

Project Success for Newcomers (1855) Course Overview Curriculum Document

Course Description

This course is designed for newcomer level 1 and 2 English Learners. Project Success for Newcomers integrates reading, writing, listening and speaking, and language. Students will use social and academic language to demonstrate respect and responsibility in their everyday lives, to communicate effectively and work collaboratively with diverse groups, and to think creatively and critically when making informed decisions and applying their learning. The major focus of this course is the application of Career Technical Standards and English Language Development Standard 1: Language for Social and Instructional Purposes through literature and informational texts using authentic, community-embedded learning opportunities. Students may remain in this course for up to 2 years.

Credits	Prerequisites
One Elective Credit / Year	none
Board Approved	Revised
11/27/23	

Required Assessments

ACCESS 2.0

Textbooks/Resources

Welcome Newcomers book set / What is a Community?

Supplemental: Newsela (online resource) / Xello (online resource) / [Individual Student Planners](#)

Experiential field trips to: Local businesses, Universities and colleges, Volunteer opportunities, Job shadow opportunities

Course Essential Understandings	Course Essential Questions
<p>As a result of successfully completing this course, students will understand that:</p> <p>Act Responsibly & Respectfully</p> <ul style="list-style-type: none"> - Manage time and project deadlines effectively to complete tasks on time - Make ethical choices in both personal and school-wide expectations - Participate actively and show reliability, accountability, and punctuality <p>Communicates Effectively & Works Collaboratively</p> <ul style="list-style-type: none"> - Communicate appropriately across various settings to engage diverse audiences - Work collaboratively with others to complete tasks, solve problems, resolve conflicts, provide information, and offer support - Be open to ideas and opinions of others - Respond openly and effectively to different ideas, groups, and opinions of others <p>Thinks Critically & Creatively</p> <ul style="list-style-type: none"> - Apply informed decision making and reasoning that leads to ideas, innovation and personal growth - Seek and evaluates feedback in order to make necessary adjustments <p>Language Objective: English Language Development Standard 1:</p> <ul style="list-style-type: none"> • Language for Social and Instructional purposes within the school setting 	<ul style="list-style-type: none"> • What does it mean to be a successful and responsible student in the United States? • What does it mean to be a positive and productive member of society in the United States? • How do I overcome barriers to effectively communicate with others? • How do I choose and negotiate a successful life path?

Unit Overviews

Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
First Cycle (A)				
Unit #1- School Success (semester)	Students will discuss school culture and ways to be successful in a US high school setting. They will develop skills for organization, studying, and effective communication with staff and peers. Students will create realistic smart goals at their current proficiency level and track their outcomes.	<ul style="list-style-type: none"> • What skills are needed to be successful in a high school setting? • How do I create a realistic goal? • How do I track my progress on a goal? • How do I communicate with my teachers and peers? 	CD1.b.6.h CD1.d.5.h SL.9-10.1c	CD1.b.6.h 4C3.a.11.h
Unit #2 - Virtues and Ethics in My School Life (quarter)	Students will read/view a variety of texts or other media that highlight virtues and ethics to determine how virtues and ethics have an impact in school.	<ul style="list-style-type: none"> • What are virtues? • What virtues are important to me? 	IMT2.b.4.h EHS1A12H R.9-10.2 SL.9-10.1	IMT2.b.4.h

	Following analysis, they will present a virtue that is meaningful to them.	<ul style="list-style-type: none"> How do virtues influence the decisions I make? 		
Unit #3 - Growth Mindset & Executive Functions (quarter)	Students will compare and contrast a variety of informational texts, videos and other media to reflect on their everyday actions and choices and identify what their role is in their future academic success. Students will also explore the Growth Mindset and how the concepts and ideas can be used to help them be a successful student.	<ul style="list-style-type: none"> What are executive functioning skills and how will they help me be successful? What is a growth mindset versus a fixed mindset? How will having a growth mindset help me be successful? 	4C2.a.13.h CD3.b.4.h CD4.d.7.h L.9-10.2	L.9-10.2 CD3.b.4.h
Second Cycle (B)				
Unit #1- School Success (semester)	Students will discuss school culture and ways to be successful in a US high school setting. They will develop skills for organization, studying, and effective communication with staff and peers. Students will create realistic smart goals at their current proficiency level and track their outcomes.	<ul style="list-style-type: none"> What skills are needed to be successful in a high school setting? How do I create a realistic goal? How do I track my progress on a goal? How do I communicate with my teachers and peers? 	CD1.b.6.h CD1.d.5.h SL.9-10.1c	CD1.b.6.h 4C3.a.11.h
Unit #4 - Career Preparedness (quarter)	Students will read a variety of informational texts and participate in interactive simulations to evaluate how reaching their future goals depends on the habits and skills they build while in high school. Ultimately, students will present a detailed career pathway and plan to reach their personal career goal(s). Students will also participate in a job shadow experience.	<ul style="list-style-type: none"> How do I choose a career? What is the connection between my education and a career? 	W4 W5 W7 SL1 L1 CD1A-3H CD4A	W4 W7 SL1 L1 CD1A-3H CD4A
Unit #5 - Community and Current Events (quarter)	In order to be college and career ready, students need to recognize the value of being a part of the community in which they reside. This includes giving back to the community in a variety of ways as well as building an awareness of the issues and needs of their community and world. Students will participate in a volunteer experience. Students will read a variety of leveled texts and view a variety of videos to become aware of their community and world events.	<ul style="list-style-type: none"> How can I get involved in my community in a way that is meaningful to me? What are the issues and needs facing my community? 	R2 R6 R9 W5 W6 W3 SL2 SL4 L3 L4 LE1C-7H GCA1B	R6 R9 W3 SL4 L3 GCA1B LE1C-9H