

BERKELEY HEIGHTS PUBLIC SCHOOLS  
BERKELEY HEIGHTS, NEW JERSEY

**COLUMBIA MIDDLE SCHOOL  
ENGLISH DEPARTMENT**

**CMS OUTREACH**

Curriculum Guide

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This curriculum may be modified through varying techniques, strategies, and materials, as per an individual student's Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education  
at the regular meeting held on August 11, 2022.

## **VISION STATEMENT**

Student involvement in their communities - at school, in their towns, as citizens of their state and nation - is both a valuable and motivating opportunity. It provides a means for students to apply their academic knowledge, social skills, and other skills and talents to real world issues which impact their local environment. Outreach programs enable students to learn about civic engagement, establish and foster important relationships, and contribute meaningfully to their community. By learning about service and designing and engaging in such activities, our students will get an early start on lifelong service and commitment to civic responsibility.

Our goals are to connect community service to our academic curriculum where students will collaborate with the community and research real-world local issues; design a service program which meets the interests of the student group and benefits the greater community; encourage fellow students to participate in civic engagements; reflect upon a shared experience and develop a presentation on the outcome of their service.

In its focus upon the five Student Learning Standards, the department emphasizes several important skills:

### **Reading Informational Text/Reading Literature**

As a result of reading about leadership theory and local media, the students gain a broader vocabulary and general knowledge base to make an informed decision about their service choice.

### **Writing**

As a result of their analysis of informational texts, their collaboration with local officials, and their research, students will chronicle their experience in this project from the early stages to completion (research, proposal, plan for implementation, effects of collaborative efforts, execution and results). They will collaboratively write and publish a final depiction of their experience as a service cohort.

### **Speaking and Listening**

As a result of class discussion and collaboration among peers and participating adults, students are able to communicate their thoughts clearly and develop an ability to clarify and refine their own ideas.

### **Language**

As a result of reading, writing, discussion, and presentation exercises throughout the course, students will gain a command of the English language and an understanding of conventional grammar, vocabulary, and figurative language in context.

## **MISSION STATEMENT**

The mission of CMS Outreach is to engage students in meaningful community activism and service which will build and strengthen literacy, communication skills, and self-reflection ultimately preparing them to be responsible, self-motivated citizens of the twenty-first century.

Throughout the course, students will conduct research and interviews, construct various types of writing including persuasive/argumentative, expository, and journalistic explorations. They will routinely engage in the process of planning and proposing ideas, drafting, revising, editing, and ultimately publishing the results of their service plan.

This type of service-learning actively engages students in meaningful and personally relevant service activities. It incorporates meaningful opportunities for self-reflection about students' relationship with the greater community. The course will engage students in an ongoing process to evaluate the quality of implementation, their progress toward meeting specified goals, and the sustainability of their results. The course enables students to also establish relationships and collaborative partnerships.

In alignment with the New Jersey Student Learning Standards, the CMS Outreach class is an interdisciplinary course of study that encompasses a mixture of English Language Arts, Social Studies and STEAM content. This mission is accomplished by the use of several major learning tools, including but not limited to:

- the focus of the Social Studies content with some analysis of cultural change in America during the 21st century.
- the focus area of the English Language Arts content in the art of research, debate through evidence and reason, and the journalistic structure of self-reflection and reporting.
- the STEAM components which are imbedded within the topics and themes of environmental and social issues.
- the concept of leadership as a thematic thread which promotes opportunities for synthesis among the content areas.
- ongoing and various modes of written communication which are refined through appropriate use of technology.

The craft and structure of writing across multiple genres will be addressed through mini-lessons, mentor texts, and model pieces. Students will learn to experiment with various modes of diction, syntax, and organization in order to inform, convince, narrate, and describe. Ultimately, they will present their findings.

**COURSE PROFICIENCIES**  
**COURSE OBJECTIVES**

1. To engage students in meaningful and personally-relevant service activities.
2. To develop students' ability to transfer knowledge and skills from one setting to another.
3. To develop students' ability to evaluate their service experiences in the context of the underlying societal issues being addressed.
4. To provide opportunities for students to hone their questioning and speaking skills through preparation for, and delivery of, presentations, small group discussions, and class discussions.
5. To develop student listening comprehension and active listening skills.
6. To enhance students' self-reflection through a variety of verbal, written, artistic, and nonverbal activities.
7. To develop students' capacity to think meaningfully about complex community issues and alternative solutions.
8. To develop students' exploration and understanding in their roles and responsibilities as citizens.
9. To develop students' analysis of different points of view through collaborative discussion and reading of various texts.

## **STUDENT PROFICIENCIES**

The student will be able to:

### **Writing**

1. Communicate ideas clearly and coherently through writing.
2. Develop and produce expository and persuasive/argumentative writing through the process of brainstorming, drafting, revising, editing, and publishing.

### **Reading**

1. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.
2. Analyze how differences in the point of view of the writer and audience create effects that contribute to style and tone.
3. Use texts and video clips to compare and contrast the overall impact of writing in different forms.

### **Language**

1. Demonstrate a command of Standard English grammar and usage when writing or speaking, including the use of proper tense, point-of-view, and parallel construction.
2. Demonstrate command of the conventions of Standard English, including capitalization, punctuation, and spelling when writing.
3. Determine or clarify the meaning of unknown and multiple meaning words or phrases, including context clues, and demonstrate dictionary and thesaurus skills.
4. Demonstrate an understanding of figurative language, word relationships, and nuances in word meaning, including connotations and denotations.
5. Demonstrate an understanding and applied usage of domain-specific vocabulary.

### **Speaking and Listening**

1. Effectively engage in collaborative discussions, such as one-on-one, group, and teacher-led, relating to grade level topics and texts.
2. Identify and evaluate a speaker's argument as it relates to pertinent evidence within the text.
3. Demonstrate command of formal English, adapting speech to a variety of contexts and tasks.
4. Effectively engage in interviews by coming to discussions prepared with appropriate questions and, when necessary, responses.

## **METHODS OF EVALUATION**

1. Classwork
2. Class participation
3. Activities and projects
4. Cooperative learning assignments
5. Formal and informal writing assignments

## **MODIFICATIONS & ACCOMMODATIONS**

**Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:**

### **Special Education**

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes

- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

### **Gifted & Talented**

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities
- Student choice

## **ELLs**

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions

- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

### 504s

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction

- Printed copies of class readings for application of Active Reading Strategies

### **Students at Risk of Failure**

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
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- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

## **Diversity, Equity, and Inclusion Curriculum Statement**

Berkeley Heights public schools are committed to recognizing diversity and promoting equity, tolerance, and inclusion in our classrooms. We encourage a safe, welcoming, and inclusive environment for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. Our curriculum infuses teaching of these principles and addresses all associated standards and laws. This includes, but is not limited to:

### ***C.18A:35-4.35 - History of disabled and LGBT persons***

*A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.*

### ***18A:35-28. Instruction on Holocaust, genocides required in elementary, secondary school curriculum***

*a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.*

*b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.*

### ***Section: 52:16A-88: Responsibilities, duties of Amistad Commission***

*g. to develop, in consultation with the Department of Education, curriculum guidelines for the teaching of information on the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African-Americans to our country. Every board of education shall incorporate the information in an appropriate place in the curriculum of elementary and secondary school students;*

Examples of how these concepts and principles are infused into this curriculum include:

- Students explore various aspects of their community including its level of inclusivity. For example, students will examine equitable access to resources in town for all individuals with varying needs. **DEI L+**
- Students learn about and demonstrate traits of compassionate leadership. **DEI SEL**
- Students consistently journal and employ reflective analysis of their work and progress. **SEL**

Additionally, components of this are tagged throughout the curriculum as appropriate (i.e. standards, objectives, activities). Tagging convention is outlined below:

- **DEI** - Diversity, Equity and Inclusion Learning
- **AM** - Learning associated with Amistad
- **HG** - Learning associated with Holocaust and Genocide

- SEL - Social-Emotional Learning
- L+ - Learning associated with LGBTQ+ and Neurodiverse communities

## **Climate Change Curriculum Statement**

With the adoption of the [2020 New Jersey Student Learning Standards \(NJSLS\)](#), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the [2016 NJSLS-English Language Arts \(ELA\) and Mathematics](#) do not have specific climate change standards, districts may want to consider how they can design [interdisciplinary climate change units](#) that incorporate relevant ELA and mathematics standards. Likewise, it may be helpful to review the [2020 NJSLS documents](#) to identify other relevant standards that might be incorporated as well as to understand the role of core ideas, performance expectations and practices in curriculum development and lesson planning.

## **Career Readiness, Life Literacies, and Key Skills Practices**

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increased college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<b>2020 NJSL - Career Readiness, Life Literacies, and Key Skills Practices</b>	
CLKS-P1	Act as a responsible and contributing community member and employee.
CLKS-P2	Attend to financial well-being.
CLKS-P3	Consider the environmental, social and economic impacts of decisions
CLKS-P4	Demonstrate creativity and innovation.
CLKS-P5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS-P6	Model integrity, ethical leadership and effective management.
CLKS-P7	Plan education and career paths aligned to personal goals.
CLKS-P8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS-P9	Work productively in teams while using cultural/global competence.

## Pacing Guide

<b>Unit Number</b>	<b>Unit Name</b>	<b>Suggested Pacing</b>
1	Investigation and Research	2 weeks
2	Preparation and Planning	2 weeks
3	Action	1-2 weeks
4	Reflection, Demonstration and Celebration	Final Week of Course

## **SCOPE AND SEQUENCE** **COURSE OUTLINE/STUDENT OBJECTIVES**

### **Unit 1: Investigation and Research**

**Duration:** 2 weeks

**Overview:** This focuses on defining civic duty and identifying an area of need in the community.

**Standards:** RI.7/8.1-10; W.7/8.1-2, 4-10; SL.7/8.1-6; L.7/8. 1-6

**Technology:** 9.4.8.IML.14

**Career Readiness:** 9.2.8.CAP.9; 9.2.8.CAP.12; 9.4.8.CT.2; 9.4.8.GCA.2

**Cross-Curricular:** 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8, 6.11.8.CivicsPI3.c

#### **Essential Questions:**

- What are the responsibilities of being a citizen - of a school, town, state, nation, globe? DEISEL L+
- How can global citizens influence change on a local level? DEIL+
- What prompts change?
- What are the areas of our immediate and greater communities which are in constant need of attention? DEISEL L+

#### **Student Learning Objectives:**

*Students will know and be able to:*

- Define citizenship. DEISEL L+
- Determine ways to spread awareness of local issues through an informed process of decision-making and action to protect/improve an issue facing the community through the concept of shared responsibility. DEISEL
- Explore the concept of leadership theory. DEISEL
- Determine individual responsibility for contributions to group activities.
- Model leadership skills during classroom activities. DEISEL
- Identify methods of leadership by various (political, celebrity, religious, local) figures.
- Evaluate the actions of various leaders' and the associated impact.
- Gather and evaluate knowledge and information from a variety of sources.
- Use effective communication skills to convey intended meaning to others and assist in preventing misunderstandings.
- Conduct research and interviews, and formulate ideas for activities and service opportunities which would benefit the community. DEISEL L+

#### **Possible Activities**

- Research and evaluate previous acts of service
- Formal interviews with local officials and administration
- Quizzes/Graded Check-ins
- Text Analysis
- Writer's Responses

## **Unit 2: Preparation and Planning**

**Duration:** 2 weeks

**Overview:** This unit covers the preparation and planning for implementing the service project. Students will explore the idea of activism and community engagement while creating a cohesive timeline for implementation.

**Standards:** RI.7/8.1-10; W.7/8.1-2, 4-10; SL.7/8.1-6; L.7/8. 1-6

**Technology:** 9.4.8.TL.3; 9.4.8.TL.5; 9.4.8.CI.4; 9.4.8.GCA.2

**Career Readiness:** 9.2.8.CAP.9; 9.2.8.CAP.12; 9.4.8.CT.2; 9.4.8.GCA.2

**Cross-Curricular:** 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8, 6.11.8.CivicsPI3.c

### **Essential Questions:**

- How does activism begin? How does the sense of community activism spread? **DEISEL L+**
- How can the power of persuasion be used positively to encourage activism in our community?
- How can we connect with others to have a greater impact? **DEISEL**
- How might we approach solving a problem?
- How can we create a plan and timeline to drive our project?

### **Student Learning Objectives:**

*Students will know and be able to:*

- Argue for and against the methods various leaders employ to affect change.
- Cite several pieces of textual evidence to support analysis and development of arguments.
- Distinguish between fact and opinion in primary source analysis. Justify a position using fact-based argument and reasoning.
- Create, defend, and analyze arguments.
- Use multiple points of view to guide structuring a plan and timeline. **DEISEL**
- Assess gathered data for a variety of purposes.
- Engage effectively in a range of collaborative discussions with diverse partners on relevant topics. **DEISEL**
- Employ appropriate conflict resolution techniques. **SEL**

- Use effective communication skills in interactions with peers and adults. SEL
- Draft, edit, and revise proposals both individually and collaboratively, with the assistance of peer revision and teacher conferencing:
  - Provide and accept meaningful feedback toward the goal of improving writing; revise and edit.
  - Complete a self-assessment of their own writing through using a revision checklist that is aligned to the assignment rubric.
- Demonstrate knowledge of the grammar and conventions addressed throughout the course.

### **Possible Activities**

- Formal timeline planning
- Drafting a proposal with support of research
- Presentation on Potential Benefits and Outcomes
- Interviews with peers and adults
- Quizzes/Graded Check-ins
- Text Analysis
- Writer's Responses

### **Unit 3: Action**

**Duration:** 1-2 weeks

**Overview:** This unit presents the opportunity for students to put their plan into action. Students will participate in field work where necessary and execute the event itself, possibly over a series of days.

**Standards:** RI.7/8.1-10; W.7/8.1-2, 4-10; SL.7/8.1-6; L.7/8. 1-6

**Technology:** 9.4.8.TL.3; 9.4.8.TL.5; 9.4.8.CI.4; 9.4.8.GCA.2

**Career Readiness:** 9.2.8.CAP.9; 9.2.8.CAP.12; 9.4.8.CT.2; 9.4.8.GCA.2

**Cross-Curricular:** 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8, 6.11.8.CivicsPI3.c

### **Essential Questions:**

- How can citizens influence change on a local level? DEISEL L+
- How can we overcome complications or setbacks in our timeline and/or plan?
- How can we evaluate our strengths as individuals for the benefit of the group and to best accomplish our vision? DEISEL
- Why is it important to support a position with relevant and specific evidence and research?
- How can we engage and encourage others to participate in a larger effort?

### **Student Learning Objectives:**

*Students will know and be able to:*

- Effectively collaborate and engage in teamwork enabling individuals or groups to achieve common goals with greater efficiency. SEL
- Employ effective communication skills to convey intended meaning to others and assist in preventing misunderstandings. SEL

### **Possible Activities**

- Reflect & Ponder Journal
- Formal reports on the implementation of the program
- Quizzes/Graded Check-ins
- Text Analysis
- “Pep Rally” or other event planning to promote interest

## **Unit 4: Reflection, Demonstration, and Celebration**

**Duration:** Final week of the course

**Overview:** At the end of the course, students will have the opportunity to critique their service program and self-evaluate their work. This is a most significant final stage as it allows students to analyze the quality and impact of their work, promoting the potential for a long-term investment in community projects and service.

**Standards:** RI.7/8.1-10; W.7/8.1-2, 4-10; SL.7/8.1-6; L.7/8. 1-6

**Technology:** 9.4.8.IML.7

**Career Readiness:** 9.2.8.CAP.9; 9.2.8.CAP.12; 9.4.8.CT.2; 9.4.8.GCA.2; 9.4.8.CT.2

**Cross-Curricular:** 6.1.8; 6.2.8; PS.6-8; LS.6-8; ESS.6-8, 6.11.8.CivicsPI3.c

### **Essential Questions:**

- How do we continue to be active and impactful citizens? DEISEL L+
- How can we teach and encourage others who want to participate in improving their communities? DEISEL L+
- How can we carry our leadership role in this experience over to other places and experiences? SEL

### **Student Learning Objectives:**

*Students will know and be able to:*

- Reflect on their work through various spoken, written, artistic, and digitized activities to demonstrate understanding and changes in their knowledge, skills, and attitudes.
- Evaluate what they have learned about complex community problems and alternative solutions. DEISEL
- Examine preconceptions and assumptions in conjunction with their final experience in order to explore and understand their roles and responsibilities as citizens. DEISEL

- Examine connections of this experience to civic life. DEISEL
- Create a final presentation/demonstration of their service work for the benefit of the school and local community. DEISEL L+
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Employ varied sentence structures and lengths in writing.

### **Possible Activities**

- Reflect & Ponder Journal
- Formal reports on the impact of the program
- Quizzes/Graded Check-ins
- Text Analysis
- Final Presentation/Demonstration of Service Project from start to finish

## **SUGGESTED MATERIALS AND RESOURCES**

*EB Academics Research Writing Structure*

Local news sources specific to the needs of the town, county, state (both digital and physical resources)

*Upfront: A New York Times Magazine*, Scholastic Inc., 2013.

\*Or other literature, video, or digital materials of equal academic worth