2020 New Jersey Student Learning Standards - World Languages Awareness and Implementation

Division of Academics and Performance

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https://tinyurl.com/NJSLS-WL
https://tinyurl.com/2020 CurrDev
Who is here today?

Chat Box

Please tell us your name, district, & role. Optional, please share a tip/bright spot during COVID-19.
Agenda

• Resources for language learning in hybrid learning environments

• 2020 NJSLS: Designed for a rapidly, changing world

• Integrated approach: Student-centered learning

• Questions
Guiding the Education Community Through the COVID-19 Pandemic

Chat Box
What resources have you found useful?
**ELA and Mathematics: Prerequisite Concepts and Skills**

- **2020-2021 Priority Instructional Content in ELA/Literacy and Mathematics**
- **Family Guides: Supporting Learning in 2020-2021**

In planning curriculum, instruction, and assessment for the 2020-2021 school year, a key focus for districts should be on building capacity of their staff to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSL). Dr. Lisa J. Gleason, Ed.D., Assistant Commissioner, Division of Academics and Performance, discusses how the Prerequisites Concepts and Skills documents in English language arts and mathematics support educators to help students accelerate their learning.

To support districts in this work, the NJDOE collaborated with New Jersey educators to identify the prerequisite concepts and skills associated with each of the English Language Arts and Mathematics Instructional Units. The purpose of the prerequisite concepts and skills documents is to determine the type of individualized instruction and supports that might be needed at the start of a unit to meet student where they are.

The prerequisite concepts and skills documents reflect the order and arrangement of the instructional units. There will be four documents per grade/course and local districts have the flexibility to modify the to fit the needs of their student population. For example, though all student learning objectives (SLOs) appear only once, a district could modify the units to repeat the inclusion of one or more SLOs to ensure mastery.

**English Language Arts**

<table>
<thead>
<tr>
<th>First Grade</th>
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<tbody>
<tr>
<td>Unit 1 First Grade</td>
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<tr>
<td>Unit 2 First Grade</td>
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<tr>
<td>Unit 3 First Grade</td>
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<tr>
<td>Unit 4 First Grade</td>
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<tr>
<td>First Grade by Strand</td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>First Grade</th>
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</thead>
<tbody>
<tr>
<td>Unit 1 First Grade</td>
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<tr>
<td>Unit 2 First Grade</td>
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<tr>
<td>Unit 3 First Grade</td>
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<tr>
<td>Unit 4 First Grade</td>
</tr>
<tr>
<td>First Grade by Domain</td>
</tr>
</tbody>
</table>
Prerequisite Concepts and Skills Units

• Promotes the delivery of highly effective instruction in remote and hybrid learning environments

• Prioritizes the most critical conceptual understandings and skills in ELA and mathematics

• Provides guidance to assist districts in adapting their curriculum scope and sequence

• Aids teachers in identifying the types of instructional supports that may be beneficial to their students
# ELA Prerequisite Concepts and Skills

## Unit 1, Module A

<table>
<thead>
<tr>
<th>Focus Standards and Student Learning Objectives</th>
<th>Previous Grade Standards and Student Learning Objectives</th>
<th>Supporting Standards</th>
</tr>
</thead>
</table>
| RL.4.1. **Refer to details and examples** in a text and make relevant connections when **explaining what the text says explicitly** and when **drawing inferences from the text**.*  
We are learning to/that…  
- *use relevant details and examples to explain text*  
- *use relevant details and examples to draw inferences*  
- *the text will be used to draw inferences*  
- make relevant connections to explain text | RL.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
We have learned to/that…  
- *ask and answer questions about the text to demonstrate understanding*  
- make relevant connections to the text | RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.  
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  
W.4.5 With guidance and support from peers and adults, develop and strengthen
<table>
<thead>
<tr>
<th>Standard and Student Learning Objectives</th>
<th>Previous Grade(s) Standards and Student Learning Objectives</th>
<th>Instructional Considerations</th>
</tr>
</thead>
</table>
| 4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit (\(\frac{1}{2}\), \(\frac{1}{4}\), \(\frac{1}{6}\)). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example*, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.  
We are learning to/that…  
- make a line plot to display a data set of measurements using unit fractions (\(\frac{1}{2}\), \(\frac{1}{4}\), \(\frac{1}{6}\))  
- use data presented in line plots to solve problems involving addition and subtraction of fractions. | 3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.  
We have learned to/that…  
- make a line plot showing measurement data, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters | *SAP* recommendation to preserve or reduce time in 20-21 as compared to a typical year  
*Limit* lessons and problems that do not strongly reinforce fraction work of this grade (4.NF). |
| 4.MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:  
a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through \(1/360\) of a circle is called a “one degree angle,” and can be used to measure angles. | n/a | *Emphasize* the foundational understanding of a one-degree angle as a unit of measure (4.MD.C.5a) and use that as the basis for measuring and drawing angles with protractors (4.MD.C.6). |
Release of Elementary and Secondary School Emergency Relief Fund II Application

- **February 19** and **March 15**, 2021 broadcast memos
- Learning Acceleration and Mental Health Grants
- EWEG application deadline is May 14, 2021
- More information can be found on NJDOE’s [CRRSA Act](https://www.nj.gov/education/) webpage
Educational Equity, Diversity and Inclusion Resources

- **NJDOE Educational Equity website**
- **Broadcast Memo** January 7, 2021
- **18A:35-4.36a** Curriculum to include instruction on diversity and inclusion
World Language Mission and Visions

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

An education in world languages fosters a population that:

• Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.

• Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.

• Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.

• Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.
ACTFL Webinar (free)

https://www.youtube.com/watch?v=-6m5IdUWT2o&feature=youtu.be
Teaching Tolerance

- Anchor standards in four domains
  - Identity
  - Diversity
  - Justice
  - Action
- Similar to “can do” format
- Age-appropriate learning outcomes
- Anti-bias scenarios (brief)
- In English and Spanish

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Visit the edWebinar Calendar

Upcoming edWebinars:

- **Remote Learning and Equity for Emergent Bilinguals**
  - Thursday, February 24th @ 4:00 pm EST
- **Connecting Your Students to the World in the Age of COVID**
  - Friday, March 5th @ 10:00 am EST
- **UDL in Distance Learning: Meeting Each Learner's Variability**
  - Monday, February 22nd @ 4:00 pm EST
- **Confronting Racism Through Courageous Conversations in the Classroom**
  - Monday, January 25th @ 3:00 pm EST

Learn More About edWeb

https://home.edweb.net/
Webinars: General guidance and specific strategies for language learning

Emergency Remote Instruction (ERI): How to Pace Learning & Check for Understanding
Lauren Rosen
University of Wisconsin

Now That You’re Teaching Remotely – What Are Your Questions?
Lauren Rosen (University of Wisconsin)
lrosen@wisc.edu

Submit questions on the webinar content using the Q&A Box
Submit questions on technical issues using the Chat Box

Remote Learning: Keeping our Learners Close
You will not hear any audio until we begin at 6:00 PM Eastern Time.
As a webinar attendee, your own video and audio are disabled.

Translating Inclusive Classroom Practices for World Language Classrooms to Remote Learning
You will not hear any audio until we begin at 6:00pm ET.
As a webinar attendee, your video and audio are disabled.

https://tinyurl.com/NJSLS-WL
Considerations for Hybrid Instruction

- Making personal connections
- Providing choices for demonstrating learning
- Offering meaningful language tasks
- Cultivate learner curiosity
- Allocating time
- Fostering a sense of optimism
Report Out
Standards for a Rapidly, Changing World

Goal: Prepare New Jersey students to live healthy, productive lives equipped with the knowledge and skills to make their local and global communities a better place to live.
## New Jersey Student Learning Standards (NJSLS)

### Adopted in 2016

(Not under review)

- [English Language Arts](#)
- [Mathematics](#)

### Adopted in 2020

(June 3, 2020)

- [Visual and Performing Arts](#)
- [Comprehensive Health and Physical Education](#)
- [Science](#)
- [Social Studies](#)
- [Computer Science & Design Thinking](#)
- [World Languages](#)
- [Career Readiness, Life Literacies and Key Skills](#)
Diverse Educator Teams Assisted in the Work

Over 100 districts, non-profit organizations, agencies, and military represented

Teachers, school leaders, higher ed, including charter & non-public from urban, suburban & rural communities

88% participants have Masters degree or higher
Literature

https://www.actfl.org/resources
Adopted 2020 New Jersey Student Learning Standards (NJSLS)

The New Jersey Department of Education (NJDOE) supports schools, educators and districts to ensure all of New Jersey’s 1.4 million students have equitable access to high-quality education and achieve academic excellence. To be prepared for postsecondary success, students must become effective thinkers, problem solvers and communicators, and have the skills needed for high-skilled, high-demand jobs. The NJDOE’s standard review and revision process (N.J.A.C. 6A:8-2.1) provides us with an opportunity to ensure our standards are rigorous and relevant.

On June 3, 2020, the State Board of Education adopted the 2020 NJSLS in the following content areas:

- Career Readiness, Life Literacies, and Key Skills
- Comprehensive Health and Physical Education
- Computer Science & Design Thinking
- Science
- Social Studies
- Visual and Performing Arts
- World Languages

These standards truly represent a foundation from which districts will build coherent curriculum and instruction that prepares each New Jersey student with the knowledge and skills to succeed in our rapidly changing world. They will put New Jersey again at the forefront of national education by including the following:

- Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs;
- Computer programming in all grade bands K-12, ensuring all students receive a 21st century education in the critical computational thinking skills that are the underpinning of so much of our work and so many of our transactions; and
- National standards for science and visual and performing arts, ensuring access to, and opportunity in, science and the arts, for every New Jersey public student.

The New Jersey Student Learning Standards in English Language Arts and Mathematics were adopted by the New Jersey State Board of Education in May 2016 and are not currently under review.
Consistent Format Across all NJSLS

Introduction
• Mission and vision
• Content-specific research
• New Jersey Statutes and Administrative Code

Grade Bands
• Standards are:
  • grade specific and/or
  • written by the end of grades 2, 5, 8, 12

Structure
• Follows format of national standards or
• Uses disciplinary concepts, core ideas, and performance expectations
• Content-specific practices in all content areas

Appendices
• Integration of content specific practices, social and emotional learning competencies, 21st century skills and themes, technology literacy, equity, and interdisciplinary connections
Appendices

- Framework: Content area practices
- Considerations for student learning experiences and curriculum development
  - Integration of 21st century skills, technology, and interdisciplinary concepts (resources)
- Connecting to your role
- Attending to equity (resources)
- Reflecting on how social and emotional learning might be integrated
- Putting it all together
  - Brief scenarios: K-2, 3-5, 6-8, 9-12
- Literature (resources)
New Jersey Student Learning Standards with “NJ Designed” Framework

Comprehensive Health and Physical Education

Social Studies

World Languages

Technology

21st Century Life and Careers
Introductions

• Mission
• Vision
• Framework
• Disciplinary concepts and core ideas
• Practices
• Standards in Action: Climate change
• Coding of Performance Expectations
• NJ Legislative Statutes and Administrative Code
• References
New Framework: Designed for the Unique New Jersey Standards

**Disciplinary Concepts**
Incorporate key concepts, principles, theories, and processes of a discipline

**Core Ideas**
Prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom

**Performance Expectations**
Describe the knowledge and skills that are most important for students to know to be able to do

**Practices**
Reflect the habits of mind that lead to post-secondary success
The **Vision and Mission** serve as the foundation for each content areas’ standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.

The **Disciplinary Concepts and Core Ideas** are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).

The **Performance Expectations** are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that most important for students to know to be prepared for post-secondary success.

The **Practices** are the roof. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are integral part of K-12 students’ learning of the disciplines.
Comparison of 2014 and 2020
NJSLA-World Languages (WL)

2014 Version

• Proficiency level and grade level performance benchmarks:
  • grades 3-4, 7-8, 9
  • grades 5-6, 8-9, 10-11
  • grades 8-9, 9-10, 11-12
  • grades 10-11, 11-12
  • grade 12

• Linguistic and cultural content statements

2020 Version

• Proficiency level and grade level performance benchmarks by the end of:
  • grade 2
  • grade 5
  • grade 8
  • grade 12

• Addition of novice low proficiency level

• Intercultural statements
NJSLS-WL: Standard and Disciplinary Concepts

7.1 World Languages

- Interpretative Mode
- Interpersonal Mode
- Presentational Mode
NJSLS-WL: Incorporated Legislative Mandates

- **Seal of Biliteracy** (*N.J.S.A. 18A:7C-13-16*)
Disciplinary Concept
• Interpersonal Mode of Communication

Core Idea
• Interpersonal communication between and among people is the exchange of information and the negotiation of meaning (Novice High).

Performance Expectation
• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
Alphanumeric Code

World Language 7.1.NM.IPRET.1

<table>
<thead>
<tr>
<th>7.1.</th>
<th>NM.</th>
<th>IPRET.</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Standard number</td>
<td>Proficiency Level</td>
<td>Mode of Communication</td>
<td>Performance Expectation</td>
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</tbody>
</table>

**Modes of Communication**

<table>
<thead>
<tr>
<th>Interpretative</th>
<th>IPRET</th>
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<tbody>
<tr>
<td>Interpersonal</td>
<td>IPERS</td>
</tr>
<tr>
<td>Presentational</td>
<td>PRSNT</td>
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</table>
Interpretive Mode of Communication

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

<table>
<thead>
<tr>
<th>Core Idea</th>
<th>Performance Expectations</th>
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</thead>
</table>
| Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. | 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.  
7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.  
7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.  
7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic [material] materials.  
7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. |

<table>
<thead>
<tr>
<th>Intercultural Statements</th>
<th>Possible Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Family, school supplies and routines, pets, weather.</td>
</tr>
</tbody>
</table>
## Interpretive Mode of Communication

*Novice Low learners* identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

<table>
<thead>
<tr>
<th>Core Idea</th>
<th>Performance Expectation</th>
</tr>
</thead>
</table>
| Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. | - 7.1.NL.IP: Ret 1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.  
- 7.1.NL.IP: Ret 2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.  
- 7.1.NL.IP: Ret 3: Recognize a few common gestures associated with the target culture(s).  
- 7.1.NL.IP: Ret 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. |

<table>
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<tbody>
<tr>
<td>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.</td>
<td>Family members, pets, school supplies, animals, weather.</td>
</tr>
<tr>
<td>Learners recognize and identify a few typical practices of the target culture.</td>
<td>Greetings based on different levels of language formality within the family, similarities and differences of school supplies in the target culture and in students’ own cultures, authentic songs and dances as a reflection of target culture people.</td>
</tr>
</tbody>
</table>
Intercultural Statements

Products

Practices

Perspectives

Investigate

Interact
Someone who notices both language and culture demonstrates these traits:

- Knowledgeable
- Open-minded
- Curious
- Respectful
- Collaborative
- Reflective
- Observant
- Multi-lingual
Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Interculturality: Common Elements of Definitions

- Action
- Attitudes: Adaptability & Flexibility
- Knowledge and Comprehension
- Skills
ACTFL Can Do Statements

<table>
<thead>
<tr>
<th>INVESTIGATE</th>
<th>INTERCULTURAL COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Icon" /></td>
<td>In my own and other cultures I can identify products and practices to help me understand perspectives.</td>
</tr>
<tr>
<td><img src="image" alt="Icon" /></td>
<td>I can interact at a survival level in some familiar everyday contexts.</td>
</tr>
</tbody>
</table>

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</table>
World Languages Practices

- Communication
- Cultures
- Connections
- Comparisons
- Communities
## Practices

<table>
<thead>
<tr>
<th>GOAL AREAS</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMMUNICATION</strong></td>
<td><strong>Interpretive Communication:</strong> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
</tr>
<tr>
<td>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</td>
<td><strong>Presentational Communication:</strong> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</td>
</tr>
<tr>
<td><strong>CULTURES</strong></td>
<td><strong>Relating Cultural Products to Perspectives:</strong> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</td>
</tr>
<tr>
<td>Interact with cultural competence and understanding</td>
<td><strong>Relating Cultural Practices to Perspectives:</strong> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</td>
</tr>
<tr>
<td><strong>CONNECTIONS</strong></td>
<td><strong>Making Connections:</strong> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</td>
</tr>
<tr>
<td>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations</td>
<td><strong>Acquiring Information and Diverse Perspectives:</strong> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</td>
</tr>
<tr>
<td><strong>COMPARISONS</strong></td>
<td><strong>Language Comparisons:</strong> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</td>
</tr>
<tr>
<td>Develop insight into the nature of language and culture in order to interact with cultural competence</td>
<td><strong>Cultural Comparisons:</strong> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</td>
</tr>
<tr>
<td><strong>COMMUNITIES</strong></td>
<td><strong>School and Global Communities:</strong> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</td>
</tr>
<tr>
<td>Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</td>
<td><strong>Lifelong Learning:</strong> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</td>
</tr>
</tbody>
</table>
Integrating Culture, Content, and Language

https://www.youtube.com/watch?v=wC85g-oJy8U
Interaction Examples

By investigating cities and towns, the following interactions may take place:

- I can use rehearsed behaviors when shopping in a familiar store type of store (Novice).
- I can use learned behaviors when visiting someone’s home or business and notice when I make a cultural mistake (Intermediate).
- I can adjust my personal space and body language accordingly when interacting with others in a business, school or work environment (Advanced).
- I can interact appropriately in professional meetings and adjust behaviors to accomplish my goal (Superior).
Small Group Conversations

• Choose roles
  • Facilitator: encourages everyone to share ideas
  • Recorder: posts response(s) on Padlet
  • Timer: keeps track of time
  • Reporter: shares responses to larger group

• Questions: (consider different proficiency levels)
  • What products can students investigate?
  • What are some practices students can investigate?

https://padlet.com/beverly_plein/Intercultural
Integrated Approach

World Languages

- Career Readiness Life Literacies Key Skills
- ELA
- Visual & Performing Arts
- Computer Science
- Social Studies
- Science
- Mathematics
- Health & Physical Education

Key Skills
1. District boards of education shall include interdisciplinary connections throughout the K-12 curriculum.

2. District boards of education shall integrate into the curriculum 21st century themes and skills.

3. District boards of education shall provide the time and resources to develop, review, and enhance inter-disciplinary connections, supportive curricula, and instructional tools for helping students acquire required knowledge and skills. The tools include, but are not limited to:
   i. A pacing guide;
   ii. A list of core instructional materials, including various levels of texts at each grade level;
   iii. Benchmark assessments; and
   iv. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.
Definitions (NJAC 6A:8-1.3)

Twenty-first century themes and skills integrated into all content standards areas (NJAC 6A:8-1.1)

- Twenty-first century themes and skills means:
  
  - **themes** such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy;
  
  - **learning and innovation skills,**
    
    - including creativity and innovation, critical thinking and problem solving, and communication and collaboration;
  
  - **information, media, and technology skills;** and
  
  - **life and career skills,**
    
    - including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility (NJAC 6A:8-1.3 Definitions)

1 Font modified for illustrative purposes
9.1 Personal Financial Literacy
- Financial Health
- Financial Landscape
- Money Management

9.2 Career Awareness, Exploration, Preparation, and Training
- Career Awareness and Planning

9.3 Career and Technical Education
- 16 Career Clusters

9.4 Life Literacies and Key Skills
- Creativity and Innovation
- Critical Thinking
- Digital Citizenship
- Global and Cultural Awareness
- Information and Media Literacy
- Technology Literacy
## NJSLC-Career Readiness, Life Literacies, and Key Skills Example

### Standard 9.4 Life Literacies and Key Skills

<table>
<thead>
<tr>
<th>Disciplinary Concept</th>
<th>Core Idea</th>
<th>Performance Expectation</th>
</tr>
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<tbody>
<tr>
<td>Creativity and Innovation</td>
<td>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</td>
<td>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 7.1.NM.IPERS.6).</td>
</tr>
</tbody>
</table>
# Standard 9.4 Life Literacies and Key Skills

<table>
<thead>
<tr>
<th>Disciplinary Concept</th>
<th>Core Ideas</th>
<th>Performance Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global and Cultural Awareness</td>
<td>Individuals from different cultures may have different points of view and experiences.</td>
<td>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</td>
</tr>
<tr>
<td>Information and Media Literacy</td>
<td>Specific situations require the use of relevant sources of information.</td>
<td>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5).</td>
</tr>
<tr>
<td>Global and Cultural Awareness</td>
<td>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</td>
<td>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGl.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</td>
</tr>
</tbody>
</table>
What are 21st skills and themes?

Flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy.
What are 21st skills and themes?

Critical Thinking and Problem Solving

REASON EFFECTIVELY

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- Use systems thinking
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Make judgments and decisions
- Effectively analyze and evaluate evidence, arguments, claims, and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

SOLVE PROBLEMS

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Raising the Bar for All Learners: Critical Thinking Strategies to Use in World Languages Programs by Rozanne Zeppieri
PK-12 21st Skills and Global Competencies


## Developing Students' Communicative Competencies

<table>
<thead>
<tr>
<th><strong>IN THE PAST</strong></th>
<th><strong>TODAY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students learned about the language (grammar)</td>
<td>Students learn to use the language</td>
</tr>
<tr>
<td>Teacher-centered class</td>
<td>Learner-centered with teacher as facilitator/collaborator</td>
</tr>
<tr>
<td>Focused on isolated skills (listening, speaking,</td>
<td>Focus on the three modes: interpersonal, interpretive,</td>
</tr>
<tr>
<td>reading, and writing)</td>
<td>and presentational</td>
</tr>
<tr>
<td>Coverage of a textbook</td>
<td>Backward design focusing on the end goal</td>
</tr>
<tr>
<td>Using the textbook as the curriculum</td>
<td>Use of thematic units and authentic resources</td>
</tr>
<tr>
<td>Emphasis on teacher as presenter/lecturer</td>
<td>Emphasis on learner as “doer” and “creator”</td>
</tr>
<tr>
<td>Isolated cultural “factoids”</td>
<td>Emphasis on the relationship among the perspectives,</td>
</tr>
<tr>
<td></td>
<td>practices, and products of the culture</td>
</tr>
<tr>
<td>Use of technology as a “cool tool”</td>
<td>Integrating technology into instruction to enhance learning</td>
</tr>
<tr>
<td>Only teaching language</td>
<td>Using language as the vehicle to teach academic content</td>
</tr>
<tr>
<td>Same instruction for all students</td>
<td>Differentiating instruction to meet individual needs</td>
</tr>
<tr>
<td>Synthetic situations from textbook</td>
<td>Personalized real world tasks</td>
</tr>
<tr>
<td>Confining language learning to the classroom</td>
<td>Seeking opportunities for learners to use language beyond</td>
</tr>
<tr>
<td></td>
<td>the classroom</td>
</tr>
<tr>
<td>Testing to find out what students don’t know</td>
<td>Assessing to find out what students can do</td>
</tr>
<tr>
<td>Only the teacher knows criteria for grading</td>
<td>Students know and understand criteria on how they will be</td>
</tr>
<tr>
<td></td>
<td>assessed by reviewing the task rubric</td>
</tr>
<tr>
<td>Students “turn in” work only for the teacher</td>
<td>Learners create to “share and publish” to audiences</td>
</tr>
<tr>
<td></td>
<td>more than just the teacher</td>
</tr>
</tbody>
</table>
21st Century Skills Maps

- Visual and Performing Arts
- English Language Arts
- Mathematics
- Science
- Social Studies
- World Languages
21st Century Skills Map – World Languages

DESIGNED IN COOPERATION WITH THE NATION’S WORLD LANGUAGE EDUCATORS

This 21st Century Skills Map is the result of hundreds of hours of research, development and feedback from educators and business leaders across the nation. The Partnership has issued this map for the core subject of World Languages. This tool is available at www.P21.org.

The Partnership for 21st Century Skills (P21) has forged alliances with key national organizations that represent the core academic subjects, including Social Studies, English, Math, Science, Geography, World Languages and the Arts. These collaborations have resulted in the development of 21st Century Skills Maps that illustrate the intersection between core subjects and 21st Century Skills.

Developed through a year-long collaborative process, spearheaded by the American Council on the Teaching of Foreign Languages (ACTFL) and P21, this map reflects the collective effort of hundreds of World Language teachers and illustrates the integration of World Languages and 21st Century Skills. This map provides educators, administrators and policymakers with concrete examples of how 21st Century Skills can be integrated into core subjects.

An example from the World Languages Skills Map illustrates sample outcomes for teaching Creativity and Innovation.
Communication

Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas.

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).
- Communicate effectively in diverse multi-lingual environments.

**Novice Range**

OUTCOME: Students in the novice range are able to comprehend and use short memorized phrases and sentences.

This proficiency level reflects the beginning stages of language learning which could be at the elementary, middle, or high school levels.

EXAMPLE: Students listen to authentic audio clips featuring native speakers describing an event, and can match the oral description to a picture, or put pictures in the order of the sequence of events as described.

EXAMPLE: Students read several authentic menus and identify which would be appropriate for different people based on likes/dislikes and special dietary needs.

EXAMPLE: Students interview family members to find out the ingredients in their favorite recipes. They make a list of the ingredients and then compile a book of popular recipes in the target language.

EXAMPLE: Students browse the website of a current popular magazine in a target language country. They identify the emotions of the people in the photo based on their interpretation of visual and linguistic cues and then discuss their findings with their classmates.

**Intermediate Range**

OUTCOME: Students in the intermediate range are able to express their own thoughts, provide descriptions, and communicate about familiar topics using sentences and strings of sentences. They comprehend general concepts and messages about familiar and occasionally unfamiliar topics. They can ask questions on familiar topics.

Students reach this proficiency range generally after 4-5 years in a language program depending on its intensity.

EXAMPLE: Students prepare an electronic info-brief in the target language that provides information about daily life in the United States to prepare for a visit from an e-pal from the target language country.

EXAMPLE: Students work in groups to research local restaurants and produce restaurant reviews in the target language. They map the restaurants on internet maps and give directions to the restaurants in the language.

EXAMPLE: Students write a short email describing their school’s technology, its use in class, and appropriate-use guidelines. They ask students of a teacher in a target language country to describe the same at their school, and then discuss the similarities and differences.

**Advanced Range**

OUTCOME: Students in the advanced range are able to narrate and describe using connected sentences and paragraphs in at least three time frames when discussing topics of personal, school, and community interest and can comprehend main ideas and significant details regarding a variety of topics.

Students generally reach this proficiency range after participating in a well-articulated standards-based K-12 language program.

EXAMPLE: As part of a unit on community development, students communicate with a Peace Corps volunteer, community activist, or local leader who is fluent in the target language and has field work experience. Students exchange information as it relates to the work/projects being undertaken in that country or locally. Areas of focus may include: agriculture, business, education, health, and the environment.

EXAMPLE: In a simulated training exercise, students will role-play scenarios between airline passengers and flight attendants on a flight to a target language country. Possible scenarios include: passengers who (a) are concerned about missing their connecting flight (b) have food allergies or (c) are becoming ill.
New Jersey Social and Emotional Learning Competencies and Sub-Competencies

Self-Awareness
- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management
- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

https://www.state.nj.us/education/students/safety/sandp/sel/
What role do 21st century skills play in the real-world?

Skills Every Child will Need to Succeed in the 21st Century

QI SKILLS
Preparing Students for Careers

• NJDOE New Jersey Career Assistance Navigator
  • Free web-based career exploration system with online assessments, career guidance tools and portfolios to save information


• JA Inspire Virtual Career Expo 2021
  • 5/20 7-12 grade students with 100 business exhibits

• Women’s Future Leadership Academy (weekly series March – May)

• Chamber of Commerce (Southern New Jersey)
  • Professional development for teachers in the summer

• Corporations - Social Responsibility Division
How will your students use what they learn in school in the real-world?
Connecting to Student Learning to Real-world Careers

Day at Work videos

student and pathway stories
learning & teaching
work-based learning
day at work videos
arts & entertainment
biomedical & health
business & finance
engineering
it & design
law & public service

Day at Work: Audio Engineer

Description: Audio engineers specialize in the use of machinery and equipment for the use of recording, mixing, and manipulating sound. Knowledge Required: General knowledge of computers and other related electronics. Knowledge of fine art, physics, engineering and technology is helpful. Skills: Audio engineers train their ears to sound, and are good listeners, critical thinkers, and problem solvers. Career Path: Audio engineers usually complete a year-long vocational program, followed by formal on-the-job training in studios or recording facilities.
Connecting to Student Learning to Real-world Careers

https://www.onetonline.org/
Connecting to Student Learning to Real-world Careers

Tasks
- Analyze and interpret data to increase the understanding of human social behavior.
- Collect data about the attitudes, values, and behaviors of people in groups, using observation, interviews, and review of documents.
- Prepare publications and reports containing research findings.
- Plan and conduct research to develop and test theories about societal issues such as crime, group relations, poverty, and aging.
- Teach sociolov

Technology Skills
- Analytical or scientific software — ATLAS.ti; SAS ; SPSS ; VERBI MAXQDA
- Database user interface and query software — Data entry software ; Microsoft Access ; QSR International NVivo; Qualtrics Research Suite
- Graphics or photo imaging software — Adobe Systems Adobe Photoshop ; Microsoft Visio
- Web page creation and editing software — Adobe Systems Adobe Dreamweaver ; Web editing software
- Word processing software — Helios TextPad; Microsoft Word

Abilities
- Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- Written Comprehension — The ability to read and understand information and ideas presented in writing.
- Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- Written Expression — The ability to communicate information and ideas in writing so others will understand.
- Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.

Work Activities
- Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
- Interacting With Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.
- Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
## Technology Literacy by Grade 8

<table>
<thead>
<tr>
<th>Core Ideas</th>
<th>Performance Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</td>
<td>9.4.8.TL.1: Construct a spreadsheet in order to <strong>analyze multiple data sets, identify relationships</strong>, and facilitate data-based decision-making.</td>
</tr>
<tr>
<td></td>
<td>9.4.8.TL.2: Gather data and <strong>digitally represent information</strong> to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</td>
</tr>
<tr>
<td></td>
<td>9.4.8.TL.3: <strong>Select appropriate tools</strong> to organize and present information digitally.</td>
</tr>
<tr>
<td></td>
<td>9.4.8.TL.4: Synthesize and <strong>publish information about a local or global issue or event</strong> (e.g., MS-LS4-5, 6.1.8.CivicsPI.3).</td>
</tr>
<tr>
<td>Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</td>
<td>9.4.8.TL.5: Compare the process and <strong>effectiveness of synchronous collaboration and asynchronous collaboration</strong>.</td>
</tr>
<tr>
<td></td>
<td>9.4.8.TL.6: <strong>Collaborate</strong> to develop and publish work that provides perspectives on a real-world problem.</td>
</tr>
</tbody>
</table>
How can you braid the essential components to lead to effective learning experiences?

- Social and emotional competencies
- 21st century skills and themes (2020 NJSLS & practices)
- Interdisciplinary connections
- Technology integration
- Equitable access
- Culturally responsive
Designing Learning Experiences that Engage Students

- Strong content
- Strong process
- Strong product

2020 NJSLS
Practices & 21st Century Skills
Choice & Authentic
Making a Match

Addressing a real-world issue (e.g., social justice issue in your community)

Local Problem = NJSLS → Standard 9

Developing process skills (e.g., developing research skills)

NJSLS = Standard 9 → Local Problem

Developing conceptual understandings (e.g., role of government)

NJSLS = Standard 9 → Local Problem
Challenging Problem or Question

• Meaningful problem to solve
  • Community based
  • Global issue
  • Relevant to students’ lives and interests

• Open-ended, engaging question
  • More than one right answer
  • Promotes deep and sustained inquiry
  • Encourages students to seek a wide range of resources
  • Can be an essential, driving or compelling question

Establishing Real-World Connections
Standards-based: Authentic Learning Experiences

• Real world context
• Real world processes, tasks, and tools
  • Students plan an experimental investigation
• Real impact
  • Addresses a need in their school or community
• Real connection to the student’s life
  • Addresses concerns or issues in the students’ lives
• Real audience
  • Products are prepared and receive feedback from authentic audience (other than teacher)
Climate Change
Climate Change: An Equity Issue

• Wealthier countries and communities are better equipped to deal with weather emergencies, epidemic outbreaks, and climate-related loss of livelihoods

• Children are the least responsible but the most affected

• Heatwaves and droughts threaten food security

• The poor, the elderly, and children are most at risk from heat-related illnesses, incidence of airborne and waterborne illnesses
Climate Change
Performance Expectations

How can we work together to reduce the impact of climate change on health problems?

- **Science**: Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources, environment, and address climate change issues.

- **CHPE**: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

- **ELA**: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

- **SS**: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

- **CD&DT**: Organize and present climate change data visually to highlight relationships or support a claim.

- **CLKS**: Propose ways local and global communities can engage digitally to participate in and promote climate action.
<table>
<thead>
<tr>
<th>CLEAN.org - Teaching Climate Generation Curricular</th>
<th>Climate change impacts (NOAA) Spanish resources</th>
<th>National Geographic Climate Change Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>ClimeTime OER Commons</td>
<td>Scientific literacy involves understanding global climate change &amp; what people can do about it</td>
<td>Climate Change Lesson Plans and Resources</td>
</tr>
<tr>
<td>GLOBE Student Climate Research Campaign (SCRC)</td>
<td>Community Collaborative Rain, Hail, and Snow Network</td>
<td>KidWind</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Youth Climate Summit</td>
</tr>
</tbody>
</table>
### Climate Change Performance Expectations

**Novice Mid**

<table>
<thead>
<tr>
<th>7.1.NM.IPRET.5</th>
<th>Demonstrate comprehension of brief oral and written messages using short culturally authentic materials on global issues, including climate change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.NM.PRSNT.6</td>
<td>Name and label tangible cultural products associated with climate change in the target language regions of the world.</td>
</tr>
</tbody>
</table>

**Novice High**

<table>
<thead>
<tr>
<th>7.1.NH.IPRET.8</th>
<th>Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.NH.IPERS.6</td>
<td>Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</td>
</tr>
<tr>
<td>7.1.NH.PRSNT.6</td>
<td>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.</td>
</tr>
</tbody>
</table>
Small Group Conversations

• Choose roles
  • Facilitator: encourages everyone to share ideas
  • Recorder: posts response(s) on Padlet
  • Timer: keeps track of time
  • Reporter: shares responses to larger group

• Questions: (consider different proficiency levels)
  • What types of culturally authentic materials might you use to help your students understand the practices, products and perspectives in the target language?
  • What types of activities will you use for each of the modes of communication?
  • How might you leverage community groups?
  • How might you promote intercultural understanding?

https://padlet.com/beverly_plein/climatechange
Report Out
Student Voice and Choice

• Provide opportunities for students to create their own questions

• Encourage students to seek out a wide range of resources such as experts, interest group members, etc.

• Allow students to have input on the tasks they will complete and products they create

• Promote (plan for) opportunities for students to seek and provide feedback to peers
Middle Schoolers Go Global (NJ)

West Windsor - Plainsboro

Global Challenge website
http://markwise8.wixsite.com/globalchallenge

Educational Leadership Article: Middle Schoolers Go Global!
http://www.ascd.org/publications/educational-leadership/oct17/vol75/num02/Middle-Schoolers-Go-Global.aspx
Which businesses, industries, organizations, and agencies are impacted by the problem?

Impacted by the problem?

Trying to solve the problem?
Partners

- Inform curriculum
- Interact with students
- Serve as audience members
- Host student learning experiences (SLE)
It Takes A Village
(Who do you know?)

- Community Organizations
- Cultural Centers
- Museums
- Government Agencies
- Local Businesses
- Potential Employers
- Concerned Citizens

- Share expertise / inform curriculum
- Provide feedback to students
- Serve as authentic audience members
What could a culminating experience look like?

**Products**
- Business plan
- App
- Model or solution
- Policy brief
- Grant proposal

**Experiences**
- Community night
- Town council meeting
- Health center presentation
- Shark tank-like pitch
- Expert panel

**Audiences**
- Advisory board members
- Partners
- Community members
- Local board of health
- Public health specialists
- Investors
Authentic Audience

• Meredith Mick, CEO Foundation for International Medical Relief of Children
• Chris Helfrich, Margaret McDonnell, and Amy Jensen, Nothing But Nets
• Sylvia Wong, Education Director Concern US; Megan Christensen, Health Director, Concern USA
• Supriya Banavalikar, Sara Wilson, and Carolyn Ramsdell, The Hunger Project
• Adam Handler and Margie Lauter, CARE USA
• Caitlin Blaser, Global Call to Action Against Poverty (GCAP)
• Kristen Walter and Talis Apud-Martinez, Feel Good World
• Jana Smith, Manager, Health Program Development Pro Mujer
• Stefan Segadlo, Director of Communications, Pro Mujer
• Sofia Huizar and Maria Paula Cardona, Pro Mujer
• Emily Bent, Director Working Group on Girls WGG
• Ellen Fishman, Co-Chair Working Group on Girls
• Ashley Steimer-King, Director Girls Learn International
• April Mora, Communications & Outreach Manager at Basic Education Coalition
• Chris Morrill, Advocacy and Outreach Manager Save the Children
• Madeliene Randolet, Global Innovations Manager, Foundation for International Medical Relief of Children
• Maghan Knight, Global Health Volunteer Program Manager, Foundation for International Medical Relief of Children
• Abigail Proctor, Operations Specialist, Foundation for International Medical Relief of Children
• Veronique Dupont, Monitoring & Evaluation Officer, Reproductive Health Supplies Coalition
• Nora Quesada, Regional Director JSI
• Anita Deshpande is an international development professional with a focus on access to medicine and supply chain management.

Go Global Audience Members:
- US Government Staff
- World Bank
- United Nations
- NGO’s
(Ongoing) Feedback & Revision

Teacher
• Can be done informally and formally
  - Exit tickets, blog entries
  - Outlines, scripts, project checkpoints
  - Observations, discussions
  - Quizzes, tests

Student
• Can be done informally and formally
  • Provide constructive feedback to group members and other groups
  • Revisions are made based on feedback provided
Reflection

• Ongoing and upon completion

• Reflection helps students understand what they learned and how to apply these ideas to other scenarios

• Feedback from outside adults and experts contributes to a real-world point of view
SOAR Analysis: Thinking Strategically

- What are the strengths of your World Languages program?
- What opportunities exist within your World Languages program?
- What aspirations do you have for World Languages program and how do they relate to the district’s vision?
- What measurable results will show that your vision for your World Languages program has been reached?
Small Group Conversations

• Choose roles
  • Facilitator: encourages everyone to share ideas
  • Recorder: posts response(s) on Padlet
  • Timer: keeps track of time
  • Reporter: shares responses to larger group

• SOAR
  • Strengths of your World Languages program?
  • Opportunities exist within your World Languages program?
  • Aspirations do you have for World Languages program and how do they relate to the district’s vision?
  • Measurable results will show that your vision for your World Languages program has been reached?

https://padlet.com/beverly_plein/SOARWL
Report Out
Next Steps

• Build awareness of 2020 NJSLS documents
  • Gain an understanding of the mission and vision
  • Examine the disciplinary concepts to identify opportunities for interdisciplinary connections
  • Analyze core ideas and practices
    • Unpack and consider implications for vertical articulation
  • Consider real-world applications
    • Identify relevant local and global issues
    • Make connections to students’ interests and passions
Questions to Consider

What is your district’s mission and how does it promote effective teaching and learning?

• Is this a shared vision across all schools and grades?
• In what ways do educators in your school and district foster the shared vision?
• What role does curricula play in realizing the vision?
• How do the 2020 NJSLS help students meet the expectations of your district’s mission?
QUESTIONS
Thank You!

New Jersey Department of Education Website
http://www.state.nj.us/education/

Beverly R. Plein, PhD, Director, Office of Standards
Beverly.plein@doe.nj.gov
https://tinyurl.com/NJSLS-WL
https://tinyurl.com/2020CurrDev

Follow Us!