

# **Pascack Valley Regional High School District**

**Pascack Hills High School, Montvale, New Jersey  
Pascack Valley High School, Hillsdale, New Jersey**

**Course Name:      Multilingual Learners (MLs)**

Born On: August 2017  
Previous Revision: June, 2020  
Current Revision: August 2023  
Board Approval: 8/28/23

## COURSE DESCRIPTION: MULTILINGUAL LEARNERS

The goal of the Pascack Valley Regional District's English Language Services program is to promote English language acquisition for communicative competence and academic success. The district aims to ensure the equity of English Language Learners within a standards-based curriculum.

*The philosophy of the program is based on several beliefs:*

1. Language proficiency consists of the development of two elements: Basic Interpersonal Communication Skills (BICS) and Cognitive and Academic Language Proficiency (CALP).
2. Students acquire language best when they are in communicative and learning contexts in which they feel safe and valued. Our responsibility includes creating a learning environment that enhances self-esteem and empowers young adults of Limited English Proficiency while developing English language proficiency skills.
3. Language is living, communicative, and meaningful and should, therefore, be acquired through meaningful tasks related to the communicative needs of the students.
4. The most critical variable that leads to the success or failure of secondary school LEP students is ongoing, age-appropriate conceptual development.
5. Accordingly, the program uses an eclectic approach including thematic units, Cognitive Academic Language Learning, Total Physical Response, and the Natural Approach in order to integrate concepts necessary for full participation in a U.S. secondary school. Low beginners develop skills in listening, speaking, reading, writing, and learning strategies. High beginners are taught listening and speaking skills with the goal of developing basic communicative competence. Reading, writing, and learning strategies are developed to provide a basis for further work in content area instruction. Intermediate level students receive instruction designed to foster their success in all areas of their high school experience and begin to refine listening, speaking, reading, and writing.

**Multilingual Learners** bring knowledge of the world, 9-12 along with multiple languages and cultural insights, to high school classrooms. Their values, experiences, and socioemotional development are foundations for formulating perspectives in the exploration of complex new ideas. Incorporating students' backgrounds and identities into meaningful topics can promote their engagement in disciplinary practices. High schoolers are critical thinkers who develop deep understandings, evaluate information and attitudes, make choices, and effect change. Multilingual learners must have access to meaningful rigorous coursework and programs that maximize language development within and across disciplines. The course of studies that multilingual learners choose in high school plays a critical role in their successful transition to college or entrance into satisfying careers. Such coursework, including advanced classes, should be delivered through an asset-based, culturally and linguistically sustaining approach.

For more information, visit WIDA ELDS Framework, <https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

MLs is a five-credit course. All of the learning outcomes outlined in the 9-12 MLs Scope and Sequence Curriculum are realized within a culturally rich context that fosters a continuing appreciation for and knowledge of one's own culture and expands one's understanding of and respect for other cultures. The program parallels the secondary mainstream program in many important ways.

Oral language skills are developed to the degree that the student is able to communicate effectively and in socially appropriate ways in a wide variety of interpersonal contexts.

1. Native-like competence in listening is approximated.
2. Sensitivity to and appreciation of diverse cultures is encouraged.
3. Reading skills are developed in accordance with current research in schema theory and the reading process. Extensive reading is encouraged.
4. Writing is a process developed for communicating and for learning.
5. The three types of learning strategies, metacognitive, cognitive, and socio-affective are interwoven throughout the curriculum and all instructional units.
7. Literature is read and studied, as appropriate to the students' language level, to make available the pleasure of reading and to invite students to contemplate the nature of the human experience.

***Mission:*** *The mission of the Multilingual Learners (MLs) Program in the Pascack Valley Regional High School District (PVRHSD) is to provide support and instruction in the English language, American culture, and academic and cognitive areas to Multilingual Learners (MLs) which will enable them to become successful in the mainstream classroom and the community.*

***Philosophy:*** *We believe in communicative competence and academic success for all learners. The district aims to ensure the equity of English Language Learners within a Standards-Based curriculum. We believe in supporting and strengthening academic language skills by providing learning strategies for both language acquisition and academic content.*

**The English Language Development Standards** (Source: [WIDA Handbook](#) and [WIDA English Language Development Standards Framework](#))

For more resources, visit [WIDA Resources Page](#)

*The following standards are integrated into the Pascack Valley Regional High School District world language units of study throughout grades 9-12 so as to prepare students to be active citizens of the 21st-century world:*

Standard 1 English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language English Language Development

Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts The language of Language Arts English Language Development

Standard 3 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics The language of Mathematics English Language Development

Standard 4 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science The language of Science English Language Development

Standard 5 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies The language of Social Studies

The Figure below is from WIDA Standards Framework, <https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

Figure 2-2: Relationship among the WIDA ELD Standards

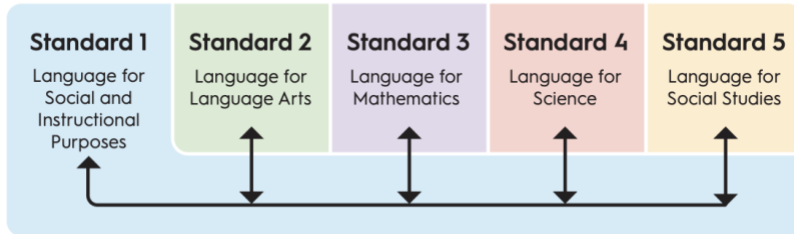
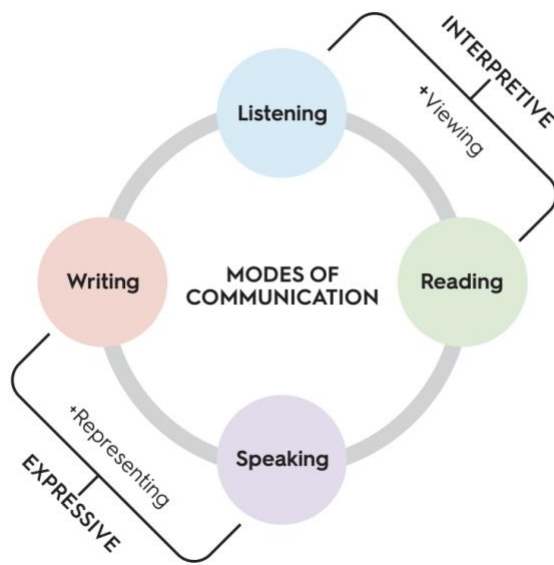


Figure 2-5: Modes of Communication



The Figure above is taken from WIDA Standards Framework, <https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

**Useful Online Resources & Technology:**

Multilingual Learners NJ DOE Website Resources: <https://www.nj.gov/education/title3/district/program.shtml>

A Guide to Learning English: <https://www.internationalschooltutors.de/English/index.html>

World-class Instructional Design and Assessment: <http://www.wida.us>

Common Core State Standards: <http://www.corestandards.org/>

New Jersey Student Learning Standards: <https://www13.state.nj.us/NJCCCS/>

Model ELL NJ DOE Curriculum: <http://www.state.nj.us/education/bilingual/curriculum/>

Academic Vocabulary List: <https://ellevationeducation.com/webinar/use-vocabulary-rating-help-multilingual-learners-practice-academic-vocabulary>

Grant Wiggins, Authentic Education: <https://authenticeducation.org/the-ae-team/grant-wiggins/>

This is Language: <https://www.thisislanguage.com/>

Reading A-Z/Raz-Plus: <https://www.raz-plus.com/>

Khan Academy: <https://www.khanacademy.org/>

iXL: <https://www.ixl.com/>

A4ESL: <http://a4esl.org/>

Voces Digitales/Our Stories: <https://www.teachersdiscovery.com/category/voces-digital-courseware>

**PACING GUIDE**

<b>Unit Title:</b>	<b>Duration:</b>	<b>Frequency of Instruction</b>
<b>My School Life</b>	<b>4-6 weeks</b>	<b><i>229 minutes per week</i></b>
<b>Families</b>	<b>4-6 weeks</b>	<b><i>229 minutes per week</i></b>

<b>After school</b>	<b>4-6 weeks</b>	<b><i>229 minutes per week</i></b>
<b>Home Life</b>	<b>4-6 weeks</b>	<b><i>229 minutes per week</i></b>
<b>Our Community</b>	<b>4-6 weeks</b>	<b><i>229 minutes per week</i></b>

### Unit 1: My School Life

<b>OBJECTIVES</b>	<b>ACTIVITIES &amp; EXPERIENCES</b>	<b>MATERIALS</b>	<b>EVALUATIONS</b>	<b>New Jersey Student Learning Standards (NJSLS):</b>
<p><b>Guiding Questions:</b>            What language do students need in order to demonstrate comprehension and engage in the topic of <i>school life</i>?            What reading skills are necessary to analyze and evaluate informational and narrative text?            What reading and writing skills are necessary to summarize an informational text?</p> <p>*Listening, speaking, reading, and writing about <i>school life</i> which requires specific academic language.            *Listening requires giving deliberate attention to speakers in order to build on their ideas and respond to</p>	<ul style="list-style-type: none"> <li>*Give information in the school office</li> <li>*Information forms</li> <li>*Compare &amp; contrast information</li> <li>*Greet people</li> <li>*Request help</li> <li>*Ask and answer questions</li> <li>*Vocabulary: Days and Months; dates; ordinal numbers; abbreviations.</li> <li>*Make a class calendar.</li> <li>*Compare and contrast calendars from different countries.</li> <li>*Grammar: Nouns; pronouns; simple present of <i>be</i> ; possessive adjectives.</li> <li>*discuss information about you</li> <li>*Punctuations: commas in dates &amp; addresses; in declarative &amp; interrogative sentences</li> <li>*Talk about math words and operations</li> <li>*Use headings to find information</li> <li>*Interact In the School Office</li> <li>* Interpret and fill out information forms</li> <li>* How to Solve a Word Problem</li> </ul>	<ul style="list-style-type: none"> <li>*Textbooks: Visions Thomson Heinle</li> <li>*Laptops</li> <li>*Internet Resources: Purplemath website</li> <li>*Quizlet</li> <li>*Quia</li> <li>*<a href="#">Voces Digitales</a></li> <li>*<a href="#">This is Language</a></li> <li>*<a href="#">Reading A-Z/Raz-Plus</a></li> <li>*<a href="#">A4ESL</a></li> <li>*Oxford Picture Dictionary</li> <li>*Prentice Hall Regents' Basic English Grammar and Fundamentals of English Grammar.</li> </ul>	<ul style="list-style-type: none"> <li>*Informal &amp; formal oral and written assessments</li> <li>*Fill out forms</li> <li>*Write word problems</li> <li>*Reading passage</li> <li>* Math presentation</li> <li>*Activity Sheets</li> <li>*Project/Assignments</li> <li>*Performance</li> <li>*Observations</li> <li>* Rubrics</li> </ul>	<p><a href="#">WIDA</a> standards for English Language Development:</p> <p>ELD.1 <i>Social and Instructional</i></p> <p>ELD. 2 <i>Language Arts</i></p> <p>ELD.3 <i>Mathematics</i></p> <p>ELD.4 <i>Science</i></p> <p>ELD.5 <i>Social Studies</i></p> <p><a href="#">NJ DOE ESL</a></p>

<p>their questions.                  *Speaking requires the ability to present information in a logical manner, to pose questions, and to challenge listeners.                  *Reading text requires the ability to analyze text by citing relevant information and summarizing key points and details.                  *Writing requires organization, correct spelling, grammar, and punctuation, as well as an understanding of the text.</p>				
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*The following standards are integrated into the Pascack Valley Regional High School District world language units of study throughout grades 9-12 so as to prepare students to be active citizens of the 21st-century world:*

**Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social, and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.



CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership, and effective management.

CRP10. Plan education and career paths aligned with personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global

**21st Century Themes and Skills** (Source: [ACTFL 21st Century Skills Map](#))

**Collaboration:**

*Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.*

**Critical Thinking & Problem Solving:**

*Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.*

**Creativity & Innovation:**

*Students as creators and innovators respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.*

**Informational Literacy:**

*Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.*

**Media Literacy:**

*Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.*

**Technology Literacy:**

*Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.*

**Flexibility and Adaptability:**

*Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.*

**Initiative and Self-Direction:**

*Students as life-long learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.*

**Social and Cross-Cultural Skills:**

*Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.*

**Productivity and Accountability:**

*Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.*

**Leadership and Responsibility:** *Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community.*

**Multilingual Learner Modifications for Classroom**

**Multilingual Learner students:** *Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/). Provide additional time as needed. Provide bilingual dictionaries for students who are literate in their first language. Additionally, the following modifications will be used:*

Multi-sensory approach

Pair Visual Prompts with verbal presentation

Provide repetition and practice

Restate Directions (verbal or written)

Model skills/techniques to be mastered

Provide a summary of text or study guides

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Use graphic organizers

Highlight key vocabulary

Extended time for assignment completion as needed

Assess comprehension through demonstration such as gestures, drawing and retelling.

Modified tests (orally)

Use anecdotal records or portfolio work as a form of assessment

### **Multilingual Learners Modifications for Homework/Assignments**

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

### **Special Education Modifications**

**Students with special needs:** *Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Below are some of the ways to provide more support to students with special needs.*

- Give the characteristics prior to the lab and have them reinforce what they represent.
- Provide alternative choices (i.e. verbal or visual) to demonstrate proficiency.
- Provide an outline of lessons
- Get a written list of instructions
- Work or take a test in a different setting, such as a quiet room with few distractions

- Sit where they learn best (for example, near the teacher)
- Use an alarm to help with time management.
- Work with a partner.

**At-Risk Modifications**

**Students at risk of school failure:** *Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review, and differentiation strategies (i.e. provide vocabulary lists with user-friendly definitions, add images that illustrate the content). Some additional support may include:*

- Incorporating student choice.
- Inviting parents, neighbors, friends, the school principal, and other community members to support classroom activities.
- Providing peer mentoring to improve techniques.

**Gifted and Talented**

**Gifted and Talented Students:** *Students excelling in the mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments.*

- Lead the class in the deciphering of new learning.
- Create assessments that include additional research outside of project/homework requirements.
- Other creative solutions by teachers, based on individual student needs and expectations.

**Unit 2: Families**

<b>OBJECTIVES</b>	<b>ACTIVITIES &amp; EXPERIENCES</b>	<b>MATERIALS</b>	<b>EVALUATIONS</b>	<b>New Jersey Student Learning Standards (NJSLS):</b>
<p><b>Guiding Questions:</b>                      What language do students need in order to demonstrate comprehension and engage in the topic of <i>families</i>?</p>	<ul style="list-style-type: none"> <li>* Talk about one’s family</li> <li>* Write a descriptive paragraph</li> <li>* Make a family chart</li> <li>* Describe people and pets</li> <li>*Discuss family words</li> </ul>	<ul style="list-style-type: none"> <li>*Textbooks: Thomson Heinle’s Visions; Gateway to Science</li> <li>*Laptops</li> <li>*Quizlet</li> </ul>	<ul style="list-style-type: none"> <li>*Informal &amp; formal oral and written assessments</li> <li>*Fill out forms</li> <li>*Reading passage</li> </ul>	<p><a href="#">WIDA</a> standards for English Language Development:</p>

<p>What reading skills are necessary to analyze and evaluate informational and narrative text?                  What reading and writing skills are necessary to summarize an informational text?</p> <p>*Listening, speaking, reading, and writing about a <i>family</i> which requires specific academic language.                  *Listening requires giving deliberate attention to speakers in order to build on their ideas and respond to their questions.                  *Speaking requires the ability to present information in a logical manner, to pose questions, and to challenge listeners.                  *Reading text requires the ability to analyze text by citing relevant information and summarizing key points and details.                  *Writing requires organization, correct spelling, grammar, and punctuation, as well as an understanding of the text.</p>	<p>*Write a poem using rhyme, and descriptive adjectives                  *Read poems – identify main idea and details; recognize rhymes and free verse                  * Read poems with intonation and expression                  * Read science textbook passages on animal classification- identify main idea and details                  * Give a descriptive presentation on animal classification</p>	<p>*Quia                  *<a href="#">Voces Digitales</a>                  *<a href="#">This is Language</a>                  *<a href="#">Reading A-Z/Raz-Plus</a>                  *<a href="#">A4ESL</a>                  *Oxford Picture Dictionary                  *Prentice Hall Regents' Basic English Grammar and Fundamentals of English Grammar.</p>	<p>*Activity Sheets                  *Project/Assignments                  *Performance                  *Observations                  *Rubrics</p>	<p>ELD.1  <i>Social and Instructional</i></p> <p>ELD. 2  <i>Language Arts</i></p> <p>ELD.3  <i>Mathematics</i></p> <p>ELD.4  <i>Science</i></p> <p>ELD.5  <i>Social Studies</i></p> <p><a href="#">NJ DOE ESL</a></p>
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CRP9. Model integrity, ethical leadership, and effective management.

CRP10. Plan education and career paths aligned with personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global

**21st Century Themes and Skills** (Source: [ACTFL 21st Century Skills Map](#))

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*Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.*

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- Other creative solutions by teachers, based on individual student needs and expectations.

**Unit 3: After School**

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATIONS	New Jersey Student Learning Standards (NJSL):
<p><b>Guiding Questions:</b>                      What language do students need in order to demonstrate comprehension and engage in the topic of <i>after-school activities and hobbies</i>?                      What reading skills are necessary to analyze and evaluate informational and narrative text?                      What reading and writing skills are necessary to summarize an informational text?</p>	<ul style="list-style-type: none"> <li>* Discuss after-school activities/hobbies</li> <li>* State likes and dislikes</li> <li>* Ask and answer questions about activities</li> <li>* Adverbs of frequency</li> <li>* Telling time</li> <li>* Write a friendly letter</li> <li>* Read” Tomas Cleans the Car” – sequencing; character; plot; retelling</li> <li>* Write a narrative</li> <li>* Discuss reasons that people come to the United States: Why do people immigrate?</li> <li>*Read the First Amendment</li> <li>*Write expository paragraphs- topic</li> </ul>	<ul style="list-style-type: none"> <li>*Textbooks: Thomson Heinle’s Visions;</li> <li>*Laptops</li> <li>*Internet Resources</li> <li>*Quizlet</li> <li>*Quia</li> <li>*<a href="#">Voces Digitales</a></li> <li>*<a href="#">This is Language</a></li> <li>*<a href="#">Reading A-Z/Raz-Plus</a></li> <li>*<a href="#">A4ESL</a></li> <li>*Oxford Picture Dictionary</li> <li>*Prentice Hall Regents’ Basic English Grammar and Fundamentals of English Grammar.</li> </ul>	<ul style="list-style-type: none"> <li>*Informal &amp; formal oral and written assessments</li> <li>*Fill out forms</li> <li>*Reading passage</li> <li>*Activity Sheets</li> <li>*Project/Assignments</li> <li>*Performance</li> <li>*Observations</li> <li>*Rubrics</li> </ul>	<p><a href="#">WIDA</a> standards for English Language Development:                       ELD.1  <i>Social and Instructional</i>                       ELD. 2  <i>Language Arts</i>                       ELD.3  <i>Mathematics</i></p>

<p>*Listening, speaking, reading, and writing about <i>after-school activities and hobbies</i> which requires specific academic language.</p> <p>*Listening requires giving deliberate attention to speakers in order to build on their ideas and respond to their questions.</p> <p>*Speaking requires the ability to present information in a logical manner, to pose questions, and to challenge listeners.</p> <p>*Reading text requires the ability to analyze text by citing the relevant information and summarizing key points and details.</p> <p>*Writing requires organization, correct spelling, grammar, and punctuation, as well as an understanding of the text.</p>	<p>sentences with supporting details.</p> <p>* Students create a freedom poster</p>			<p>ELD.4 <i>Science</i></p> <p>ELD.5 <i>Social Studies</i></p> <p><a href="#">NJ DOE ESL</a></p>
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- CRP7. Employ valid and reliable research strategies.
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- CRP11. Use technology to enhance productivity.
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**21st Century Themes and Skills** (Source: [ACTFL 21st Century Skills Map](#))

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*Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.*

**Critical Thinking & Problem Solving:**

*Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.*

**Creativity & Innovation:**

*Students as creators and innovators respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.*

**Informational Literacy:**

*Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.*

**Media Literacy:**

*Students as active global citizens evaluate authentic sources to understand how media reflect and influence language and culture.*

**Technology Literacy:**

*Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others, and producing written, oral, and visual messages.*

**Flexibility and Adaptability:**

*Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.*

**Initiative and Self-Direction:**

*Students as life-long learners are motivated to set their own goals and reflect on their progress as they grow and improve their linguistic and cultural competence.*

**Social and Cross-Cultural Skills:**

*Students as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts.*

**Productivity and Accountability:**

*Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.*

**Leadership and Responsibility:** *Students as responsible leaders leverage their linguistic and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community.*

**Multilingual Learner Modifications for Classroom**

**Multilingual Learner students:** *Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/). Provide additional time as needed. Provide bilingual dictionaries for students who are literate in their first language. Additionally, the following modifications will be used:*

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Provide repetition and practice

Restate Directions (verbal or written)

Model skills/techniques to be mastered

Provide a summary of text or study guides

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Use graphic organizers

Highlight key vocabulary

Extended time for assignment completion as needed

Assess comprehension through demonstration such as gestures, drawing and retelling.

Modified tests (orally)

Use anecdotal records or portfolio work as a form of assessment

### **Multilingual Learners Modifications for Homework/Assignments**

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

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- Give the characteristics prior to the lab and have them reinforce what they represent.
- Provide alternative choices (i.e. verbal or visual) to demonstrate proficiency.
- Provide an outline of lessons
- Get a written list of instructions
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where they learn best (for example, near the teacher)
- Use an alarm to help with time management.
- Work with a partner.

### **At-Risk Modifications**

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review, and differentiation strategies (i.e. provide vocabulary lists with user-friendly definitions, add images that illustrate the content). Some additional support may include:

- Incorporating student choice.
- Inviting parents, neighbors, friends, the school principal, and other community members to support classroom activities.
- Providing peer mentoring to improve techniques.

### **Gifted and Talented**

**Gifted and Talented Students:** Students excelling in the mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

- Lead the class in the deciphering of new learning.

- Create assessments that include additional research outside of project/homework requirements.
- Other creative solutions by teachers, based on individual student needs and expectations.

**Unit 4: Home Life**

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATIONS	New Jersey Student Learning Standards (NJSLS):
<p><b>Guiding Questions:</b>                      What language do students need in order to demonstrate comprehension and engage in the topic of <i>home life</i>?                      What reading skills are necessary to analyze and evaluate informational and narrative text?                      What reading and writing skills are necessary to summarize an informational text?</p> <p>*Listening, speaking, reading, and writing about <i>home life</i> which requires specific academic language.                      *Listening requires giving deliberate attention to speakers in order to build on their ideas and respond to their questions.</p>	<p>*Students will talk about homes; the rooms and the furniture.                      * describe a house                      * Design your Perfect Dream Bedroom using software and internet websites. ie. <a href="https://planner5d.com">https://planner5d.com</a>  <a href="https://floorplanner.com/">https://floorplanner.com/</a>                      * Read “A House of My Own” by Cisneros.                      *Class discussion                      *Write personal narrative on experiences using personal details, first-person pronouns, descriptive words and sensory details                      *Discuss and write math word problems: use math words (rectangle, length, width; perimeter, area, formula) and use diagrams &amp; data.                      * Compare and contrast houses.</p>	<p>*Textbooks: Thomson Heinle’s Visions;                      *Laptops                      *Quizlet                      *Quia                      *<a href="#">Voces Digitales</a>                      *<a href="#">This is Language</a>                      *<a href="#">Reading A-Z/Raz-Plus</a>                      *<a href="#">A4ESL</a>                      *Oxford Picture Dictionary                      *Prentice Hall Regents’ Basic English Grammar and Fundamentals of English Grammar.</p>	<p>*Informal &amp; formal oral and written assessments                      *Fill out forms                      *Reading passage                      * Math presentation                      *Activity Sheets                      *Project/Assignments                      *Performance                      *Observations                      *Rubric</p>	<p><a href="#">WIDA</a> standards for English Language Development:                       ELD.1  <i>Social and Instructional</i>                       ELD. 2  <i>Language Arts</i>                       ELD.3  <i>Mathematics</i>                       ELD.4  <i>Science</i>                       ELD.5  <i>Social Studies</i>   <a href="#">NJ DOE ESL</a></p>



<p>*Speaking requires the ability to present information in a logical manner, to pose questions, and to challenge listeners.</p> <p>*Reading text requires the ability to analyze text by citing relevant information and summarizing key points and details.</p> <p>*Writing requires organization, correct spelling, grammar, and punctuation, as well as an understanding of the text.</p>				
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*The following standards are integrated into the Pascack Valley Regional High School District world language units of study throughout grades 9-12 so as to prepare students to be active citizens of the 21st-century world:*

**Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social, and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership, and effective management.

CRP10. Plan education and career paths aligned with personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global

**21st Century Themes and Skills** (Source: [ACTFL 21st Century Skills Map](#))

**Collaboration:**

*Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.*

**Critical Thinking & Problem Solving:**

*Students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives.*

**Creativity & Innovation:**

*Students as creators and innovators respond to new and diverse perspectives. They use language in imaginative and original ways to make useful contributions.*

**Informational Literacy:**

*Students as informed global citizens access, manage, and effectively use culturally authentic sources in ethical and legal ways.*

**Media Literacy:**

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**Flexibility and Adaptability:**

*Students as flexible and adaptable language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives.*

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*Students as productive and accountable learners take responsibility for their own learning by actively working to increase their language proficiency and cultural knowledge.*

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**Multilingual Learner Modifications for Classroom**

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Use graphic organizers

Highlight key vocabulary

Extended time for assignment completion as needed

Assess comprehension through demonstration such as gestures, drawing and retelling.

Modified tests (orally)

Use anecdotal records or portfolio work as a form of assessment

### **Multilingual Learners Modifications for Homework/Assignments**

Modified Assignments

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**Unit 5: Our Community**

OBJECTIVES	ACTIVITIES & EXPERIENCES	MATERIALS	EVALUATIONS	New Jersey Student Learning Standards (NJSLS):
<p><b>Guiding Questions:</b> What language do students need in order to demonstrate comprehension and engage in</p>	<p>* Identify places in the community * Discuss modes of transportation * Provide directions and advice * Capitalization for places and</p>	<p>*Textbooks: Thomson Heinle’s Visions; *Laptops *Google Maps / Google</p>	<p>*Informal &amp; formal oral and written assessments *Fill out forms</p>	<p><a href="#">WIDA</a> standards for English Language Development:</p>

<p>the topic of the <i>community</i>?                  What reading skills are necessary to analyze and evaluate informational and narrative text?                  What reading and writing skills are necessary to summarize an informational text?</p> <p>*Listening, speaking, reading, and writing about the <i>community</i> which requires specific academic language.                  *Listening requires giving deliberate attention to speakers in order to build on their ideas and respond to their questions.                  *Speaking requires the ability to present information in a logical manner, to pose questions, and to challenge listeners.                  *Reading text requires the ability to analyze text by citing relevant information and summarizing key points and details.                  *Writing requires organization, correct spelling, grammar, and punctuation, as well as an understanding of</p>	<p>geographical names.                  * Create a travel brochure                  * Read and recognize features of newspaper articles                  * Write a letter to the editor                  * Write a newspaper article                  * Understanding maps &amp; directions                  * Use headings in texts to find information, create headlines related to community events &amp; information</p>	<p>Earth                  *Quizlet                  *Quia                  *<a href="#">Voces Digitales</a>                  *<a href="#">This is Language</a>                  *<a href="#">Reading A-Z/Raz-Plus</a>                  *<a href="#">A4ESL</a>                  *Oxford Picture Dictionary                  *Prentice Hall Regents' Basic English Grammar and Fundamentals of English Grammar.</p>	<p>*Reading passage                  *Activity Sheets                  *Project/Assignments                  *Performance                  *Observations                  *Rubric</p>	<p>ELD.1  <i>Social and Instructional</i></p> <p>ELD. 2  <i>Language Arts</i></p> <p>ELD.3  <i>Mathematics</i></p> <p>ELD.4  <i>Science</i></p> <p>ELD.5  <i>Social Studies</i></p> <p><a href="#">NJ DOE ESL</a></p>
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