

Westampton Township School District

World Languages Curriculum Guide

Kindergarten – Eighth Grade

Approved by Westampton Township Board of Education: February 13, 2023



Westampton Township School District

World Languages
Curriculum Guide

Kindergarten – Eighth Grade

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Introduction

District Mission Statement

The Westampton School District, in partnership with its Community, shall do whatever it takes to ensure that every child achieves or exceeds proficiency in the current New Jersey Student Learning Standards.

Be open! Be creative! Be accountable!

Vision Statement

To create a climate where the Community and District support the instructional process by incorporating an effective, comprehensive communication system that incorporates the whole child as its driving force involving parents, staff, and the Community by utilizing appropriate data to challenge the students and teachers to maximize each student's level of achievement.

Curriculum and Instruction Vision Statement

Westampton Township School District's Office of Curriculum and Instruction is committed to supporting, implementing, and supervising K – 8 curricula that is rigorous, meaningful, differentiated, culturally responsive, and academically challenging to ensure that students receive high-quality instruction that promotes excellence and high expectations, prepares all students for the rigors of high school and postsecondary education and produces dynamic student achievement and lifelong learners.

World Language Education Philosophy

Childhood is an ideal time to begin the study of another language. Young children are interested in learning new sounds and new ways to express themselves. They are uninhibited and willingly participate in games and other language activities. Since children are often learning concepts such as colors, counting and adding, weather, and other skills in their native language, it seems only natural for them to acquire an additional vocabulary for these concepts in the foreign language.

Elementary school world languages play a critical role in the development of the high levels of language proficiency required to meet our nation's needs. Learning a language takes time. Students who begin early in their schooling have the opportunity to develop a wide ranging vocabulary and to master the syntax required for effective communication. A well-articulated, sequential curriculum can build upon the skills acquired in the elementary grades and allow for the introduction of more advanced structures and career-oriented vocabulary in the secondary years. Further, the elementary grades are an excellent time to begin to develop positive cross-cultural attitudes, an integral part of any language program in an increasingly interdependent world.

Studying a foreign language helps students to broaden their personal and professional opportunities by giving them the ability to communicate in other languages and the understanding needed to function in different cultural contexts.

Curriculum Guide

The World Language Curriculum is developed to reflect the mission and vision of the Westampton Township School District and is guided by the 2020 New Jersey Student Learning Standards. Its content, which includes instructional objectives, teaching strategies, learning activities, assessment, and resources, are tools that should be utilized throughout the school year by teachers to ensure that all students receive a rigorous, standards-based instruction.

In the elementary world language curriculum, the curriculum is organized in units, designed to introduce students to the basic skills and knowledge that is necessary to build a strong foundation in a foreign language. In Grades K – 2, the curriculum is designed to expose students to basic vocabulary within the foreign language. Grades 3- 5 units are designed similarly to Grades K – 2. However, students are introduced to a wider variety of vocabulary and cultural references.

The units of the middle school world language curriculum extend the skills and knowledge taught at the elementary level by scaffolding the students' knowledge, and challenging them to begin to use the learned vocabulary to begin to converse and communicate within the language.

This guide is ongoing and will continue to evolve as research changes and classroom practice determines new ways to teach students and increase student achievement. This document allows for ongoing dialogue and contributions by teachers and administrators to ensure that this guide provides the best education possible for all students.

World Languages Curriculum

Theme/Unit: Novice (K-3rd)	Suggested Sequence: Ongoing
<p>New Jersey Student Learning Performance Expectations:</p> <p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p> <p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p> <p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>	
<p>Core Ideas:</p> <ul style="list-style-type: none"> • Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. • Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. • Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 	
<p>Intercultural Statements:</p> <ul style="list-style-type: none"> • Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners own culture. • Learners recognize and identify a few typical practices of the target culture. 	<p>Possible Topics:</p> <ul style="list-style-type: none"> • Family members, school supplies, pets, weather. • Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.
<p>Knowledge, Skills, and Instructional Objectives: Students will be able to:</p>	

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Grade K-2 Novice Content Area: World Languages

<ul style="list-style-type: none">● Identify a few memorized and practiced words when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions● Respond with physical actions and/or gestures to simple oral directions, commands, and requests● Recognize and demonstrate a few common gestures associated with the target culture● Recognize and state a few memorized words related to weather and climate (including climate change) in the target culture● Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced● Share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced (with the help of gestures and/or visuals,)● Tell others a few basic preferences and/or feelings using memorized words and phrases● Follow a few procedural instructions, directions, and commands in classroom situations.● Tell a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals	
Instructional Materials/Resources: <ul style="list-style-type: none">● Posters● Examples of food, supplies, colors, etc.	Suggested Vocabulary: Greetings, family members, school supplies, pets, weather.
	Technology: Computer Science and Design Thinking: 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats Career Readiness: 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
Recommended Instructional Activities: <ul style="list-style-type: none">● Use physical movement to demonstrate understanding while teacher provides a series of commands● Draw pictures that demonstrate understanding while teacher provides a series of commands● Hold up pictures that correspond to the message delivered while listening to a story, song, or poem● Use gestures, visuals, or body movement to reenact a story as the teacher tells it	
Extension Strategies/Activities: <ul style="list-style-type: none">● Create a picture dictionary of learned vocabulary	Modification Strategies/Activities: <ul style="list-style-type: none">● Highlight important information● Books on tape● Leveled readers● Reading window● Pair visual learners with auditory learners

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Grade K-2 Novice Content Area: World Languages

	<ul style="list-style-type: none">● Provide alternate form or assessment IE: projects, dioramas● Pair low level readers with high level readers● Retell story by drawing or speaking● Visual aids● Advance notice for tests● Provide a copy of notes● Provide study guide● <input type="checkbox"/> Modified tests as needed
<p>Suggested Assessments:</p> <p>Performance Task:</p> <ul style="list-style-type: none">● Perform a physical activity that shows comprehension of a teacher's instructions● Use gestures appropriately in context (respond to statements or initiate conversation) <p>Other Assessment Evidence:</p> <ul style="list-style-type: none">● Identify a gesture from a selection of gestures provided● Hold up pictures that correspond to a given greeting	

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Grade K-2 Novice Content Area: World Languages

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Grade 3-5 Novice-Mid Content Area: World Languages

Theme/Unit: Novice-Mid (4th-5th Grade)		Suggested Sequence: Ongoing
New Jersey Student Learning Performance Expectations: 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.		
Core Ideas: <ul style="list-style-type: none">• Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.• Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.		
Intercultural Statements: <ul style="list-style-type: none">• Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.• Learners recognize and identify a few typical practices of the target culture.		Enduring Understandings: <ul style="list-style-type: none">• Family, school supplies and routines, pets, weather• Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.
Knowledge, Skills, and Instructional Objectives: Students will be able to: <ul style="list-style-type: none">• Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.• Share and state basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.		

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Grade 3-5 Novice-Mid Content Area: World Languages

- Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- Copy/write words, phrases, or simple guided texts on familiar topics.
- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- Name and label tangible cultural products associated with climate change in the target language regions of the world.

Instructional Materials/Resources:

- Posters
- Simple articles
- Examples of cultural artifacts

Suggested Vocabulary:

Family, school supplies and routines, pets, weather

Computer Science and Design Thinking:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users

Career Readiness:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

Recommended Instructional Activities:

- Use physical movement and short responses to demonstrate understanding while teacher provides a series of commands
- Draw pictures and/or write phrases that demonstrate understanding while teacher provides a series of commands
- Hold up pictures and/or phrases that correspond to the message delivered while listening to a story, song, or poem
- Use picture and simple phrases to communicate basic needs and feelings

Extension Strategies/Activities:

- Combine weather words and temperature words to describe the weather in a complete sentence in a target language.
- Identify extended family members in a target language

Modification Strategies/Activities:

- Highlight important information
- Books on tape
- Leveled readers

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Grade 3-5 Novice-Mid Content Area: World Languages

	<ul style="list-style-type: none">● Reading window● Pair visual learners with auditory learners● Provide alternate form or assessment IE: projects, dioramas● Pair low level readers with high level readers● Retell story by drawing or speaking● Visual aids● Advance notice for tests● Provide a copy of notes● Provide study guide● <input type="checkbox"/> Modified tests as needed
<p>Suggested Assessments:</p> <p>Performance Task:</p> <ul style="list-style-type: none">● Perform a physical activity that shows comprehension of a teacher's instructions● Use gestures appropriately in context (respond to statements or initiate conversation) <p>Other Assessment Evidence:</p> <ul style="list-style-type: none">● Identify a gesture from a selection of gestures provided● Hold up pictures that correspond to a given greeting	

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Grade 3-5 Novice-Mid Content Area: World Languages

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Grade 6-8 Novice High Content Area: World Languages

Theme/Unit: Novice High (6th-8th)		Suggested Sequence: Ongoing
New Jersey Student Learning Performance Expectations: 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.		
Core Ideas: <ul style="list-style-type: none">● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.● Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.● Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.		
Intercultural Statements: <ul style="list-style-type: none">● Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture		Possible Topics: <ul style="list-style-type: none">● Communities, animals and their habitats, technology, geography, climate, fine and performing arts.● Community life and expectations of citizens compared to life and citizenry in the United States, reasons for and patterns of animal migration,

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Grade 6-8 Novice High Content Area: World Languages

<p>interprets meaning) of the target culture society.</p> <ul style="list-style-type: none">• Learners recognize and identify a few typical practices of the target culture.	<p>changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.</p>
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none">• Identify familiar words and phrases in culturally authentic materials related to targeted themes• Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.• Respond and act on a series of oral and written instructions, directions, and commands.• Recognize some common gestures and cultural practices associated with target culture• Identify some unique linguistic elements in the target culture.• Identify some common cultural practices associated with the target culture(s).• Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written• Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change• Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information• Ask and respond to questions on practiced topics and on information from other subjects• Make requests and express preferences in classroom settings and in various social situations• Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities• Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions• Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.• Recombine basic information at the phrase and sentence level related to everyday topics and themes• Create and present brief messages using familiar vocabulary orally or in writing.• Describe orally and in writing people and things from the home and school environment.• Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing• Use simple sentences and try to connect them with a few transition words• Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none">• Posters	<p>Suggested Vocabulary:</p> <p>Communities, animals and their habitats, technology, geography, climate, fine and performing arts</p>

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Grade 6-8 Novice High Content Area: World Languages

<ul style="list-style-type: none">• Simple articles• Examples of cultural artifacts.	Computer Science and Design Thinking: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options Career Readiness: 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals and other personal factors
Recommended Instructional Activities: <ul style="list-style-type: none">• Identify the basic types of weather and climate (including climate change) in the target language• Use sentences in the target language to state needs and wants• Give commands in target language that describe the feelings above and have students respond with appropriate actions (i.e. get a sweater or blanket, hand a food item, etc.)• Practice sentences to describe feelings with students from a classroom in the target language.• Use physical movement and short responses to demonstrate understanding while teacher provides a series of commands• Draw pictures and/or write phrases that demonstrate understanding while teacher provides a series of commands• Hold up pictures and/or phrases that correspond to the message delivered while listening to a story, song, or poem	
Extension Strategies/Activities: <ul style="list-style-type: none">• Combine climate words to describe the climate in a complete sentence in a target language and how the climate is changing.• Put sentence puzzle pieces together in target language to accurately portray a sentence in the target language• Play charades to express feelings in a target language.• Create an "Introduction to Greetings" book for younger students	Modification Strategies/Activities: <ul style="list-style-type: none">• Highlight important information• Books on tape• Leveled readers• Reading window• Pair visual learners with auditory learners• Provide alternate form or assessment IE: projects, dioramas• Pair low level readers with high level readers• Retell story by drawing or speaking• Visual aids• Advance notice for tests• Provide a copy of notes• Provide study guide• <input type="checkbox"/> Modified tests as needed
Suggested Assessments: Performance Task: <ul style="list-style-type: none">• Perform a physical activity that shows comprehension of a teacher's instructions	

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Grade 6-8 Novice High Content Area: World Languages

- Use gestures appropriately in context (respond to statements or initiate conversation)

Other Assessment Evidence:

- Identify a gesture from a selection of gestures provided
- Hold up pictures that correspond to a given greeting

Support Documents

Board Policies Applicable to Curriculum

2110 PHILOSOPHY OF EDUCATION

Free public education for all children is a cornerstone of a democratic society that values the worth and dignity of each individual. The primary goal of this Board of Education shall be to offer each child in this district the educational opportunity that will enable him/her to function politically, economically, and socially in that democratic society.

The Board, as the agent responsible for the education of the children of the district, will provide a planned program of learning that incorporates into its curriculum the lessons and experiences, within and without the classroom, needed to realize the educational goals of this district. The Board appreciates the need for constant improvement of the instructional program and will strive unremittingly to provide an educational system that assists each pupil in becoming a self-respecting individual who can function effectively and satisfyingly.

It is the expectation of this school district that all pupils achieve the New Jersey Core Curriculum Content Standards at all grade levels.

The Board will seek out and work cooperatively with the available resources of home and community including business and industry, in the improvement of the educational program.

The Board will endeavor to employ a high caliber, well-prepared staff of adequate size and wide-ranging abilities. Moreover, the Board will provide pupils and staff, as needs dictate and means permit, with adequate educational supplies, equipment, and facilities.

The purpose of education in the schools of this district is to facilitate the development of each child to his/her greatest potential. The school staff shall recognize individual differences among pupils and encourage their achievement and progress, not only in basic skills but in the ability to think independently and critically. The school staff shall help pupils to understand our democratic society; to believe in it and to act fairly in their relationships with others; to develop in themselves attitudes of respect and helpfulness toward others; to want, and to be able to perform well, some portion of the work of the world; to acquire knowledge and skills necessary to do this with satisfaction to themselves and society; to understand and use effective methods in framing the questions and tackling the problems that they encounter in their lives to the end that they may function politically, economically, and socially in a democratic society.

Adopted: 11 November 2008

2132 SCHOOL DISTRICT GOALS AND OBJECTIVES

The Board of Education adopts the following goals and objectives for the operation of the educational program of the school district:

1. Student Achievement:

Continue to implement formative and on-line assessments of student performance in order to ensure that our programs and their execution meet the expectations set forth in the Common Core State Standards.

2. Community Engagement:

Improve the frequency, quality and consistency of communication that will enhance parent and community involvement.

3. Human Resources:

Continue to work toward matching our community and student diversity in our staff.

N.J.A.C. 6A:32-12.2

Adopted: 8 September 2014

2200 CURRICULUM CONTENT
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The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the students of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist students toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs the curriculum to be consistent with the educational goals and objectives of this district, the New Jersey Core Curriculum Content Standards and responsive to identified student needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels, between the schools of this district, and among the constituent districts of the Rancocas Valley Regional School District.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Student Learning Standards, including but not limited to:

1. Preparation of all students for employment or post-secondary study upon graduation from high school;
2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey), and World Languages;
3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all students in accordance with Policy 2530;
4. Guidance and counseling to assist in career and academic planning for all students, in accordance with Policy 2411;
5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy and Regulation 2460;
6. Bilingual education, English as a Second Language, and English language services for students of limited English language proficiency, when the number of such students so necessitates, in accordance with Policy 2423;
7. Programs and services for students at risk who require remedial assistance in accordance with Policies 2414, 2415, and 5460;
8. Equal educational opportunity for all students in accordance with Policies 2260, 5750, and 5755;
9. Career awareness and exploration as required, and vocational education as appropriate;
10. Educational opportunities for students with exceptional abilities, in accordance with Policy 2464;
11. Instruction in accident and fire prevention;
12. A substance abuse prevention program;
13. A program for family life education; and
14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

New Jersey Core Curriculum Content Standards

Adopted: 14 November 2016

2210 CURRICULUM DEVELOPMENT
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The Board of Education is committed to the continuing improvement of the educational program of the district. To this end, the curriculum shall be evaluated and modified in accordance with a plan for curriculum development.

As educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum and shall establish procedures for curriculum development that insure the effective participation of teaching staff members, pupils, the community, and members of the Board.

The Superintendent shall report to the Board the objectives, evaluative criteria and costs of each proposed program before seeking Board adoption. New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

1. Does it address an identified pupil need?
2. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?
3. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
4. Does it include the criteria by which progress can be measured?
5. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
6. Has a curriculum guide been completed? If not, when can it be expected?
7. Have the associated textbooks been recommended to the Board?
8. Have the costs and time of implementation including in-service training been reviewed?

A five-year plan for updating curriculum shall be developed and implemented. The Superintendent shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the Board's annual adoption of curriculum.

The Superintendent may conduct experimental programs that are not part of the duly adopted curriculum and are deemed to be necessary to the continuing growth of the instructional program; he or she shall report to the Board any such pilot program conducted, along with its objectives, evaluative criteria, and costs, before each such program is initiated.

The Superintendent shall report to the Board periodically on all progress in curriculum development.

Adopted: 2 May 2000

2220 ADOPTION OF COURSES

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The Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the Board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The Board's policy in this respect is to:

1. Adopt those core content standards mandated by the state in a form acceptable to the State Department of Education.
2. Adopt additional core content standards to meet the changing needs of pupils and the community.
3. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the Board.

The Board directs that the curriculum of this district:

1. Be consistent with written goals, objectives and identified pupil needs;
2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;
3. Provide for continuous learning through effective articulation;
4. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
5. Provide all pupils guidance and counseling to assist in career and academic planning;
6. Provide a continuum of educational programs and services for handicapped children, pursuant to law and regulation;
7. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;
8. Provide compensatory education programs for pupils, pursuant to law and regulation;
9. Provide all pupils equal educational opportunity, pursuant to law and regulation;
10. Provide career awareness and vocational education, pursuant to law and regulation;
11. Provide educational opportunities for exceptionally gifted and talented pupils.

The Superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the Board of Education with a copy upon request; and shall provide a copy in the district office for public referral.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the Board. This includes the courses in the special education and ESL/bilingual programs, and those for the adult high school.

N.J.S.A. 18A:4-25; 18A:4-28; 18A:7A-6; 18A:33-1;
18A:35-1 et seq.

N.J.A.C. 6:4-1.1 et seq.; 6:8-4.6; 6:8-7.1; 6:39-1.2

Adopted: 2 May 2000

2230 COURSE GUIDES

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The Superintendent shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for inspection.

Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

N.J.S.A. 18A:33-1
Adopted: 2 May 2000

Curriculum Revision Commentary

In order to achieve the district's philosophy of high quality educational experiences for all students, curriculum review and revision must become an ongoing process in Westampton Township Public Schools.

Recommended 5 Year Cycle - In an effort to streamline the process for future curriculum review and revision, the following five-year curriculum revision cycle will be implemented:

Year 1: Curriculum Evaluation and Development

- Examine the state statutes, state administrative code, and board policy to ensure compliance and develop direction for curriculum revision.
- Research current data, trends, and best practices in the content area.
- Complete curriculum audit, including teacher surveys and discussions, to determine curriculum strengths and areas of concern
- Develop K-8 curriculum maps in the respective content area
- Determine learning outcomes, and assessments based on state standards
- Select and purchase new programs and materials, if necessary
- Plan district wide articulation sessions focusing on new initiatives

Year 2: Initial Implementation and Revision

- Create a new curriculum draft
- Plan professional development to facilitate the implementation of new instructional practices and programs relative to the new curriculum.
- Provide professional development for administrators to support the implementation and supervision of new curriculum.
- Use teacher feedback and recommendation to support revisions of the curriculum draft.
- Include additional instructional activities, cross-curricular connections and technology to move the document from being a work in progress to a finished product.
- Begin collecting and analyzing data to determine the impact of the new curriculum on student learning.

Years 3 and 4: Full Implementation

- Implement revisions to the curriculum
- Monitor the implementation of curriculum with the new revisions.
- Continue to provide support and staff development
- Identify further areas of revision and amend the curriculum, if necessary.
- Continue to collect and analyze data to determine the impact of curriculum on student learning.

Year 5: Full Implementation/Revision Planning

- Monitor the implementation of curriculum with the new revisions.
- Continue to provide support and staff development
- Identify further areas of revision and amend the curriculum, if necessary.
- Continue to collect and analyze data to determine the impact of curriculum on student learning.
- Plan for new curriculum revision cycle/curriculum evaluation and development.

It is important to note, however, that recent changes in NJ legislature states that if the NJSLS standards change, no district will be allowed to wait until they are in a curriculum revision year (i.e. year 5 of a five-year curriculum revision cycle) to revise the affected curriculum. Districts will have twelve months from the date the new standards are adopted to update and amend their curriculum documents.

Modifications and Extensions: A Guide for Differentiated Instruction

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

Introduction

The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.

In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.

While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.

– Carol Ann Tomlinson; How to Differentiating Instruction in Mixed-Ability Classrooms

The concept of differentiation, also referred to “differentiating instruction”, “differentiated instruction”, “differentiated learning”, “adaptations”, has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

“Differentiating the curriculum” requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classrooms contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.

Students with Disabilities

Student Motivation

Rationale: Some students with disabilities may be reluctant to engage or persist in language arts literacy activities. This reluctance may be due to difficulties with aspects of language or literacy processes resulting in repeated failures despite students' initial efforts and desire to learn. Because of these difficulties motivational strategies are important to help students with disabilities become successfully involved in a variety of literacy experiences to develop proficiency, confidence, and enjoyment.

Purpose:

Create interest
Develop persistence
Build confidence
Promote enjoyment
Foster independence

Strategies:

Personally meaningful activity
Activity choice
Hands-on, multimodal activities
"Doable" tasks
Attention to learning style
Student involvement in goal setting
Modified assessment activities
Choice to work with others or alone

Instructional Presentation

Rationale: Students with disabilities may require instructional presentations that will enable them to acquire, comprehend, recall, and apply science content and related processes. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (*Instructional Preparation*); structure and organize information (*Instructional Prompts*); foster understanding of new concepts and processes (*Instructional Application*); and promote student self-reflection and self-management regarding tasks demands, goal attainment, and performance accuracy (*Instructional Monitoring*).

Instructional Preparation

Purpose:

Motivate
Establish purpose and goals of lesson
Activate prior knowledge
Build background
Focus
Organize

Examples:

Previewing information/materials
Advanced organizers
Brainstorming and webbing
Questioning techniques
K-W-L strategies
Warm-ups
Visual demonstrations, illustrations, models
Mini-lessons

Instructional Prompts

Purpose:

Examples:

Organize information
Build whole-part relationships
Cue associations and connections
Highlight essential concepts
Generate categorization and comparisons
Activate recall
Summarize

Graphic organizers
Semantic organizers
Outlines
Mnemonics
Analogies
Feature analysis
Color coding
Key words/Labels
Writing frames/templates
Restating/clarifying oral directions
Cue Cards
Pictures
Movement cues
Notetaking guides
Segmenting/chunking tasks
Directions on overhead/board

Instructional Application

Purpose:

Simplify abstract concepts
Provide concrete examples
Extend ideas and elaborate understanding
Build connections and associations
Relate to everyday experiences
Promote generalization
Engage multiple modalities

Examples:

Graphics and charts
Data charts
Flow charts
Drawings and other illustrations
Dramatics – role play
Props and manipulatives
Field trips
Games and puzzles
Models
Interviews/surveys
Think aloud - modeling
Simulations
Hands-on activities
Constructions
Dramatizations
Music and movement
Concept activities
Application activities
Real-life applications (write letter to editor)

Instructional Monitoring

Purpose:

Provide checks for understanding
Redirect attention
Direct on-task behavior

Examples:

Self-monitoring checklists
Think-aloud
Journal entries

Promote participation
Check progress
Assist in goal setting
Establish timelines
Clarify assignments, directions, and directions
Provide reinforcement and corrective feedback
Promote strategy use and generalization
Manage student behavior and interactions
Develop self-questioning and self-regulation

Portfolios
Interviews
Questioning techniques
Student contracts
Reward system

Instructional Grouping

Purpose:

Cooperative learning groups
Peer partners
Buddy Systems
Teams

Examples:

Assist physically
Clarify
Prompt cue
Gestures and signals
Interpret
Reinforce
Highlight
Organize
Focus

Student Response

Rationale: Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of language arts and other content area procession in a variety of situations with varied materials while they are developing proficiencies in these areas.

The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating process toward the lesson objectives related to the New Jersey Student Learning Standards.

Response Format Adaptation Examples:

- Dictation
- Use of PC/multimedia for composition of response
- Video and audiotapes
- Braille writing
- Signing with Interpretation
- Information and graphic organizers
- Illustrations
- Diagrams
- Construction – models, dioramas, mobiles
- Songs, raps, and/or poems

- Brochure
- Game or puzzle
- Flip book
- Create test questions

Response Procedure Adaptation Examples:

- Extended time
- Practice Exercises
- Interpreter
- Use of preferred response format

Limited English Proficiency Students

Teachers need to use a variety of strategies for monitoring student progress and to adjust their strategies and expectations to fit the level of language proficiency of the English language learner. With beginning language learners, emphasis should be on comprehension of named things and actions; more advanced students should begin demonstrating understanding of connections between things and subsequently their ability to articulate the relationship between ideas. Content area teachers should work closely with the bilingual/ESL teacher to identify instructional and assessment strategies that are appropriate to all aspects of the student's development and that permit teachers to expand expectations gradually over the school year.

Successful strategies for monitoring student progress in the content areas include:

- Providing periodic checks for understanding.
- Promoting nonverbal as well as verbal participation.
- Encouraging students to think aloud to practice concepts.
- Modeling responses that provide appropriate information using correct grammar.
- Breaking tasks down into sequentially developed parts using simple language.
- Structuring questions to the student's language level (e.g., begin with yes/no and embedded questions and advance to open-ended questions).
- Avoiding use of questioning techniques that contain negative structures, such as "all but", "everything is _____ except", or "one is NOT the reason/cause."
- Rephrasing questions and information when students do not understand the first time.
- Observing student's behaviors for evidence that they understand assignments, directions, and instructions.
- Reviewing student's work for evidence that they understand assignments, directions, and instructions.

- Using visual reviews (e.g., lists and charts) that enable students to show what they know and can do.
- Providing increased “wait time” to allow students time to process questions before responding.
- Providing modified “double” grading to assess the content as well as the structure of responses.

Four overarching strategies are most effective for assisting students from a background of limited English proficiency (LEP) to meet success in content area classes. These strategies include the following:

- integrate activities into thematic units
- tap students’ prior knowledge and experience
- teach learning strategies and scaffold complex tasks
- group students into a variety of learning groups

Academically Talented Learners

Academically talented learners, also known as “gifted learners” or “gifted and talented,” are oftentimes overlooked in classroom instruction. Consequently, some students find school boring and uninspiring due to knowing many of the concepts being introduced in the regular classroom. The exceptionally able or gifted students are those who

- demonstrate a high degree of intellectual, creative, and/or artistic ability
- possess exceptional leadership skills
- excel in specific fields
- function above grade level
- need accommodations or special instruction to achieve at levels commensurate with a challenge to his or her abilities
- have the ability to grasp concepts rapidly and/or intuitively
- have an intense curiosity about principles and how things work
- have the ability to generate theories and hypotheses and pursue methods of inquiry
- produce products that express insight, creativity and/or excellence

In the past, the term “gifted” described people with high scores on I.Q. tests. Today, new concepts connected to creative thinking models and multiple intelligences have expanded the definition of intelligence to include other dimensions. Giftedness reflects a multifaceted, multicultural, and multidimensional perspective and is defined by aptitude, traits, and behaviors rather than changeless test performance. These students are found in all cultural groups and across all economic levels. Increased

understanding of culturally determined and environmentally affected behaviors will enable teachers and administrators to interpret performance indicators of creative potential.

Strategies for Academically Talented Learners

Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Adaptation strategies include the following:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- community involvement
- cultural diversity
- internship, mentorship, and other forms of apprenticeship

Miscellaneous/All Learners

Adaptations in the Classroom Environment

- Classical background music to enhance concentration
- Variety of workspace arrangement (individual, small, and large group)
- Privacy work seats – carrels
- Conferencing area for one-on-one teacher/student interaction
- Charts and poster to enhance memory and self-reliance
- Organization tools – labeled bins or cabinets for materials, assignments, or supplies
- Seating arrangements – minimize distractions, provide positive student models

Adaptive Equipment and Instructional Materials

- Leveled classroom libraries
- Books on tape

- Directions on tape
- Tape recorders
- Simplified written directions
- Adjusted formats of text
- Computers with adaptive software
- Speech synthesizer
- Communication boards
- Close-captioned video/television

Modifications and Extensions: A Guide for Differentiated Instruction is a compilation of classroom practices with consultation from multiple sources, including the New Jersey Curriculum Framework.