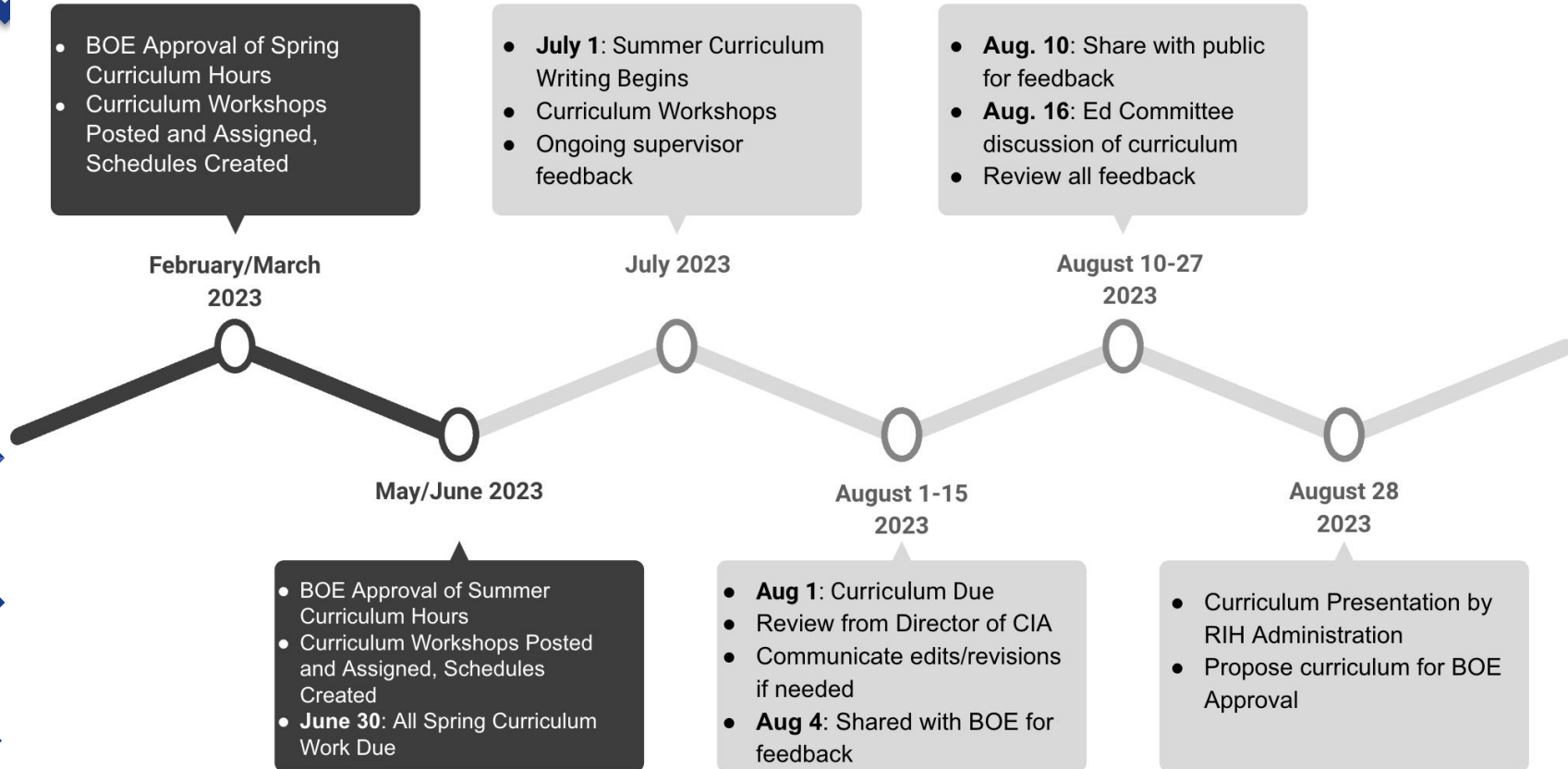


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Ramapo Indian Hills **Curriculum Updates** **2023-2024**

Curriculum Timeline & Development





Curriculum Presentation Planning

Curriculum work included:

- Development for new courses
- Revisions for existing courses

Within each curriculum document:

- Alignment to the NJ Student Learning Standards
- Identification of legislative requirements, where applicable
- Include / identify climate change, where applicable
- Update / Align Interdisciplinary Connections
- Update / align Standard 8: Computer Science and Design Thinking
- Update / align Standard 9: Career Readiness, Life Literacies, and Key Skills
- Review and update Assessments and Accommodations
- Review and update materials, pacing, scope and sequence



Why Revise Curriculum?

- NJSLS are updated and/or revised
- State statutes require curricular revisions (e.g. Climate Change, Individuals with Disabilities and LGBT, Diversity and Inclusion, Amistad, Holocaust)
- District adopts new programs or textbooks
- New research
- District creates new courses
- Trends in student performance
- State monitoring and audit feedback or requirements



What are the New Jersey Student Learning Standards?

NJSLS Goals:

a) Prepare students for postsecondary success

b) The foundation on which districts build coherent curriculum and plan instruction to prepare each New Jersey student with the knowledge and skills needed to succeed in our rapidly changing world.

- Research-based standards
- Clear and consistent learning goals PK-12
- Covers 9 content areas
- Designed with input from numerous sources: educators from kindergarten through college, scholars, assessment developers, professional organizations, parents and students, and members of the public

Common Community Feedback

- Mandates

English 1

Optional Unit Resources

Fiction/Drama: Summer Reading, Short Story Selections

- Grade 9 CommonLit Selections or selected short stories

Nonfiction:

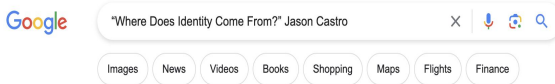
- “The Declaration of the Rights of Man”
- “My Inner Shrimp” by Gary Trudeau
- “The Jacket” by Gary Soto

Poetry:

- “I Am” Poems
- “Where I’m From” Poems
- “The Road Not Taken” by Robert Frost
- “Jabari Unmasked” by Nikki Grimes

Informational Text:

- “Where Does Identity Come From?” Jason Castro
- “Choose Your Own Identity” - Bonnie Tsu



About 174 results (0.35 seconds)

SA Scientific American
https://www.scientificamerican.com/article/where-d...

Where Does Identity Come From?

Where Does Identity Come From? ... By Jason Castro on May 28, 2013 ... Jason Castro is an assistant professor of psychology and neuroscience at Bates ...

- Links

Algebra 1 CP



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The Digital Item Library provides access to items previously administered on a New Jersey Department of Education assessment. The library categorizes items ...



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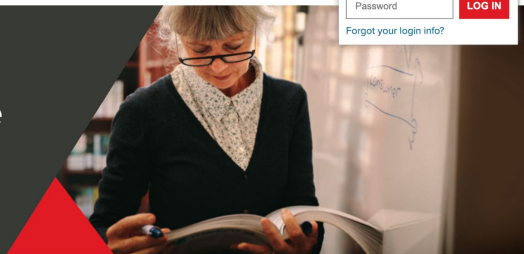
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Departmental Presentations



Program Goals & Outcomes

Applied Technology

★ Program Goals

- Offer hands-on courses that include activities in problem solving, critical thinking, use of tools and power machinery
- Develop and apply design thinking skills to address real-world problems and create solutions

★ Program Outcomes

- Students will find these experiences especially useful and fulfilling in preparing for the high-tech age ahead

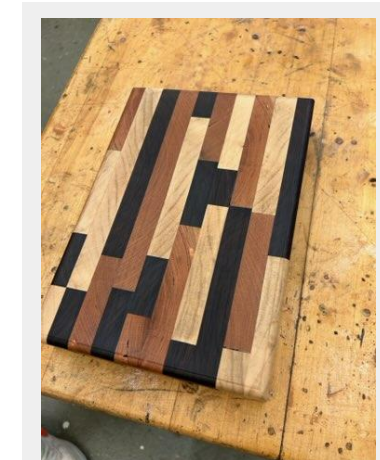
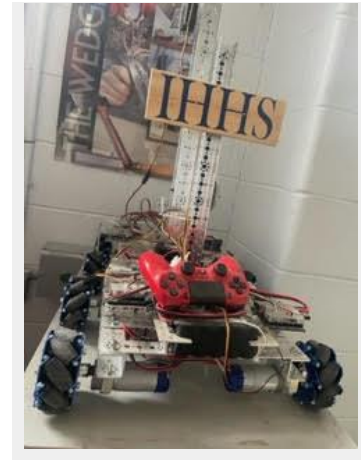
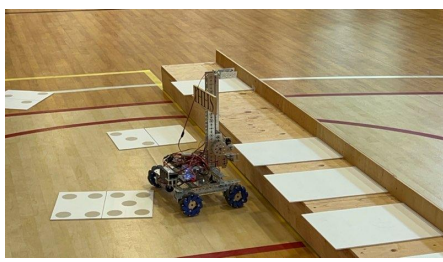


Curriculum Revision Highlights

SLE - Structured Learning Experience

- Course for 12th grade students - classroom instruction every other day, workplace responsibilities in the afternoon. (2.5 credits for classroom, 10 credits for supervised workplace standards)
- On site supervision, and opportunities for instruction and growth between employer, teacher and student.
- Themes for SLE Course:
 - Exploring the World of Work & Types of Organizations to work for
 - Finding your “Career Sweet Spot” (skills, interests, values)
 - OSHA 10 Certification for each student
 - Creating Effective Resumes, Interviewing Techniques
 - Are you employable....

Points of Pride Applied Technology Curriculum





Program Goals & Outcomes English

★ Program Goals

- Explore and understand the role of literature and language in personal and academic lives
- Recognize and appreciate the power of all modes of communication

★ Program Outcomes

- Students develop proficiency in critical evaluation skills and aesthetic appreciation
- Students are prepared for future success

Essential Questions

- How can one use language effectively to meet the main purpose of a particular writing task?
- How can one tailor writing to an intended audience?
- How can a writer incorporate evidence, examples, or research to strengthen the credibility of their writing?
- How can writers structure their writing to create a clear and logical flow of ideas, making it easy for the reader to follow?
- How can writers thoroughly revise and edit their work to ensure it is free from grammar, spelling, and punctuation errors, and that it adheres to the given guidelines or requirements?

Featured Topics

Understandings

Students will understand that:

- Growth as a writer takes sustained and consistent practice
- Formal written work should be carefully organized around a central thesis/claim
- Effective writing incorporates evidence and analysis that connects back to the central thesis/claim being posed
- The writing process is composed of multiple stages, including brainstorming, outlining, drafting, and revising.

Skills:

Students will be able to:

- Construct a clear and original thesis statement
- Compose argumentative and informative/explanatory writing that is developed around a core claim/thesis
- Understand the importance of organizing one's ideas within their own writing
- Identify and synthesize outside sources within their writing
- Work through multiple stages of the brainstorming, outlining, drafting, and revision process
- Reflect on the strengths and shortcomings of their written work.
- Communicate ideas effectively through various writing pieces

Assessment Evidence

Performance Tasks:

- Argumentative/Persuasive Writing Pieces (Timed and Process Pieces)
- Informative/Explanatory Writing Pieces (Timed and Process Pieces)
- Informal writing (notes, reflections, etc.)
- Self-Reflection Assignments on Written Work

Formative (checking for understanding) assessment based on but not limited to:

- Developing thesis statements
- Organizing ideas in writing
- Identifying meaningful evidence and analyzing its connection to the central claim being made
- Working through the various stages of the writing process

Summative (formal) assessment based on but not limited to:

- Multiple Argumentative/Persuasive Writing Pieces (Timed and Process Pieces)
- Multiple Informative/Explanatory Writing Pieces (Timed and Process Pieces)

Additional assessment evidence:

- Student Self-Reflection Assignments
- Evidence-Based Writing Assignments

Curriculum Revision English Highlights

- Streamlined English 9 to accommodate shift from 7.5 to 5 credits & 2.5 credits
- Updated curriculum template

New Courses: English

Literacy Lab

Co-requisite
with English 9 at
all levels

Purpose

Provide ELA
support for all
freshman students

What do I need to know?

Group and
individualized
instruction

2.5 credits



Points of Pride English Curriculum



Teachers



Student
Choice



Writing



Alignment
& Growth





Program Goals & Outcomes

Mathematics

★ Program Goals

- To expand and further develop student understanding of mathematical concepts and process and their applications
- Expand Online resources to provide intervention and support
- Curriculum expansion to meet student needs.
- Offer new AP Math opportunities to students

★ Program Outcomes

- Students prepared and supported to advance mathematical reasoning based on current knowledge

Precalculus CPE & Calculus CPE

- Reordering/Retiming of concepts

College Algebra and Statistics & Advanced Math Applications

- Updates to College Prep units

Algebra 1 CP Updates

- Split into Algebra 1 CP and Algebra 1 CP Lab
- Updates to order of concepts
- No changes were made to levels of performance expectations or example problems
- All Algebra 1 Students will be using ALEKS program for intervention, support, and skill mastery.

Curriculum Revision Highlights Mathematics

- Sequencing Updates
- Realignment of college prep units in College Algebra and Statistics and Advanced Math Applications
- Algebra 1 CP Structure and Supports
- Incorporation of ALEKS program for Algebra 1 Students
- Incorporation of Delta Math
- New Course Options
 - AP Precalculus
 - Academic Skills Improvement Program
 - Multilingual Pre-Algebra

Mathematics New Courses

Academic Skills Improvement Program

Individualized and Targeted Intervention for students who have not met a NJ Mathematics Testing Requirement

2.5 Credits

Multilingual Pre-Algebra

Provides an individualized course framework to support students in our English Language Learners Program who may not be ready for Algebra 1

5 Credits

AP Precalculus

Modifications to PreCalculus Honors curriculum based on AP Precalculus Resources to now offer the AP Course

5 Credits



Points of Pride Mathematics



Teachers



**Supports and
Program
Offerings for
ML Students**



**Data Analysis
&
Resource
Exploration**



**Programs and
Structures to
best meet
individualized
student need**





Program Goals & Outcomes

Science

★ Program Goals

- Promote scientific ways of thinking to foster lifelong curiosity of the natural world, scientific literacy and problem solving skills
- Curriculum expansion to meet student needs

★ Program Outcomes

- Students prepared to make sense of new problems and think critically by exploring the nature of science

Curriculum Updates in Science

UP Introduction to Healthcare Unit 2: Clinical Careers in Healthcare

No Core Course revisions

4 New Courses

Continued alignment with Next Generation Science Standards & NJSL-S for 3-Dimensional Planning & Instruction

Science Curriculum Documents

- NJSL-S Standards
- 3D Planning SEP, DCI, CCC
- Suggested Phenomena, Real World Connections, & Common Learning Activities
- Assessments

Desired Results
<p>NJSLS-S Standards:</p> <ul style="list-style-type: none"> • HS-ETS1-3 - Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <p>Essential Questions:</p> <ul style="list-style-type: none"> • What type of education and skills do clinical careers (physician assistant, nurse, chiropractor, doctor, dentist, etc) require? • What are the strengths and weaknesses of clinical careers? • Evaluate the work-life balance of clinical careers; how important is that to me? <p>Big Ideas (What are the enduring understandings?)</p> <ul style="list-style-type: none"> • Various clinical careers will require different levels of education and specific professional skills. • Individuals must take into account all of the strengths and weaknesses associated with each career before committing to a given career path. <p>Skills & Practices: (How will students demonstrate knowledge and skills?)</p> <ul style="list-style-type: none"> • Identify strengths/skills specific to healthcare roles or positions, including but not limited to physician assistant, nurse, chiropractor, etc. • Be able to articulate why an individual is a good fit for a specific healthcare position or company, including but not limited to physician assistant, nurse, chiropractor, etc. • Give an example of an experience that demonstrates the skill or strength in specific healthcare positions or companies, including but not limited to doctor, physician assistant, nurse, chiropractor, dentist etc.
<p>Engaging in Argument</p>

Suggested Common Learning Activities:

- Career Research
- Creation of questions for guest speakers for guest speaker visits
- Clinical Professional Role Play Assignment

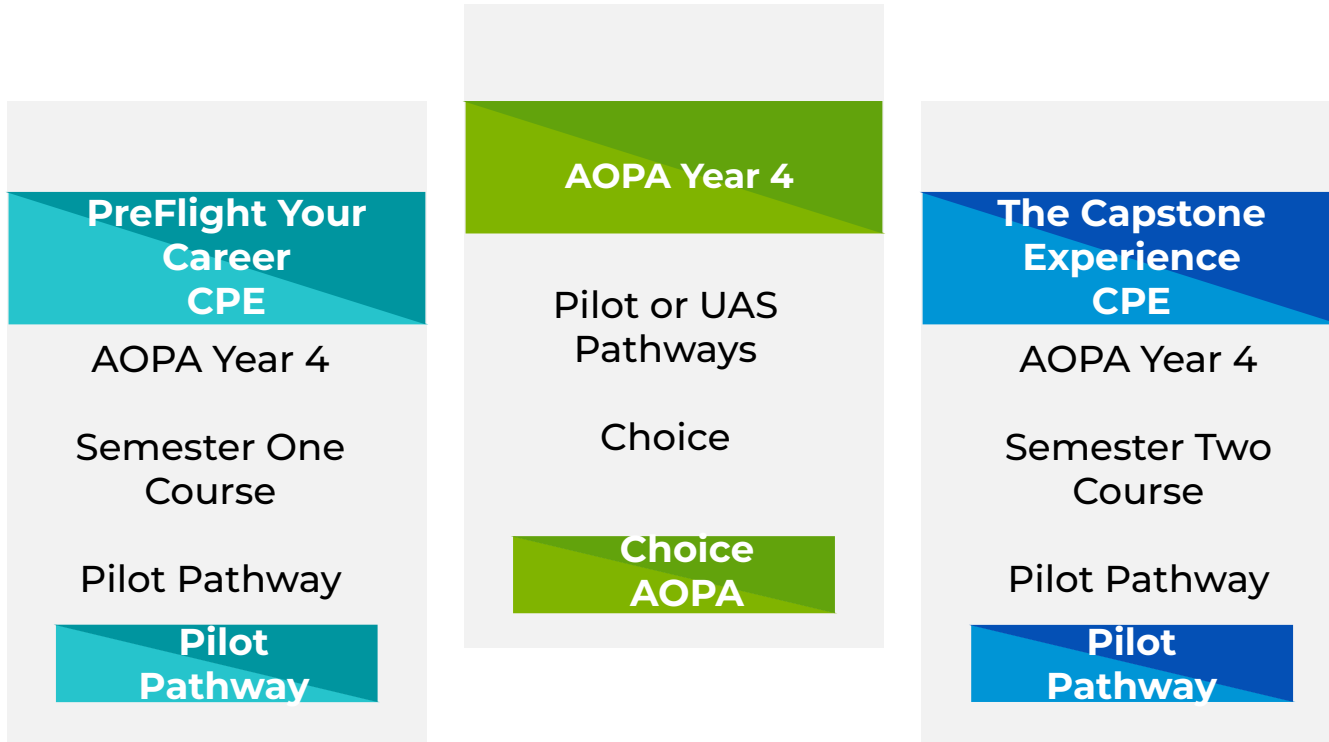
3D Planning		
Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Identifying Problems</p> <p>Define a complex real-world problem by specifying criteria and constraints, including what is known, what needs to be determined, and what resources are available.</p> <p>ETS1.1: Defining a Problem</p> <p>Define a simple design problem reflecting a need or a solution to a complex real-world problem, based on life knowledge, generated sources of risk, prioritized criteria, and all considerations as they are creating a career path.</p> <p>ETS1.2: Developing a Solution</p> <p>Evaluate a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-ETS1-3)</p>	<p>ETS1.B Developing Possible Solutions</p> <ul style="list-style-type: none"> • Developing a solution to find employment in the health field incorporating research from but not limited to resources such as the Strength Finder test. 	<p>Cause & Effect</p> <p>Explain how personality traits and interests impact an individual's success in the workplace.</p> <p>Systems & Models</p> <p>Explain how various team members must contribute to the group as a whole, in order to achieve a work goal task.</p> <p>Stability & Change</p> <p>Analyze how wants and needs change during an individual's career path.</p> <p>Discuss how technological changes have impacted the expectations in the workforce, focusing on social media norms and expectations and</p>

Connected World Resources/

- Guest speakers - PA, nurse, chiropractor, physician relevant clinical career professionals

Assessments	
Diagnostic/ Pre Assessments	Clinical Career Introductory Interest Assessment
Formative	<p>Formative (checking for understanding) assessment based on but not limited to:</p> <ul style="list-style-type: none"> • Research on clinical careers using a standardized career research template <p>Additional assessment evidence:</p> <ul style="list-style-type: none"> • Discussion
Performance Indicators All students will be able to	<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Research • Assume the role of a clinical professional in a case study
Summative	<p>Summative (formal) assessment based on but not limited to:</p> <ul style="list-style-type: none"> • Case study treatment plan <p>Assessment Boundary expectations</p> <p>Research will be limited to those clinical careers found in the healthcare profession as suggested by Quinnipiac Dual Enrollment Partner</p>

New Courses: Science



**AOPA Aircraft Owners and Pilot Association*



New Courses: Science

ML CP Chemistry

Lab based 7.5
Credit

Conceptual
Chemistry with
ML Supports

Choice
AOPA

Program Revisions & Additions

Expansion of Dual
Enrollment
Courses for
UPSMR

Expansion of
ML Courses
**New
Courses**

UPSMR Introduction to Healthcare

DE with
Quinnipiac

Grade 10
2.5 Credits

UPSMR



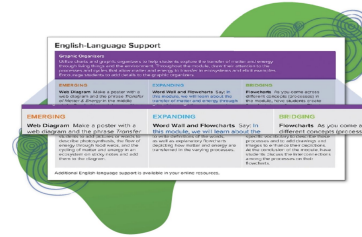
Points of Pride Science Curriculum



**Career
Exploration
and
Preparation**



**Expansion of
Dual
Enrollment
Opportunities**



**Scaffolded
Supports and
Program
Offerings for
ML Students**



**Real World
Connections**





Program Goals & Outcomes Special Services

★ Program Goals

- To provide a similar learning environment, curriculum and skills to students whose cognitive, learning, social, emotional or behavioral needs require *highly* supportive, *specialized* instruction with differentiation for individual students.
- To provide high interest topics and activities to develop knowledgeable citizens.
- To help students understand the world around them.
- Develop lifelong healthy habits

★ Program Outcomes

- Students are provided a modified curriculum that is adapted to their physical, cognitive and learning abilities
- Transferable across disciplines and career paths
- Make our classes relevant for all students in our community

★ Use of Data

- Student, Parent, and Teacher feedback
- Curriculum, Courses, Instructional Strategies, Dynamic Learning Map (DLM) Assessments

Curriculum revision highlights

Adaptive Health and Physical Education

GENERAL EDUCATION Health CP level

Scope & Sequence:

Grade 9: Wellness. Alcohol, tobacco, other drugs.
Social and sexual health
Grade 10: Driver's Education
Grade 11: Relationships. Pregnancy & parenting
Grade 12: Personal Safety, life after high school

Adaptive Physical Education

Scope & Sequence:

Incorporate new, combined sports activities and fitness programs to elevate students' activity levels and offer knowledge to extend throughout their lifetime.

SPECIAL EDUCATION: Adaptive Health

Scope & Sequence:

Year 1: Wellness. Drugs, alcohol, dependency.
Reproduction
Year 2: Social health. Reproduction. Diseases
Year 3: Body Systems. Relationships
Year 4: Driver's Education

Pacing:

*Students within adaptive health can span multiple grades and therefore for a year 1-4 progression. All of the same curricular standards are covered over the 4 years, but some may be during different time periods.

Points of Pride

Adaptive Health and Phys. Ed. Curriculum



Comprehensive health topics that cover NJ state standards offered in a dynamic and engaging manner.



Updated outdoor and indoor facilities that allow for engaging, fun, and inviting team and individual sport activities.



Updated fitness training spaces manifest effective, engaging, and developmentally appropriate training opportunities.



Outdoor team and cooperative activities offer students a wide range of adventure activities that are encouraging, fun, and engaging.

Curriculum Revision Highlights

Special Services- Math

GENERAL EDUCATION CP level Algebra 1

Scope & Sequence:

Algebra 1

- *Inequalities and Quadratics*
- *Graphing quadratics*
- *Statistics and Radicals*

Geometry (first unit)

- Proofs, transformations

Pacing:

- 2-8 weeks per unit
- Teach, practice, assess, move on

Resources:

Textbook: Glencoe Algebra 1 2014

Textbook: McGraw Hill Glencoe Geometry,
2018

SPECIAL EDUCATION RR level Integrated Algebra and Geometry

Scope & Sequence:

Integrated Algebra and Geometry

Intro to Algebra units

- Review of pre-alg math skills
- Variables and Expressions
- Equations, exponents,
- Relations, functions and graphing

Geometry Unit

- Introduction to the Pythagorean Theorem

Pacing:

- 3-7 weeks per unit
- more repetition and practice of basic concepts

Resources:

Textbook: Algebra Readiness - Prentice Hall, 2010



Curriculum Revision Highlights

Special Services- Social Studies

GENERAL EDUCATION

CP level

Scope & Sequence:

World History- first global age-present

US I- 400 yrs 1600-1900

- Types of government
- Get info from reading primary sources
- Colonial regions - compare/contrast
- More details and events

US 2- 1890-present (130+yrs)

- Industrialism to Contemporary United States

Pacing:

- 6 Units total - typically 4 weeks each
- significant writing assignments

Resources:

Primary and Secondary

SPECIAL EDUCATION

Transitions Level

Scope & Sequence:

World History - 1400 to 2000 (broad topics)

- Geography/map skills
- Enlightenment in Europe, Colonialism, Renaissance, Reformation, Industrialization and Urbanization

US I- 200 yrs 1600-1776 (adopted Aug 2022)

Modern American History- 100 yrs

1920-Present

- World Wars
- Civil Rights
- The Cold War
- Contemporary America

Pacing:

- Repeated themes over time, broader themes, relate to current events and high interest items
- Multiple Assessments, hands on projects

Resources: Secondary

Curriculum Revision Highlights

Special Services- Thrive Study and Organization Skills

GENERAL EDUCATION **CP level Study and Org**

Scope & Sequence:

- *Reading*
- *Writing*
- *Research*
- *Organization and study*
- *Lesson based*

Pacing:

Direct instruction/Lesson based, application

- provide the students skills that will enable them to succeed within the academic setting
- help students to better utilize their learning style and strengths so as to maximize their capabilities.

Resources:

- TED talks
- Online univ. Supports (Dartmouth study skills)
- Teacher support

SPECIAL PROGRAM

CP level: Thrive Study and Org

Scope & Sequence:

- *Listening skills*
- *Goal setting, Motivation*
- *Confidence, Resilience, Responsibility*
- *Reading/Writing*
- *Research/Organization and study*

Pacing:

Life based, application, direct instruction

Allows for 2-3 lessons a week

- more time for application,
- catch up on missing work,
- time in schedule for individual sessions
- daily emotional support
- daily teacher support

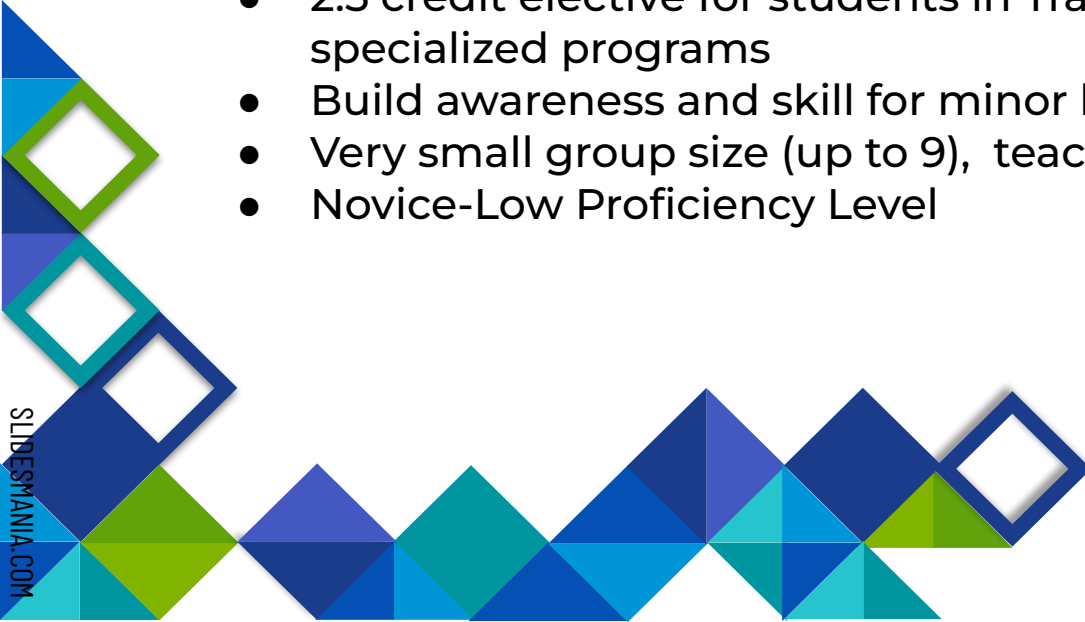
Resources:

- TED talks
- Online univ. Supports (Dartmouth study skills)
- Use of APPS
- Access to Therapist for emotional support daily
- teacher for academic support daily

New Course offered in The TRANSITIONS and NEW HORIZONS Programs

Woodshop and Home Repair

- Developed in collaboration with Applied Tech Department
- 2.5 credit elective for students in Transitions and New Horizons specialized programs
- Build awareness and skill for minor home repairs and maintenance
- Very small group size (up to 9), teacher(s) plus 1-2 aides.
- Novice-Low Proficiency Level



Points of Pride

Special Services Curriculum



The primary focus of the courses of study is to provide students with an understanding of our world while developing positive relationships in the community and overall a healthy, active lifestyle.



Social Studies

World History: Declaration of Independence - WWI

Modern American History: WWI to Current; All 3 years now completed.

Math

Integrated Alg and Geom: Skill review and intro to Alg and geom concepts

Adaptive Health/PE:

Develop healthy relationships and lifestyle habits

Electives

Woodshop & Home Repair: Basic knowledge of tools, how to skills for independent living



All resources were updated and provide a variety of reading and comprehension levels and new activities added.



Each year students are presented with instruction that is adjusted to their cognitive level, ability level, and differentiated for their specific learning, physical or emotional needs.





Program Goals & Outcomes

University Program in International Studies & Business

★ Program Goals

- Engage students in global thinking and reasoning
- Engage students in application of knowledge through real-world case studies

★ Program Outcomes

- Many students enter Business, International Relations, or a pre-professional track of study in college
- 21st century skills
 - Transferable across disciplines and career paths
 - Develop critical thinking, creativity, collaboration, and communication

★ Use of Data

- Student and Teacher feedback
- Curriculum, Instructional & Assessment Strategies

Pacing Guide:

Unit	Timeline	NJSLS for Social Studies and Business
Intro to Business	2-3 weeks	<p>NJSLS for Social Studies:</p> <ul style="list-style-type: none"> 6.1.12.History.CC.16.a <p>ELA Companion Standards for Social Studies:</p> <ul style="list-style-type: none"> NJSLSA.R7-NJSLSA.R10 RI.11-12.1-RI.11-12.3 RH.11-12.7-RH.11-12.9 NJSLSA.W4-NJSLSA.W6 WHST.11-12.10 <p>Computer Science and Design Thinking Standards:</p> <ul style="list-style-type: none"> 8.2.12.NT.1 <p>Career Readiness, Life Literacies, Key Skills:</p> <ul style="list-style-type: none"> 9.2.12.CAP.21-9.2.12.CAP.23 <p>New Jersey Legislative Requirements:</p> <ul style="list-style-type: none"> Interdisciplinary Connections/21st Century Themes and Skills (N.J.A.C. 6A:8-1.1)
Management	3 weeks	<p>NJSLS for Social Studies:</p> <ul style="list-style-type: none"> Not applicable <p>ELA Companion Standards for Social Studies:</p> <ul style="list-style-type: none"> NJSLSA.R7-NJSLSA.R10 RI.11-12.1-RI.11-12.3 RH.11-12.7-RH.11-12.9 NJSLSA.W4-NJSLSA.W6 WHST.11-12.10 <p>Computer Science and Design Thinking Standards:</p> <ul style="list-style-type: none"> 8.2.12.NT.1 <p>Career Readiness, Life Literacies, Key Skills:</p> <ul style="list-style-type: none"> 9.4.12.CT.1-9.4.12.CT.3 <p>New Jersey Legislative Requirements:</p> <ul style="list-style-type: none"> Interdisciplinary Connections/21st Century Themes and Skills (N.J.A.C. 6A:8-1.1)

Curriculum Revision Highlights UP ISB

Examples from UP MBD&A, 2023 Draft

- Updated template
- Updated Scope & Sequence based on student and teacher feedback
- Updated “Suggested Learning Activities” based on teacher & student feedback

Revised Course:

- ❖ Managerial Business Decisions and Accounting UP (Honors)

Suggested Learning Activities

- ❖ **Interview with local businesses:** Students will reach out to local businesses to understand their form of business. Students will share-out with the class which businesses are sole proprietorships, corporations, etc. Students will discuss and reflect how each business's unique circumstances and environment influenced its growth and development. (*Interdisciplinary Connections/21st Century Themes and Skills (N.J.A.C. 6A:8-1.1)*)
- ❖ **Analysis of business scenarios:** Students will be provided with situations that typically happen within companies and how all functions of business (management, etc.) need to be involved. Students will reflect in a whole-class discussion on the necessity of each function in responding to each scenario. Time permitting, students may also discuss on a discussion board which functions are most integral to their scenario and why.

Points of Pride UP ISB Curriculum



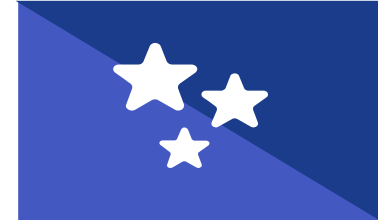
Teachers



Curriculum



Balance



Shared Goal





Program Goals & Outcomes

World Language

★ Program Goals

- Foster & Develop 3-modes of communication
 - Interpretive
 - Interpersonal
 - Presentational

★ Program Outcomes

- Communicate effectively
- Cultural Comparisons

★ Use of Data

- Student & Teacher Feedback
- Formative & Summative Assessment Results

1 Revised Course

Intro to Spanish - Year 1 Transition Program

Unit	Timeline	NL-SLS for World Language Novice Low		
Unit #1: Vamos a conocernos	Quarter 1 - 8 Weeks	Interpretive 7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3	Interpersonal: 7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.3 7.1.NL.IPERS.4	Presentational: 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2 7.1.NL.PRSNT.3
Unit #2: Las tradiciones de nuestras vidas	Quarter 2 - 8 Weeks	Interpretive 7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3	Interpersonal: 7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.3 7.1.NL.IPERS.4 7.1.NL.IPERS.5	Presentational: 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2 7.1.NL.PRSNT.3
Unit #3: ¿Qué tiempo hace?	Quarter 3 - 8 Weeks	Interpretive 7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3	Interpersonal: 7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.3 7.1.NL.IPERS.4 7.1.NL.IPERS.5	Presentational: 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2 7.1.NL.PRSNT.3
Unit #4: Mi familia, mi gente	Quarter 4 - 8 Weeks	Interpretive 7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3	Interpersonal: 7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.3 7.1.NL.IPERS.4 7.1.NL.IPERS.5	Presentational: 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2 7.1.NL.PRSNT.3

Essential Questions

- What is a family?
- What are traditions?
- Why should we study other languages and cultures?
- What does the study of language and culture teach us about our own culture?

Featured Topics

Understandings:

- Family members
- Food
- Film: Encanto

Cultural Comparisons

- How are families similar and different in Spanish Speaking countries and in the US?
- How are meals similar and different in Spanish Speaking countries and in the US?

Skills

- I can talk about members of a family.
- I can identify family members.
- I can create a family tree.
- I can discuss family relations.
- I can identify foods.
- I can compare and contrast family units in the Spanish Speaking world and the US.

Curriculum Revision Highlights World Language

- Intro to Spanish Year 1 was introduced in September 2022
- Student & Teacher feedback to guide revisions
- Data from formative and summative assessments
- Changes made to scope & sequence, pacing, unit topics, and Essential Questions
- Additional Student Learning Activities & Assessments were added - Authentic Application
- New Resources

Assessment Evidence

Performance Tasks:

Formative (checking for understanding) assessment based on but not limited to:

- Classroom and homework used to review for exams and class discussions
- In-class activities that allow students to informally analyze course topics
- Conferences between the instructor and student to discuss major concepts
- Informal monitoring of students in full-class and small group discussions
- Opportunities for self-reflection, allowing students to assess their progress
- Bell-ringers and exit tickets provided to students at the teacher's discretion

Summative (formal) assessment based on but not limited to:

- Objective unit tests and quizzes
- Presentations, performances, and media projects
- Discussions and simulations
- Examinations completed at the end of each unit
- Projects submitted at various completion points

Additional assessment evidence:

Interpretive - Performance Based / Proficiency Bases - Authentic Materials

- IPA: El viaje: where to go, what to pack, how to get there
- Interpretive reading: Infografía - ¿qué tiempo hace? - word recognition.
- Interpretive: Listen/Watch and Select - el tiempo / la ropa
- Videos: Valentine's Day Outfit
- Viewing: Río - Tu pájaro favorito - choose your favorite bird and dress it up!!! (favorite colors and clothing)

Interpersonal - Performance Based / Proficiency Bases - Authentic Materials

- IPA: ¿Qué tiempo hace?
- Interview: Turn and share - color / item
- Texts exchange

Presentational - Performance Based / Proficiency Bases - Authentic Materials

- IPA: El viaje: where to go, what to pack, how to get there
- Speaking: ¿Qué color es? Name that color!
- SlideShow: 4 outfits - 4 seasons
- The Coolest Fashion Poster: ¿Qué llevas?

New Courses: World Language

Spanish for Spanish Speakers

- Course designed for the students in the ELL program
- Focus on Literacy 1 skills
- Cultural Comparisons
- Intermediate-Mid Proficiency Level

Why and How did we select these courses?

- Address the needs of students in unique programs
- Additional Elective Opportunities

Intro to Spanish Year 2 - Transition Program

- Continuation of Intro to Spanish - Year 1 Course
- 2.5 Credit Elective
- Build upon the introductory course for communication & culture
- Novice-Low Proficiency Level



Points of Pride

World Language Curriculum



Teachers &
Students



Integrated
Performance
Assessments



Authentic
Resources



Cultural
Comparisons





Questions or Comments?

Thank you!





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