

Math @ KGJSS

Overview & Rationale	<p><i>enVisionMATH2.0</i> Common Core is a comprehensive mathematics curriculum for Grades K-8. It offers the flexibility of print, digital, or blended instruction. <i>enVisionMATH2.0</i> provides the focus, coherence, and rigor of the Common Core State Standards. Project-based learning, visual learning strategies, and extensive customization options empower every teacher and student. A mechanism for intervention and remediation are integrated into the curriculum model. Yearly diagnostic measurements directly align with CPS benchmark tools for monitoring student mastery and progress. <i>enVisionMATH2.0</i> offers personalized learning plans for elementary students through a partnership with Knewton adaptive learning. The curriculum considers individualized learning plans for all students. <i>enVisionMATH2.0</i> is organized to help students focus on clusters of Common Core standards within a grade. As a CPS sanctioned and common core endorsed curriculum, one can expect the following outcomes:</p>
Curriculum Components & Unique Features	<p>Individualized Plans Problem Based Learning Strategies</p>
Evidence-Based Data	<p>PRES Associates conducted a study and release data in regards the effects of enVisionMath2.0. The study revealed that approximately 95% of treatment teachers reported being satisfied with the progress of their students and that students were clearly learning math. Over the two-year study, the percentile ranking of enVisionMATH students grew by 7% on the MAT8 Problem Solving subtest (67th to 74th percentile), increased by 7% on the MAT8 Computation subtest (60th to 67th percentile), and increased by 36% on the GMADE Math Vocabulary assessment (37th to 73rd percentile).</p> <p>https://www.pearsoned.com/wp-content/uploads/envisionmath-efficacy-report-year-2.pdf</p>
Projected Outcomes	The Student

	<ul style="list-style-type: none"> • Students will deepen conceptual understanding through problem-based learning; • Students will demonstrate growth in conceptual understanding via digital interactive lessons; • Students will build proficiency in common core math standards by way of independent practice and high-order thinking; and • Students will demonstrate mastery of rigorous concepts through a leveled and tailored instructional plan. • Students will accurately apply knowledge and cement comprehension • Students will gain knowledge through project based learning and demonstrate increased ability to generate solutions • Student demonstrate growth and understanding of the design cycles through self-directed open-ended project ideas and problem solving
Supplemental Curricula & Additional Strategies	<p>Blow Off S.T.E.A.M. Femme 2 STEM FUSE KGJSS Summer Immersion Program</p>
Partners	<p>University of Chicago-MapsCorp</p>

Technology @ KGJSS

Selected Curriculum:

- Google CS First (Computer Science)
- Google Applied Digital Skills

Overview & Rationale

Computer science is a 21st-century skill that enables kids to be creators, rather than just consumers, of technology. Its emphasis on problem solving is applicable across disciplines, driving growth and innovation across all sectors of the workforce.

CS First is a free web-based program that exposes students to computer science through video tutorials and modules that students participate in as after-school, in-school and summer programs. The clubs teach students about computer science and coding in a hands-on, learning-by-doing way.

Applied Digital Skills is curriculum where learners practice life and job skills while building creative projects using G Suite for Education. The project-based curriculum has been designed for middle school and high school learners as well as adults who want to learn digital skills in a blended learning environment.

Applied Digital Skills encourages learners to apply their digital skills to relevant, real-life problem. Learners tackle financial decision making, event planning and project management. It allows instructors to spend their time connecting with learners on a deeper level. Learners work independently, freeing instructors to give individualized

	<p>attention. It allows instructors to foster a collaborative educational environment. Group projects allow learners to do research, analyze data and express ideas together.</p>
<p>Curriculum Components & Unique Features</p>	<p>Google CS First's modules are engaging and cover a variety of themes, making the program enticing to students with varying interests:</p> <p>Music & Sound. Students use the computer to play musical notes, create a music video and build an interactive music display while learning how programming is used to create music.</p> <p>Game Design. Students learn basic video game coding concepts by making different types of games, including racing, platform, launching and more.</p> <p>Storytelling. Students use computer science to tell fun and interactive stories. Storytelling emphasizes creativity by encouraging club members to tell a unique story each day.</p> <p>Art. Students create animations, interactive artwork, photograph filters and other exciting, artistic projects.</p> <p>Social Media. Students create fun social media applications and games while learning about the computer science concepts that enable these programs to work.</p> <p>Friends. Students create projects for a friend! They can sign up with a friend or make a new friend in the club. Projects include telling the story of how the friendship started, making a cooperative game and imagining a company together.</p> <p>Fashion & Design. Students learn how computer science and technology are used in the fashion industry while building fashion-themed programs, like a fashion walk, a stylist tool and a pattern maker.</p> <p>Each module includes screencast tutorials that are informative and make it easy for both students and volunteers to follow along. Directions are embedded, and features, such as the agenda and showcase, are part of the club structure. The agenda comes with a timer that helps keep the club on track and breaks down the sessions into segments with a countdown visible and audible to the facilitators. The best part is that the agenda can be customized so the club host can specify the start and end times to ensure that all tasks and activities are completed by the end of each session.</p> <p>With more than 90 hours' worth of curriculum, Applied Digital Skills teaches a wide range of digital literacy alongside practical life and job skills. The curriculum includes units such as Research and Develop a Topic (where learners develop tests for credible sources); Plan and Budget (where learners collect and analyze data about a long-term, contractual purchase); and Picking the Next Box Office Hit (which requires learners to analyze movie data to formulate a data-driven hypothesis).</p> <p>It also includes four "Explore Create Communicate" units that link digital skills with important technology topics. These units - Technology's Role in Current Events; Technology, Ethics and Security; Technology at Work; and Equal Access to Technology - encourage self-directed research that highlights learners' creativity and critical thinking skills.</p>

Evidence-Based Data	<p>Digital literacy, problem-solving and creativity are often cited as essential skills for jobs of the future, but a report from the Economist Intelligence Unit reveals that among 18- to 25-year-olds, less than half (44%) believe that their education system is providing them with the skills that they need to enter the country's workforce.</p> <p>Reference: 2015 EIU report, <u>"Driving the skills agenda: Preparing learners for the future"</u></p>
Projected Outcomes	<p>The Applied Digital Skills curriculum was found to align to the following ISTE Standards for Students:</p> <p>1. Empowered Learner</p> <p>1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.</p> <p>1.c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.</p> <p>1.d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.</p> <p>3. Knowledge Constructor</p> <p>3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.</p> <p>3.b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.</p> <p>3.c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p> <p>3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p> <p>4. Innovative Designer</p> <p>4.a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.</p> <p>4.b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p>

	<p>4.c. Develop, test and refine prototypes as part of a cyclical design process.</p> <p>5. Computational Thinker</p> <p>5.b. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.</p> <p>5.c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.</p> <p>5.d. Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.</p> <p>6. Creative Communicator</p> <p>6.b. Students create original works or responsibly repurpose or remix digital resources into new creations.</p> <p>6.c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects, such as visualizations, models or simulations.</p> <p>6.d. Students publish or present content that customizes the message and medium for their intended audiences.</p> <p>7. Global Collaborator</p> <p>7.b. Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.</p> <p>7.c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.</p> <p>7.d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.</p>
Modifications (if necessary)	
Supplemental Curricula & Additional Strategies	<p><u>FUSE</u></p> <p>FUSE is a curriculum that ignites and nurtures STEAM exploration through an innovative challenge-based approach and studio environment. FUSE challenges, the learning activities of the program, are designed to introduce STEAM concepts and skills in an engaging and enjoyable way. Students choose the challenges they want to work on and</p>

	<p>progress at their own pace, working alone or with others. Challenges are based in STEAM topics like 3D design and printing, robotics, architecture, music mixing, animation and more.</p> <p><u>Digital Youth Divas</u></p> <p>Digital Youth Divas is a program that engages girls in design-based engineering and computer science activities driven by a narrative story. The program supports girls to develop STEM identities by participating within face-to-face and online spaces to design, create, and re-imagine everyday artifacts and using techniques including collaboration, critique, circuitry, coding, and fabrication.</p> <p>The program is designed to bridge connections between girls' existing incoming interests and STEM using an interconnected framework of (1) design projects, (2) narrative stories, (3) an online social network platform, and (4) a community of peers and mentors (facilitators). Mentors act as guides and role models as girls work together and independently online and in face-to-face settings to complete time-sensitive projects triggered by the challenges/problems faced by characters in a series of narrative stories. Stories and work are shared in person and through the online platform. This design is grounded in theoretical research in the learning sciences and aligned with contemporary STEM standards.</p>
Partners	<ul style="list-style-type: none"> • FUSE • Digital Youth Divas
<p>21st Century Learning Skills Development:</p> <ul style="list-style-type: none"> • Information literacy • Leadership • Technology literacy • Initiative & Self direction • Productivity • Accountability 	

- Information analysis
- Communications literacy

Language Arts (6-8) @ KGJSS

Selected Curriculum:

Houghton Mifflin Harcourt: Collections

Overview & Rationale

Collections is an innovative, new English Language Arts program for students in grades 6-12. Built to meet the rigorous expectations of the Common Core State Standards (CCSS), Collections propels the traditional literature anthology into the future with a multifaceted digital approach to prepare students for college, career and beyond. At each grade level, Collections is organized into six thematic groups of multi-genre, complex texts that provide a foundation in all aspects of Common Core instruction. Complemented by flexible digital components that deepen students' knowledge, reinforce key skills and create personalized learning environments, the program includes an interactive writing and editing workspace, a companion website offering current and curated media resources on key Collections topics, and personalized user dashboards for progress monitoring and planning. Collections places instructional focus on analysis, drawing inferences and conclusions, and producing evidence-based writing. Complex anchor texts and performance tasks challenge students to analyze and synthesize fiction, literary nonfiction, informational texts and other media.

Curriculum Components & Unique Features

Student Component

Collections creates passionate student readers with texts that matter to them, and their engagement with the texts inspires them to become critical readers, writers, and thinkers. Beginning with reading that draws students in and

	<p>makes them want to respond, Collections goes on to teach students the skills required to craft those responses— orally and in writing.</p> <p>Collections' classrooms are current, creative, and challenging and makes sure the student excels by implementing the following in the curriculum and classroom.</p> <ul style="list-style-type: none"> • Dramatic historical stories, contemporary events, and multi-genre and leveled texts ensure that content is age appropriate and always engaging for students. • Instruction facilitates meaningful conversations about the texts to promote inquiry and active learning, helping students with annotation, analysis, and creative thinking. • Online tools help students revise, evaluate, and incorporate text evidence and foster both peer and teacher feedback. • Performance tasks and mentor texts offer practice and support to hone listening, articulate speaking, and writing skills. <p><u>Teacher Component</u></p> <p>Collections inspires teachers' creative instructional choices by providing a plethora of unique resources—fully supported by point-of-use scaffolding—that make teaching exciting.</p> <p>Collections give teachers a clear teaching path but doesn't dictate how they teach. It gives teachers multiple ways to work with texts and point-of-use support for fine-tuning them to use with different kinds of students and situations.</p> <ul style="list-style-type: none"> • Whole-Class: Work with a whole class to puzzle out answers to a Close Read and Raised Hand questions. • Small-Group: Tackle challenging Worksheet questions and Performance tasks collaboratively in pairs or small groups. • Individual: Encourage individual students to read more and dig deeper using Guided Reading questions and Level Up tutorials. <p>Collections have flexible material that allows teachers to customize lessons.</p> <ul style="list-style-type: none"> • Personalization: Teachers have the option to choose from teacher resources or select personal favorites. • Differentiation: Full support makes instruction adaptable to a variety of proficiency levels, including English learners. • High Interest Texts: Scaffold text analysis with the leveled high-interest texts in Xplor eMagazine for Grades 6-8 to build content knowledge and fluency. • Assessments: Assessments included in Collections work with teachers to check progress, past and present,
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	while helping to inform, monitor, and prepare.
Evidence-Based Data	<p>In order to evaluate the program’s effectiveness, Houghton Mifflin Harcourt contracted with the Educational Research Institute of America (ERIA) to conduct a full school year study to test the effectiveness of the program. The study was conducted with students in grades 7 to 10 during the 2016-2017 academic year. Pretest and post-test assessments were developed to assess the program objectives and the Common Core State Standards. The assessments were focused on having students read, analyze, compare, and communicate their understanding of various literary texts. The increases were statistically significant at all grades and the effect sizes were substantively important and classified as medium at all grades. The results also showed Houghton Mifflin Harcourt Collections was effective with both higher and lower pretest scoring students at all grades. The results showed that the low pretest students increased their average scores statistically significantly and the effect sizes were substantively important and were classified as large. The high pretest students at all three grades increased their scores statistically significantly and the effect sizes were substantively important and were classified as medium.</p> <p style="text-align: right;">*A STUDY OF THE INSTRUCTIONAL EFFECTIVENESS OF Collections © 2017 Report Number 531 July 2017 Educational Research Institute of America</p>
Projected Outcomes	<p>Collections was designed with 4 major outcomes for students</p> <ol style="list-style-type: none"> 1. Read and analyze complex texts <p>With features such as Close Read Screencasts and Text in Focus videos, students will learn the skill that’s the most important predictor of success in college and careers.</p> 2. Determine evidence <p>With the ability to annotate text and return to it when making arguments, students will learn how to use evidence to back up their ideas</p> 3. Reason critically <p>As students encounter different viewpoints in <i>Collections’</i> rich texts and in-class discussions, they will learn to weigh one argument against another.</p> 4. Communicate effectively <p>Because <i>Collections</i> requires students to respond, orally and in writing, to what they’re reading and hearing in class, they will continually hone their communication skills.</p>

Modifications (if necessary)	
Supplemental Curricula & Additional Strategies	
Partners	
21st Century Learning Skills Development: <ul style="list-style-type: none">• Flexibility and adaptability• Information literacy• Oral and written communication skills	

- Technology literacy
- Multimedia literacy
- Curiosity and inquisitiveness
- Productivity
- Accountability

Foreign Language - French @ KGJSS

Selected Curriculum:

The Ontario Curriculum 2013, French as a Second Language, Core French Grades 4-8, Extended French Grades 4-8, French Immersion Grades 1-8

Overview & Rationale

The Ontario curriculum is designed to help every student reach his or her full potential through a program of learning that is coherent, relevant, and age appropriate. It recognizes that, today and in the future, students need to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community. It is important that students be connected to the curriculum; that they see themselves in what is taught, how it is taught, and how it applies to the world at large. The curriculum recognizes that the needs of learners are diverse and helps all learners develop the knowledge, skills, and perspectives they need to become informed, productive, caring, responsible, and active citizens in their own communities and in the world.

In a French Immersion program, French must be the language of instruction for a minimum of 50 per cent of the total instructional time at every grade level of the program and provide a minimum of 3800 hours of instruction in French by the end of Grade 8. French Immersion programs must include the study of French as a second language and the study of at least two other subjects taught in French. These two subjects must be selected from the following: the arts, social studies (Grades 1 to 6) or history and geography (Grades 7 and 8), mathematics, science and technology, and health and physical education. Although the French Immersion curriculum is written for a Grade 1 start, many

	<p>immersion programs starting in Grade 1 provide instruction in French in all subjects (i.e., for 100 per cent of total instructional time) until Grade 3 or 4, when students begin to study English.⁵ Instruction in English may then be gradually extended to include other subjects. By the end of Grade 8, students may receive up to 50 per cent of their instruction in English.</p>
<p>Curriculum Components & Unique Features</p>	<p>The expectations for FSL are organized into four distinct but interrelated strands:</p> <ul style="list-style-type: none"> A. Listening B. Speaking C. Reading D. Writing <p>The language and language learning skills in the four strands overlap with and strengthen one another. Effective instructional activities often blend expectations from two or more strands in order to provide students with the kinds of experiences that promote meaningful learning. Students can develop skills covered in multiple strands by engaging in richly integrated tasks such as participating in a debate on a current issue, discussing strategies for organizing ideas in a writing assignment, or offering constructive and descriptive feedback about work produced by their peers. A high-quality FSL program should provide daily opportunities for students to engage in various oral activities in connection with expectations in all four strands. The curriculum at all levels is designed to develop a range of essential skills in the four interconnected strands, incorporating the use of analytical, critical, and metacognitive thinking skills. Because students learn best when they are provided with opportunities to monitor and reflect on their learning, each strand includes an expectation that calls for such reflection. Each strand also includes expectations on the development of intercultural understanding.</p>
<p>Evidence-Based Data</p>	<p>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010 sets out the Ministry of Education's assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit students, parents, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement⁷ of educators at all levels, as well as on their ability to work together and to build trust and confidence among parents and students.</p>

Projected Outcomes	<p>Vision Students will communicate and interact with growing confidence in French, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in the world.</p> <p>Goals In all French as a second language programs, students realize the vision of the FSL curriculum as they strive to:</p> <ul style="list-style-type: none"> • use French to communicate and interact effectively in a variety of social settings; • appreciate and acknowledge the interconnectedness and interdependence of the global community; • be responsible for their own learning, as they work independently and in groups; • use effective language learning strategies; • become lifelong language learners for personal growth and for active participation as world citizens. <p>Positive outcomes for students in the FSL curriculum include:</p> <ul style="list-style-type: none"> • increased mental flexibility; • improved problem-solving skills; • a better understanding of aspects of a variety of cultures; • a greater awareness of global issues, including those related to the environment and sustainability; • expanded career opportunities.
Modifications (if necessary)	<p>Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners.</p> <p>If a student requires “accommodations only” in FSL, assessment and evaluation of his or her achievement will be based on the regular grade-level curriculum expectations and the achievement levels outlined in this document</p> <p>In FSL, modified expectations for most students with special education needs will be based on the regular grade-level curriculum, with an increase or decrease in the number and/or complexity of expectations. Modification may also include the use of expectations at a different grade level. Modified expectations must represent specific, realistic, observable, and measurable goals, and must describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.</p> <p>Modified expectations must indicate the knowledge and/or skills that the student is expected to demonstrate independently and that will be assessed in each reporting period (IEP Standards, 2000, pp. 10 and 11). Modified</p>

	<p>expectations should be expressed in such a way that the student and parents can understand not only exactly what the student is expected to know or be able to demonstrate independently, but also the basis on which his or her performance will be evaluated, resulting in a grade or mark that is recorded on the student's report card.</p>
Supplemental Curricula & Additional Strategies	<p>Supplemental Curricula:</p> <p>Duolingo.com - Duolingo is a freemium language-learning platform that includes a language-learning website and app, as well as a digital language proficiency assessment exam. Their goal is to give everyone access to a private tutor experience through technology.</p> <p>Rosetta Stone Supplemental Education Materials - Version 3 French</p>
Partners	<p>American Council on the Teaching of Foreign Languages (ACTFL) www.actfl.org - The American Council on the Teaching of Foreign Languages (ACTFL) is the only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 9,000 foreign language educators and administrators from elementary through graduate education, as well as government and industry.</p> <p>Center for Applied Linguistics (CAL) www.cal.org/earlylang/ - This is the Nanduti website run by the Center for Applied Linguistics (CAL). Nanduti is a comprehensive resource on foreign language teaching and learning in grades preK-8. It contains many useful links for elementary French teachers. You can also sign up for their email list which provides support and community for elementary language teachers.</p>
21st Century Learning Skills	<ul style="list-style-type: none"> • Civic literacy and citizenship • Oral and written communication skills • Social responsibility and ethics • Technology literacy • Initiative • Global and cultural awareness • Civic literacy and citizenship • Social responsibility and ethics

Foreign Language - Spanish @ KGJSS

Selected Curriculum:

Sonrisas Level I, II, and III Elementary Spanish Curriculum

Overview & Rationale

The Acquire, Develop, Learn methodology provides students with a developmentally appropriate and comprehensive Spanish language education. It enables them to become effective Spanish communicators, globally literate citizens, and lifelong language learners.

Sonrisas Level I: Acquire for Grades K – 4, focuses on language acquisition as the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. Children do this naturally without having to “learn” language. Developmentally, children have the natural ability to do this with a second language, too. In Sonrisas Level I, students engage in age-appropriate activities that support language acquisition: Music and verse; Games, role-play, and drama; Calendar activities; Reading authentic literature; Art projects; Independent practice with a Student Portfolio. These activities are done in a consistent structure of Circle Time, Story Time, and Art Time.

Sonrisas Level II: Develop for Grades 2 – 6, emphasizes that developing proficiency in a language, is to expand the knowledge base by a process of growth. Students are bridging two very different developmental stages: from an

	<p>imaginative, experiential early childhood mode of learning to a more concrete, systematic adolescent mode of learning. While they are bigger than young learners, developmentally they still have a lot in common. Activities change to support this transition. Sonrisas Level II continues age-appropriate acquisition activities and continues the structure of Circle Time, Story Time, and Art Time. It adds new, developmentally appropriate activities that expand acquisition. These activities include adding thematic units, more complex language and Partner Time, creating three modes of communication. Sonrisas Level II also requires more independent reading and writing for the student.</p> <p>Sonrisas Level III: Learn for Grades 4 – 8, focuses on gaining knowledge or understanding through study, instruction, or experience. It is designed based on developmentally, upper elementary students are ready for more explicit instruction. They are ready to learn using abstract thought processes. After acquiring and developing a strong foundation of practical Spanish and an inherent understanding of many grammatical concepts, students are ready to begin learning the “how?” and “why?” of the Spanish language. This level still focuses on communication. Sonrisas Level III continues to develop acquired language and add explicit instruction for culture, grammar, and communication strategies. It adds new, developmentally appropriate activities that expand acquisition. These activities include adding TPR (Total Physical Response), spelling, culture instruction, and grammar instruction. Sonrisas Level III also introduces TPRS Storytelling and communication strategy instruction.</p>
Curriculum Components & Unique Features	<p>Sonrisas Level I is an elementary Spanish curriculum for students who are at a beginner level. Students engage in age-appropriate activities that support language acquisition: • Music and verse • Games, role-play, and drama • Calendar activities • Reading authentic literature • Art projects • Independent practice with Student Portfolio These activities are done in a consistent structure of Circle Time, Story Time, and Art Time.</p> <p>The theme for each lesson is integrated throughout each segment of the lesson—thereby engaging the multiple intelligences of students. Spiraled content across the lessons ensures that valuable repetition occurs. This approach—implemented within the consistent structure of Circle Time, Story Time, and Art Time—enables deep and effective acquisition over the course of the curriculum.</p> <ul style="list-style-type: none"> • CIRCLE TIME: Students sing songs, recite verse, play games, and do calendar and lesson activities—all in Spanish. Students review activities from previous lessons and are introduced to new content. • STORY TIME: The teacher reads a Spanish children’s storybook to students. This provides students with an authentic Spanish language experience, introduces new content, and engages students’ imaginations. • ART TIME: Students complete an art project which is related to the theme for the lesson. While students are engaged, the teacher converses with them in Spanish, one-on-one, about what they are working on. This reinforces the communication objective for the lesson.

- **STUDENT PORTFOLIO ACTIVITY:** Students practice language outcomes independently. The portfolio activity can be done in class with the teacher facilitating, or it can be assigned for homework.

Sonrisas Level II is used to teach Spanish to intermediate students grades 2 — 6. Language concepts increase in complexity from Level I, and Level II is organized around seven thematic units. Sonrisas Level II continues age-appropriate acquisition activities and continues the structure of Circle Time, Story Time, and Art Time. It adds new, developmentally appropriate activities that expand acquisition.

- **THEMATIC UNITS:** Organizing units thematically provides opportunities to engage students in more complex and sophisticated thinking and language use. Themes are relevant in the context of students' lives. The essential question in each unit connects the content of each lesson to the theme.
- **MORE COMPLEX LANGUAGE:** No skills or vocabulary are taught in isolation. Focus stays on developing acquisition and age-appropriate language for effective communication.
- **PARTNER TIME:** With partners, students employ three modes of communication—interpretive, interpersonal, and presentational. Partners work together to interpret text and/or images, then use that information to have an interpersonal conversation in order to complete a task. Partners then present the outcome of that task to the class.
- **MORE INDEPENDENT READING AND WRITING:** This occurs through the reading and writing that is required in the Partner Time activities and the Portfolio Activities.

Sonrisas Level III is used to teach Spanish to elementary and middle school students grades 4th – 8th. Students begin to explicitly learn grammar, culture, and communication strategies with the goal of communication. In Level III, the lesson structure changes—no more Circle Time, Story Time, and Art Time. Seven units contain ten lessons each with the consistent structure of a culture lesson, a grammar lesson, six lessons doing a TPRS story, a communication strategy lesson, then a culminating Partner Time lesson. Students warm up for each lesson with daily calendar activities, TPR, and spelling.

- **TPR:** This teaching method introduces new grammar concepts and phrases that are practical for classroom and everyday usage. It makes use of the acquisition mode of instruction by teaching new concepts through the body.
- **SPELLING:** Students begin to integrate the sound and writing systems of Spanish. Students use their prior knowledge (from Sonrisas Level I and II) of the Spanish alphabet to form words.
- **TPRS STORYTELLING®:** This highly effective language-learning method offers students lots of conversational

	<p>repetition in the target language using comprehensible input—giving them the opportunity to internalize vocabulary and language structures by developing a strong sense for what sounds correct in the target language. TPRS engages their imaginations and increases their retention of language structures through connection to the story. Students are not learning vocabulary and language structures in isolation; rather, students are practicing them throughout the storytelling process and applying them during subsequent activities.</p> <ul style="list-style-type: none"> • CULTURAL INSTRUCTION: Rather than adding culture as an afterthought, this instruction piques student interest at the beginning of a new unit by using text and images to generate a discussion. Students are encouraged to forge connections between the cultural information being presented and their own personal experiences as well as those of their teacher. • GRAMMAR INSTRUCTION: Students are introduced to a grammar concept that they will learn and practice in the Grammar Exercise, TPRS Story, and Partner Time activity. • COMMUNICATION STRATEGY INSTRUCTION: Students learn strategies that help them bridge communication gaps that result from differences of language and culture. This instruction empowers students by giving them the opportunity to practice the communication strategy in the reading and in the Partner Time activity in each unit.
Evidence-Based Data	<p>Sonrisas more than fulfills the requirements set in “Standards for Learning Spanish” published by the American Council on the Teaching of Foreign Languages (ACTFL). The national standard for foreign language education centers around five goals: Communication, Cultures, Connections, Comparisons, and Communities.</p> <p>Communication Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions. Standard 1.2: Students understand and interpret spoken and written Spanish on a variety of topics. Standard 1.3: Students present information, concepts and ideas in Spanish to an audience of listeners or readers on a variety of topics.</p> <p>Cultures Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.</p>

	<p>Connections Standard 3.1 : Students reinforce and further their knowledge of other disciplines through Spanish Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.</p> <p>Comparisons Standard 4.1: Students demonstrate understanding of the nature of language through comparisons between Hispanic cultures and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.</p> <p>Communities Standard 5.1: Students use Spanish both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.</p>
Projected Outcomes	<p>Students become effective Spanish communicators, globally literate citizens, and lifelong language learners by:</p> <ul style="list-style-type: none"> • communicating effectively in Spanish in a variety of situations and for multiple purposes • communicating and interacting with cultural competence in order to participate in multilingual communities at home and around the world • having fun and using Spanish for enjoyment, enrichment, and advancement <p>Students develop a strong foundation in Spanish—preparing them for higher level courses in middle and high school.</p>
Modifications (if necessary)	<p>Lesson plans allow teacher to modify lessons based on student performance level.</p>
Supplemental Curricula & Additional Strategies	<p>Supplemental Curricula:</p> <p>Duolingo.com - Duolingo is a freemium language-learning platform that includes a language-learning website and app, as well as a digital language proficiency assessment exam. Their goal is to give everyone access to a private tutor</p>

	experience through technology.
Partners	<p>Sonrisas Spanish Blog - This is the blog which contains many useful articles related to teaching elementary Spanish as well as posts about what's going on with elementary Spanish classes. It can be a valuable source of ideas and inspiration.</p> <p>The National Network for Early Language Learning (Nnell) www.nnell.org - The National Network for Early Language Learning (Nnell) is a great resource for all elementary language teachers. The mission of Nnell is to provide leadership in support of successful early language learning and teaching. It contains many useful links for elementary Spanish teachers.</p> <p>American Council on the Teaching of Foreign Languages (ACTFL) www.actfl.org - The American Council on the Teaching of Foreign Languages (ACTFL) is the only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 9,000 foreign language educators and administrators from elementary through graduate education, as well as government and industry.</p> <p>Center for Applied Linguistics (CAL) www.cal.org/earlylang/ - This is the Nanduti website run by the Center for Applied Linguistics (CAL). Nanduti is a comprehensive resource on foreign language teaching and learning in grades preK-8. It contains many useful links for elementary Spanish teachers. You can also sign up for their email list which provides support and community for elementary language teachers.</p>
21st Century Learning Skills	<ul style="list-style-type: none"> • Civic literacy and citizenship • Oral and written communication skills • Social responsibility and ethics • Technology literacy • Initiative • Global and cultural awareness • Civic literacy and citizenship • Social responsibility and ethics

Social Studies @ KGJSS

Selected Curriculum:

myWorld Interactive Social Studies K-5
myWorld Interactive American History 6-8

Overview & Rationale

The all new myWorld Interactive Social Studies encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- Interactive Student Worktext encourages writing, drawing, and highlighting to support self-motivated learning.
- Jumpstart Activities spark interest and connect lesson content with students' knowledge and ideas.
- Project-Based Quests engage students in rich inquiry experiences throughout each chapter.
- Biographies model important citizenship skills and tie-in real world applications.
- myWorld Interactive Activity Guide provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

myWorld Interactive Social Studies provides students with multiple opportunities to connect, investigate, synthesize,

	<p>and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.</p> <p>Project-Based Learning creates rich inquiry experiences that develop skills for active and responsible citizenship.</p> <p>Literacy Engagement Lessons help students read closely, analyze information, and communicate academic, well-defended ideas.</p> <p>Inspire your classroom Teaching Options and Resources provide access and equity for culturally responsive teaching, differentiation needs, delivery approaches, and time constraints.</p>
Curriculum Components & Unique Features	<p>All-new myWorld Interactive encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. The curriculum is flexible and easily adapts to every classroom.</p> <ul style="list-style-type: none"> • ACTIVITY-BASED LEARNING • STRONG LITERACY CONNECTIONS • WIDE RANGE OF TEACHING OPTIONS <p>Teacher Components:</p> <p>Teacher Edition: Full lesson plans develop social studies content knowledge, critical thinking skills, and civic engagement. Instruction supports all standards.</p> <p>Activity Guide: Use these activity-based supplemental lesson plans and blackline masters for long-term inquiry projects, quick activities, and Readers Theater.</p> <p>Classroom Reader Lesson Plans: Instructional strategies, guidance, and learning supports save you time preparing lessons for every leveled reader and content reader.</p> <p>Student Components:</p> <p>Student Worktext: The consumable student worktext includes standards-based social studies content, interactivities, and skills instruction.</p> <p>Student Activity Mats: Activity-centered, double-sided, dry-erase desk mats provide maps, outline maps, timelines,</p>

	<p>and activities.</p> <p>Leveled Readers: Three leveled readers on the same chapter topic are provided for Below Level, On Level, and Advanced readers (Grades 1-5).</p> <p>Kindergarten includes On Level and Above Level texts.</p> <p>Content Readers: Add an extra On Level content reader, one per chapter, on a high interest topic (Grades 3-5).</p> <p>• Active Classroom Strategies • Chapter Assessments • Chapter at a Glance • Citizenship Lessons • Common Misconceptions • Complete Lesson Plans • Critical Thinking & Writing Strategies • Curriculum Connections: Literacy, Geography, Math, and Science • Differentiated Instruction • Integrated ELD Strategies • Jumpstart Activities • Literacy Skills Lessons • Pacing Guides • Primary Source Lessons • Review Strategies • Visual Review Strategies • Vocabulary Strategies • Writer’s Workshop • Writing Activities</p>
Evidence-Based Data	<p>Why Core Knowledge Promotes Social Justice</p> <p>https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2017/01/EDH-why-core-knowledge-promotes-social-justice.pdf</p>
Projected Outcomes	<p>Learning in the social studies curriculum will enable students to:</p> <ul style="list-style-type: none"> • develop my understanding of the history, heritage and culture of the United States, and an appreciation of an local and national heritage within the world • broaden an understanding of the world by learning about human activities and achievements in the past and present • develop an understanding of my own values, beliefs and cultures and those of others • develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking • explore and evaluate different types of sources and evidence • learn how to locate, explore and link periods, people and events in time and place • learn how to locate, explore and link features and places locally and further afield • engage in activities which encourage enterprising attitudes • develop an understanding of concepts that stimulate enterprise and influence business • establish firm foundations for lifelong learning and for further specialised study and careers.

Modifications (if necessary)	Lesson plans allow teacher to modify lessons based on student performance level.
Supplemental Curricula & Additional Strategies	Supplemental Curriculum: The History Makers Social Studies Curriculum
Partners	

Language Arts @ KGJSS

Selected Curriculum:

Houghton Mifflin Harcourt: Journeys

Overview & Rationale

The Houghton Mifflin Harcourt Journeys Common Core program is a core reading program designed to meet the diverse needs of today's students, from Kindergarten through grade 6. It aligns with the Common Core State Standards, and includes the key elements of reading instruction—from learning the alphabetic principle and decoding, through comprehension of complex texts—and of writing instruction. The print and technology components, and the activities and strategies presented throughout the program, are based on current research and best practice. The Journeys Common Core program provides students with the skills they need to succeed, preparing them ultimately for the high literacy demands of college and the workplace.

In Journeys Common Core, students learn about words through instruction in vocabulary, spelling, language, and phonics. Students read widely and respond in writing and discussion to the texts they read. They build deepening knowledge within domain areas. This deep knowledge and focus on comprehension and analysis aligns with the Common Core focus on students reading and producing increasingly complex literary and informational texts. The complex texts included in the Journeys Common Core program meet the Common Core mandate that students read high-quality and grade-appropriate literary and informational texts. To support those students who are not yet

	<p>successful readers, the program provides support for struggling readers and English learners to reach the grade-level targets by year's end. Throughout the Journeys Common Core program, teachers are supported in understanding the Common Core State Standards. Teachers are provided opportunities to extend standards-aligned student learning. All instruction and application are presented with a list of applicable standards so that teachers can be sure the learning aligns with the expectations of the Common Core State Standards.</p>
<p>Curriculum Components & Unique Features</p>	<p>Journeys features complex anchor texts that challenge students, smart lesson plans that let teachers target the needs of all students, and assessments and digital tools that help track classroom progress.</p> <p>Student:</p> <ul style="list-style-type: none"> • Anchor text reading instruction challenges students well beyond their first encounter. A special three-part routine guides students to grasp big ideas, then analyze short passages, and finally undertake independent close reading. • The Student eBook guides students to highlight and make notes about the answers and evidence they are learning to gather. • Trade Books provide a backdrop for project-based learning and give students the opportunity to apply what they have been learning to extended texts. • Journeys Leveled Readers for Guided Reading, by Irene Fountas, allow students to get individualized practice alongside the core coursework. • Complete solutions for Tier I, II, and III intervention to reinforce skills, scaffold instruction, and teach key foundational skills. • Strategic language support for English learners provides integrated support and scaffolds for every lesson, plus five days of additional instruction to develop language skills, all enabling ELs to engage with core instruction. <p>Teacher:</p> <ul style="list-style-type: none"> • Weekly lesson plans make it easy for teachers to design customized lessons, allowing them to spend more time teaching and less time planning. • A realistic approach to pacing allows teachers to focus on depth and rigor, giving the class more time with each text. • Digital tools, like our Interactive Focus Wall and Teacher eBook, simplify planning and enrich instruction.

	<ul style="list-style-type: none"> • A comprehensive assessment system (including weekly tests, benchmark assessments, and unit tests) gives teachers the tools they need to monitor student progress. • The online dashboard gives teachers visibility into the progress of their class, providing the insights they need to develop customized lesson plans. • Tech-enhanced questions like drag-and-drop and multi-select allow students to prepare for high-stakes assessment formats.
Evidence-Based Data	<p>Early evidence of Journeys’ impact on students’ reading performance was provided in a statewide-comparative study including a total of 106 schools and over 18,000 students.¹ This research evaluated statewide student reading performance for schools using an early version of the Journeys program, to similar schools using alternative programs over the period of three years. The results of this quasi-experimental, “silver-standard” efficacy study clearly indicated student reading performance was improved for students using Journeys when compared to other students in the state using alternative reading programs. Students using Journeys also witness significant increases in multiple reading skill domains, including reading comprehension, language, vocabulary, and word analysis.^{2,3} Such improvements, as measured by percentile gains, from the beginning of the year to the end of the year, have been larger than expected as students have improved their relative standing on national tests after only using Journeys for one academic year.²</p> <p>Proof of Journeys’ effectiveness has also been demonstrated using randomized control trials, the “gold standard” research design for product evaluation. A total of 46 classrooms and over 700 students participated in this two-year, experimental study of Journeys. Tracking students over the study period, statistical analysis indicated that using Journeys caused students to perform better on tests of reading achievement than similar students using other programs.³ These effects were meaningful and conclusive, as this study design is the only research design that meets the What Works Clearinghouse’s standards for program evaluation.⁴ The culmination of this research demonstrates that Journeys is an effective reading program that leads to better student outcomes. Research is ongoing as Houghton Mifflin Harcourt is committed to helping districts harness the power of Journeys in the classroom.</p>
Projected Outcomes	<ul style="list-style-type: none"> • Cultivate a vivid vocabulary Vocabulary readers, flashcards and in-the-moment digital tools fill classrooms with ways to build vocabulary along every step of the journey Informational texts let students gain mastery over core academic vocabulary as well as domain-specific knowledge and words • Grasp spelling and grammar Weekly grammar skill targets, supplemented with daily lessons, support students’ understanding of how English works_ A spelling scope and sequence designed by Shane Templeton builds students’ spelling skills • Demonstrate research and writing skills

	<p>Deep-dives into text analysis give students the foundation they need to interpret texts from multiple angles and form insights</p> <p>Student books and digital tools prompt students to mark up and annotate texts, allowing understanding to blossom into written form</p> <ul style="list-style-type: none"> • Sharpen listening and speaking skills <p>Team projects and class conversations guide students to develop critical listening skills and mastery of group communication</p> <p>Presentations and collaborative work put students in a position to develop social awareness and speaking skills</p>
Modifications (if necessary)	
Supplemental Curricula & Additional Strategies	<p>A handwriting curriculum will be supplemented into the language arts subject. According to The National Handwriting Association in recent years, modern technology has dramatically changed the way we communicate through writing. However, despite the increased use of computers for writing, the skill of handwriting remains important in education, employment and in everyday life.</p> <p>Time devoted to the teaching and learning of letter formation in the early years will pay off. Legible writing that can be produced comfortably, at speed and with little conscious effort allows a child to attend to the higher-level aspects of writing composition and content. This is important when assessments are based on written work, particularly in time-limited written examinations, which remain as a major form of assessment for many formal qualifications. Without fast and legible handwriting, students may miss out on learning opportunities and under-achieve academically.</p>
Partners	

21st Century Learning Skills Development: <ul style="list-style-type: none"> • Flexibility and adaptability • Information literacy • Oral and written communication skills • Technology literacy • Curiosity and inquisitiveness • Productivity • Accountability 	

Footnotes

1. Resendez, M., Azin, M. (2014, July). A Study on the Effectiveness of Journeys in Texas Using Existing Data Sources Jackson, WY: Author.
2. PRES Associates Inc. (2014, November). Houghton Mifflin Harcourt Journeys Common Core Pilot Study Report. Jackson, WY: Author.
3. Resendez, M., Azin, M. (2013, October). A Study on the Effects of Houghton Mifflin Harcourt's Journeys Program: Year 2 Final Report. Jackson, WY: PRES Associates, Inc.
4. For more information on the What Work Clearinghouse evidence standards, visit http://ies.ed.gov/ncee/wwc/pdf/reference_resources/wwc_procedures_v3_0_standards_handbook.pdf