resources.

- Speculate about visual representations (e.g., pictures, artwork). (3.5.1A.4)
- Use simple graphs and charts to report data. (3.5.1A.5)
- Respond to and evaluate the use of illustrations to support text. (3.5.6A.1)
- Use graphs, charts, and diagrams to report data. (3.5.6A.2)
- Distinguish between factual and fictional visual representations (e.g. political cartoons). (3.5.6A.3)
- Identify the central theme in a movie, film, or illustration. (3.5.6A.4)

Mathematics

4.1 NUMBER AND NUMERICAL OPERATIONS: *All students will develop number sense and will perform standard numerical operations and estimations on all types of numbers in a variety of ways.*

- How do mathematical ideas interconnect and build on one another to produce a coherent whole?
- How can we compare and contrast numbers?
- One representation may sometimes be more helpful than another; and, used together, multiple representations give a fuller understanding of a problem
- A quantity can be represented numerically in various ways. Problem solving depends upon choosing wise ways.
- Numeric fluency includes both the understanding of and the ability to appropriately use numbers.
- How do mathematical representations reflect the needs of society across cultures?

4.2 GEOMETRY AND MEASUREMENT: *All students will develop spatial sense and ability to use geometric properties, relationships, and measurement to model, describe, and analyze phenomena.*

- How can measurements be used to solve problems?
- What situations can be analyzed using transformations and symmetries?

4.3 PATTERNS AND ALGEBRA: *All students will represent and analyze relationships among variable quantities and solve problems involving patterns, functions, and algebraic concepts and processes.*

- How can patterns, relations, and functions be used as tools to best describe and help explain real-life situations?
- How can we use mathematical models to describe physical relationships?
- How can we use physical models to clarify mathematical relationships?

4.4 DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS: *All students will develop an understanding of the concepts and techniques of data analysis, probability, and discrete mathematics, and will use them to model situations, solve problems, and analyze and draw appropriate inferences from data.*

- How can attributes be used to classify data/objects?
- Grouping by attributes (classification) can be used to answer mathematical questions.
- How can the collection, organization, interpretation, and display of data be used to answer questions?

4.5 MATHEMATICAL PROCESSES: *All students will use mathematical processes of problem solving, communication, connections, reasoning, representations, and technology to solve problems and communicate mathematical ideas.*

- Recognize that mathematics is used in a variety of contexts outside of mathematics.
- Apply mathematics in practical situations and in other disciplines.
- Trace the development of mathematical concepts over time and across cultures (cf. world languages and social studies standards).
- Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- Analyze and evaluate the mathematical thinking and strategies of others.
- Use the language of mathematics to express mathematical ideas precisely.
- Use computer spreadsheets, software, and graphing utilities to organize and display quantitative information.
- Use graphing calculators and computer software to investigate properties of functions and their graphs.
- Use calculators as problem-solving tools (e.g., to explore patterns, to validate solutions).
- Use computer software to make and verify conjectures about geometric objects.
- Use computer-based laboratory technology for mathematical applications in the sciences.

Social Studies

6.1 SOCIAL STUDIES SKILLS: All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.

- Apply terms related to time including past, present, and future.
- Identify sources of information on local, national, and international events (e.g., books, newspaper, TV, radio, Internet).
- Retell events or stories with accuracy and appropriate sequencing.
- Locate sources for the same information (e.g., weather forecast on TV, the Internet or in a newspaper).
- Organize events in a time line.
- Distinguish between an eyewitness account and a secondary account of an event.
- Distinguish fact from fiction.
- Assess the credibility of primary and secondary sources.
- Analyze data in order to see persons and events in context.

6.2 CIVICS: All students will know, understand and appreciate the values and principles of American democracy and the rights, responsibilities and roles of a citizen in the nation and the world.

- Explain that a responsibility means something you must or should do.
- Explore basic concepts of diversity, tolerance, fairness, and respect for others.
- Identify traditions and celebrations of various cultures (e.g., Chinese New Year, Cinco de Mayo).
- Participate in activities such as dance, song, and games that represent various cultures.
- Evaluate the importance of traditions, values, and beliefs which form a common American heritage in an increasingly diverse American society.
- Identify current issues that may have a global impact (e.g., pollution, diseases) and discuss ways to address them.
- Explain why it is important to understand diverse peoples, ideas, and cultures.
- Explain that even within a culture, diversity may be affected by race, religion, or class.
- Identify aspects of culture and heritage presented in literature, art, music, sport, or the media.
- Examine common and diverse traits of other cultures and compare to their own culture.
- Use technology to learn about students and their families in other countries through classroom links, email, and Internet research.
- Define stereotyping and discuss how it impacts self-image and interpersonal relationships.

6.3 WORLD HISTORY: All students will demonstrate knowledge of World History in order to understand life and events in the past and how they relate to the present and the future.

- Describe the physical and cultural changes that shaped the earliest human communities as revealed through scientific methods, including:
- Early hominid development, including the development of language and writing
- Migration and adaptation to new environments
- Differences between wild and domestic plants and animals
- Locations of agricultural settlements
- Differences between hunter/gatherer, fishing, and agrarian communities
- Describe how environmental conditions impacted the development of different human communities (e.g., population centers, impact of the last Ice Age).

6.4 UNITED STATES/NEW JERSEY HISTORY: All students will demonstrate knowledge of United States/New Jersey history in order to understand life and events in the past and how they relate to the present and future.

- Tell about their family heritage using stories, songs, and drawings.
- Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and celebrations.
- Describe situations in which people from diverse backgrounds work together to solve common problems. Identify and discuss major scientific discoveries and inventions, the scientists and inventors who developed them (e.g., Thomas Edison), and their impact on life today.
- Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.

6.5 ECONOMICS: All students will acquire an understanding of key economic principles.

- Explain how the products individuals eat, wear, and use impact their health and safety and the environment.
- Identify various forms of currency (e.g., penny, nickel, quarter, dollar).
- Explain what it means to "save" money.
- Identify various jobs and explain how workers in these jobs receive income for their work.
- Compare ways to save money, including checking and savings accounts, stocks and bonds, and the relationship between risk and return in investments.
- Describe the role credit plays in the economy and explain the difference in cost between cash and credit purchases.
- Compare and contrast various careers, examining educational requirements and costs, salary and benefits, longevity, impact on society and the economy, and demand.

6.6 GEOGRAPHY: All students will apply understanding of knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

- Explain that the globe is a model of the earth and maps are representations of local and distant places.
- Recognize that the relationship of the Earth to the sun affects weather conditions, climate, and seasons. Describe the role of resources such as air, land, water, and plants in everyday life.
- Describe the impact of weather on everyday life.
- Act on small-scale, personalized environmental issues such as littering and recycling, and explain why such actions are important.
- Describe and demonstrate different ways to measure distance (e.g., miles, kilometers, time).
- Estimate distances between two places on a map using a scale of miles.
- Describe the basic components of the Earth's physical systems, including landforms, water, erosion, weather, and climate and discuss their impact on human development.
- Differentiate between living and non-living natural resources.
- Explain the nature, characteristics, and distribution of renewable and non-renewable resources.
- Estimate distances between two places on a map using a scale of miles, and use cardinal and intermediate directions when referring to a relative location.
- Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
- Predict effects of physical processes and changes on the Earth.
- Discuss how the community and its environment function as an ecosystem.

Science

5.1 SCIENCE PRACTICES: 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.

- Use outcomes of investigations to build and refine questions, models, and explanations.
- Use scientific facts, measurements, observations, and patterns in nature to build and critique scientific arguments.
- Use basic science terms and topic-related science vocabulary.
- Identify and use basic tools and technology to extend exploration in conjunction with science investigations.
- Measure, gather, evaluate, and share evidence using tools and technologies.
- Communicate and justify explanations with reasonable and logical arguments.
- Communicate with other children and adults to share observations, pursue questions, and make predictions and/or conclusions.
- Revise predictions or explanations on the basis of learning new information.
- Represent observations and work through drawing, recording data, and “writing.”
- Actively participate in discussions about student data, questions, and understandings.
- Demonstrate how to safely use tools, instruments, and supplies.

5.2 PHYSICAL SCIENCES: 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.

- Sort and describe objects based on the materials of which they are made and their physical properties.
- Determine the weight and volume of common objects using appropriate tools.
- Calculate the density of objects or substances after determining volume and mass.
- Predict and explain what happens when a common substance, such as shortening or candle wax, is heated to melting and then cooled to a solid.
- Compare, citing evidence, the heating of different colored objects placed in full sunlight.
- Present evidence that represents the relationship between a light source, solid object, and the resulting shadow.
- Draw and label diagrams showing several ways that energy can be transferred from one place to another.
- Illustrate and explain what happens when light travels from air into water.

5.3 LIFE SCIENCES: 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.

- Describe the requirements for the care of plants and animals related to meeting their energy needs.
- Compare how different animals obtain food and water.
- Illustrate the flow of energy (food) through a community.
- Communicate ways that humans protect habitats and/or improve conditions for the growth of the plants and animals that live there, or ways that humans might harm habitats.
- Predict the biotic and abiotic characteristics of an unfamiliar organism's habitat.
- Describe similarities and differences in observable traits between parents and offspring.
- Describe how similar structures found in different organisms (e.g., eyes, ears, mouths) have similar functions and enable those organisms to survive in different environments.

5.4 EARTH SCIENCES SYSTEMS: Earth operates as a set of complex, dynamic, and interconnected systems, and is a part of the all-encompassing system of the universe.

- Formulate a general description of the daily motion of the Sun across the sky based on shadow observations. Explain how shadows could be used to tell the time of day.
- Identify patterns of the Moon's appearance and make predictions about its future appearance based on observational data.
- Analyze and evaluate evidence in the form of data tables and photographs to categorize and relate solar system objects (e.g., planets, dwarf planets, moons, asteroids, and comets).
- Compare and contrast the major physical characteristics (including size and scale) of solar system objects using evidence in the form of data tables and photographs.
- Describe Earth materials using appropriate terms, such as hard, soft, dry, wet, heavy, and light.
- Create a model to represent how soil is formed.
- Categorize unknown samples as either rocks or minerals.
- Predict the types of ecosystems that unknown soil samples could support based on soil properties.
- Locate areas that are being created (deposition) and destroyed (erosion) using maps and satellite images.

Visual & Performing Arts

AESTHETICS 1.1: All students will apply aesthetic knowledge in the creation of and in response to dance, music, theater, and visual arts.

- Compare and contrast culturally and historically diverse works of art that evoke emotion and communicate cultural meaning/interpretation.
- Use imagination to create a story based on an arts experience that communicates an emotion or feeling in each of the art forms
- Distinguish patterns in nature found in works of art.

PERFORMANCE 1.2: All students will utilize those skills, media, methods, and technologies appropriate to the creation, performance, and presentation of dance.

- Move the body in a variety of ways, with and without music.
- Participate in simple sequences of movements.
- Create and perform planned and improvised movement sequences using the **elements of dance** with and without musical accompaniment, to communicate meaning around a variety of themes.
- Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy and accurately transfer rhythmic patterns from the auditory to the kinesthetic.

PERFORMANCE 1.2: All students will utilize those skills, media, methods, and technologies appropriate to the creation, performance, and presentation of music.

- Participate in and listen to music from a variety of cultures and times.
- Clap, sing or play on pitch from basic notation in the treble clef with consideration of pitch, rhythm, dynamics and tempo.
- Proper vocal production/**vocal placement** requires an understanding of basic anatomy and the physical properties of sound.

PERFORMANCE 1.2: All students will utilize those skills, media, methods, and technologies appropriate to the creation, performance, and presentation of theater.

- Use memory, imagination, creativity and language to make up new roles and act them out.
- Participate in and listen to stories and dramatic performances from a variety of cultures and times.
- Portray characters demonstrating **logical story sequence**, given circumstances, plot, thematic intent, and informed character choices.
- Demonstrate planning, persistence and problem solving skills while working independently, or with others, during the creative process.
- Use vocabulary to describe various art forms, artists and elements in the visual arts.

- Create more recognizable representations as eye-hand coordination and fine motor skills develop.
- Employ basic verbal and visual art vocabularies and demonstrate knowledge of materials, tools and methodologies used in the creation of visual story telling.

ELEMENTS AND PRINCIPLES 1.3: All students will demonstrate an understanding, of the elements and principles of dance.

- Analyze both formal and expressive aspects of time, shape, space, and energy and differentiate basic choreographic structures in various dance works.

ELEMENTS AND PRINCIPLES 1.3: All students will demonstrate an understanding, of the elements and principles of music.

- Categorize families of instruments and identify their associated musical properties.
- Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

ELEMENTS AND PRINCIPLES 1.3: All students will demonstrate an understanding, of the elements and principles of visual art.

- Compare and contrast works of art in various mediums that utilize the same art elements and principles of design.
- Recognize the main subject or theme in works of dance, music, theater, and visual art.

ARTS HISTORY/CULTURE 1.5: All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

- Identify characteristic theme-based artworks, such as family and community, from various historical periods and world cultures.

Career & Life Sciences

9.1 21st CENTURY LIFE SKILLS: *All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.*

- Apply critical thinking and problem solving skills in classroom and family settings.
- Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
- Demonstrate effective use of communication and media during classroom activities.

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.*

- Explain the difference between a career and a job and identify various jobs in the community and related earnings.
- Identify potential sources of income and their limitation
- Distinguish between cash, check, credit card, and debit card.
- Distinguish between saving and investing.
- Compare and contrast advertising facts vs. advertising claims.

9.3 21st CENTURY CAREER AWARENESS, EXPLORATION & 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.*

- Identify various life roles and civic and work-related activities in the school, home, and community

Technology

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.

- Recognize that the number keys are in a row on the top of the keyboard.
- Create and present a multimedia presentation that includes graphics.
- Illustrate and communicate original ideas and stories using digital tools and [media-rich resources](#).
- Produce a [media-rich](#) digital story about a significant local event or issue based on first-person interviews.
- Engage in [online discussions](#) with learners in the United States or from other countries to understand their perspectives on a global problem or issue.
- Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
- Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
- Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.

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.

- Using a digital format, compare and contrast how a technology product has changed over time due to economic, political, and/or cultural influences.
- Investigate the influence of a specific technology on the individual, family, community, and environment.
- Explain the positive and negative effect of products and systems on humans, other species, and the environment.
- Demonstrate how reusing a product affects the local and global environment. Collect and post the results of a digital classroom survey about a problem or issue and use data to suggest solutions.
- Communicate with students in the United States or other countries using digital tools to gather information about a specific topic and share results.
- Explain the importance of safety in the use and selection of appropriate tools and resources for a specific purpose.

Health & Physical Education

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

- Summarize information about food found on product labels.
- Differentiate between healthy and unhealthy eating practices.
- Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- Compare and contrast nutritional information on similar food products in order to make informed choices.
- Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
- Identify community helpers who assist in maintaining a safe environment.
- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Compare and contrast how individuals and families attempt to address basic human needs.
- Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

2.2 INTEGRATED SKILLS: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- Express needs, wants, and feelings in health- and safety-related situations.
- Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
- Determine ways parents/guardians, peers, technology, culture, and the media influence health decisions.
- Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
- Predict situations that may challenge an individual's core ethical values.
- Explain the impact of participation in different kinds of service projects on community wellness.
- Develop a position about a health issue in order to inform peers.
- Determine the validity and reliability of different types of health resources.

2.3 DRUGS AND MEDICINES: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

- Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.

- Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
- Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

2.4 HUMAN RELATIONSHIPS AND SEXUALITY: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

- Compare and contrast [different kinds of families](#) locally and globally.
- Compare and contrast how families may change over time.
- Compare and contrast the physical differences and similarities of the genders.
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

Accommodations for Special Education Students as Specified in Their IEP & for English Language Learners

Access to Special Equipment and Instructional Materials

- Calculator.
- Tape recorder/CD player.
- Slant board.
- Special pens, pencils and paper.
- Computer.
- FM systems.
- Communication board /augmentative communication devices.

Class Work Curricular Procedures

- Allow additional time to complete work.
- Assist in organizing materials.
- Cue students attention.
- Functional or practical emphasis (specify in IEP).
- Limit oral reading unless student volunteers.
- Modify reading assignments.
- Modify writing requirements.
- Ongoing monitoring of work produced during class.
- Peer tutoring or partner learning.
- Preferential seating.
- Provide alternate content objectives (specify in IEP).
- Provide copies of class notes.
- Provide organizational aids (folders, schedules).
- Provide repetition/practice.
- Provide student a daily schedule/established routine.
- Provide study guides.
- Reading assistance in content area.
- Reduce content objectives.
- Reduce length/number of written assignments.
- Review, restate and repeat directions.
- Simplify verbal/.written directions.
- State expectations clearly.
- Teach to learner's auditory style.
- Teach to learner's multi sensory style.
- Teach to learner's visual style.

Facilitating Appropriate Behavior

- Assign activities which require some movement.
- Avoid the use of confrontational techniques.
- Consistently enforce school rules.

- Designate a “time-out” location within the classroom.
- Encourage student to accept responsibility for behavior.
- Ignore minor annoying behaviors.
- Involve parents/guardians to coordinate approach.
- Minimize situations that the student may perceive as embarrassing.
- Monitor levels of tolerance and be mindful of signs of frustration.
- Provide clear and concise classroom expectation and consequences.
- Provide student with alternative.
- Reinforce student for appropriate behaviors.
- Speak privately, without the audience of peers, to student about inappropriate behavior.
- Use praise generously.
- Check for student behavior plan.

Homework

- Homework assignment book checked by special education mainstream teacher(s) and parent/guardian daily.
- Reduce length of assignments.
- Reduced alternative reading work.
- Reduced alternative written work.
- Time in school to complete.

Modifying Test

- Allow open book tests/open note tests (circle).
- Allow student to edit a “first draft” on essay questions and grade final edited copy.
- Allow student to give answers orally.
- Allow student to type.
- Allow student to make corrections on returned tests for additional credit.
- Allow test to be given by special education teacher.
- Allow use of instructional aids (calculator, computer, etc.).
- Improve font/spatial organization of test.
- Math tools for tests (fact chart, number line calculator).
- Minimize essay questions.
- Modify test format.
- Modify the content of the test.
- Retake failed tests using alternative strategies.
- Test only on key concepts.
- Time of test determined by instructor.
- Use word banks.

Modifying the Environment

- Frequently check the organization of the student’s notebook.
- Help keep the student’s work area free of unnecessary materials.

- Monitor the student's use of his/her assignment sheet.
- Provide a specific place for turning in completed assignments.
- Provide opportunities for movement/activity change.
- Seat student in an area free of distractions.
- Use checklists to help the student get organized.
- Use preferential seating.
- Use study carrels.

Modifying the Grading

- Allow for spelling errors.
- Grade determined through collaboration of general/special education teacher.
- Modify homework/class work expectations.

Modifying the Presentation of Materials

- Assign tasks at an appropriate reading level.
- Break assignment into segments of shorter tasks.
- Cue student by calling his/her name before asking questions.
- Familiarize student with any new vocabulary before beginning the lesson.
- Frequently check on progress of independent work.
- Give additional presentations by varying the methods using repetition, simpler explanations, more examples and modeling.
- Give written directions to supplement verbal directions.
- Highlight important concepts to be learned in text of material.
- Monitor the student's comprehension of language used during instruction.
- Provide a checklist for long, detailed tasks.
- Provide clear and well defined worksheets.
- Provide clear, concise directions and concrete examples for homework/class work assignments.
- Provide due date on written assignments.
- Provide graph paper for math computation.
- Reduce the number of concepts presented at one time.
- Student qualifies for Books on Tape.
- Use concrete examples of concepts before teaching the abstract.
- Utilize manipulative, hands-on activities.
- Utilize visual aids such as charts and graphs.

Instructional Strategies and Techniques that Address Learning Style

- Multi-sensory approach.
- Stress visual presentation.
- Stress auditory presentation.
- Modify written expectations.
- Provide positive reinforcement.
- Provide support/encouragement.
- Provide structured environment.

- Set clear limits and consequences.
- Use concrete examples.
- Simplify directions.
- Provide repetition and practice.
- Allow frequent activity changes.
- Provide small group instruction.
- Reduce work increments.
- Set short-term goals.
- Preferential seating.
- Use study carrels to increase concentration.
- Seat in area of minimal distraction.
- Model skills/techniques to be mastered.
- Have student repeat directions.
- Utilize peer buddy as needed.

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