

Course: English as a Second Language Unit #1: Literacies for Purposeful Participation in Academics, Civics, and Beyond	Year of Implementation: 2026-2027
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Stage One - Desired Results	
Link(s) to New Jersey Student Learning Standards for this course: <i>{provide all applicable links to standards here}</i> https://www.state.nj.us/education/cccs/2020/	
● Unit Standards: <i>(keep each of the following headings in place)</i> ○ Content Standards ■ L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking. ■ L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. ■ L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. ■ L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. ■ RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. ■ RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. ■ RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.	

- W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English

○ **2020 NJSL Standards: Career Readiness, Life Literacies, and Key Skills Introduction**

- All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]
<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

- 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue, such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.)
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving (e.g., 1.3E.12profCR3.a).
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

○ ***Interdisciplinary Content Standards***

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. •
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
 - 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 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. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 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 (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion ([N.J.S.A. 18A:35-4.36a](#)) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) ([P.L.2021, c.410](#)) Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to strengthen their language knowledge and skills in order to communicate effectively in academia, society, and within careers.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/academics/curriculum>

1. understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
2. make connections between and among texts as well as real-life experiences
3. produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts
4. employ the writing process (planning, revising, editing, rewriting, publishing)
5. produce and engage in a range of conversations using a variety of media and formats
6. evaluate speakers' use of evidence, point of view, logic and rhetoric
7. evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
8. demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that. . .

EU 1

Essential Questions

English language literacies are necessary for self-advocacy and success in academics, society, and careers. <i>EU 2</i> the effective use of technology is necessary in order to fully participate in academia, society, and careers.	• How can English language proficiency enrich all aspects of your life? • What are the implications and challenges of ineffective communication?
<u>Knowledge</u> <i>Students will know . . .</i> <i>EU 1</i> • grammar related to Y/N questions and Wh- questions. (L.SS.9–10.1; W.WP.9–10.4; 7.1.IL.IPERS.2) • vocabulary of the school, academic language, employment and civic life. (L.KL.9–10.2; L.VL.9–10.3; 7.1.IM.IPRET.5) • test taking strategies such as the various formats, how to identify various question types, common language embedded in directions and questions. (L.KL.9–10.2; RI.MF.9–10.6; 9.4.12.CI.3) • related process writing vocabulary: brainstorming, claim/thesis, support, explanation, topic sentence, paraphrase, quotation, citation, proofreading, revision etc. (W.WP.9–10.4; W.RW.9–10.7) • soft skills for effective presentations. (SL.PI.9–10.4; 7.1.IM.IPRET.4.)	<u>Skills</u> <i>Students will be able to. . .</i> <i>EU 1</i> • comprehend meaning and apply vocabulary with accurate pronunciation and appropriate parts of speech. (L.VL.9–10.3; L.SS.9–10.1) • determine in context the meaning of words and phrases. (L.VL.9–10.3; L.VI.9–10.4; 7.1.IM.IPRET.5) • inquire about, schedule, and participate in various activities. (L.SS.9–10.1; 7.1.IL.IPERS.2) • correspond with appropriate sources to pose initial, clarifying and extending questions. (SL.ES.9–10.3; 7.1.IL.IPERS.1; 9.4.12.CI.3) • demonstrate listening and reading comprehension via verbal and written statements and answers. (7.1.IL.IPRET.1; SL.AS.9–10.6; RI.CR.9–10.1; 7.1.IM.IPRET.5) • identify new information and apply to new situations. (W.SE.9–10.6; 7.1.IM.IPRET.6; 9.4.12.CI.3) • appropriately respond to emergency, new and routine protocols and procedures. (7.1.IM.IPRET.3; 9.4.12.CT.2) • write simple and complex responses over shortened and extended periods of time to a variety of audiences.

EU 2

- credible websites for procuring essential information. (9.4.12.IML.2; 9.4.12.IML.1; W.SE.9–10.6)
- the process of engaging in lateral reading. (9.4.12.IML.2)
- the suite of Google tools and add-ons. (SL.UM.9–10.5; 9.4.12.TL.1)
- relevant information about local, state, and national events and policies. (9.4.12.IML.1; 7.1.IM.IPRET.5)
- the language of technology. (L.KL.9–10.2)
- the plethora of databases available through the Media Center, town, and county library systems. (W.SE.9–10.6)

(9.4.12.IML.7; W.RW.9–10.7; RI.CR.9–10.1; 7.1.IL.PRSNT.3)

- apply correct conventions of the English language in sentences, paragraphs, and essays. (9.4.12.IML.7)
- identify main and supporting ideas in order to interpret texts. (RI.AA.9–10.7)

EU 2

- distinguish credible websites for procuring essential information from non-credible sources. (9.4.12.IML.2; 9.4.12.IML.1)
- utilize the suite of Google tools and add-ons. (SL.UM.9–10.5; 9.4.12.TL.1)
- cite reliable sources and credit the use of AI, how to use the suite of Google tools and add-ons. (SL.UM.9–10.5; 9.4.12.TL.1)
- research college and university information and programs of study. (9.4.12.IML.1; 9.4.12.CI.3)
- communicate accurately via email and in virtual contexts (W.RW.9–10.7; SL.II.9–10.2; 9.4.12.DC.6:)
- obtain important and pertinent information about standardized testing, college study, scholarship and career opportunities, public policy and civic engagement. (W.SE.9–10.5; [W.SE](#).9–10.6; 7.1.IL.PRSNT.2)
- interpret charts and graphs for aiding in comprehension. (RI.MF.9–10.6)
- rewrite or paraphrase information using original wording. ([W.WP](#).9–10.4; 7.1.IM.IPRET.5)
- use the process approach to writing via Google Docs. (9.4.12.TL.1; W.WP.9–10.4; W.RW.9–10.7)
- outline and present information for aiding in comprehension via Google Slides and Canva. (SL.PI.9–10.4; SL.UM.9–10.5)
- evaluate personal intelligences for career opportunities. (9.4.12.CI.2; W.WR.9–10.5; 7.1.IL.PRSNT.1; 9.4.12.CI.3; 7.1.IL.PRSNT.2)

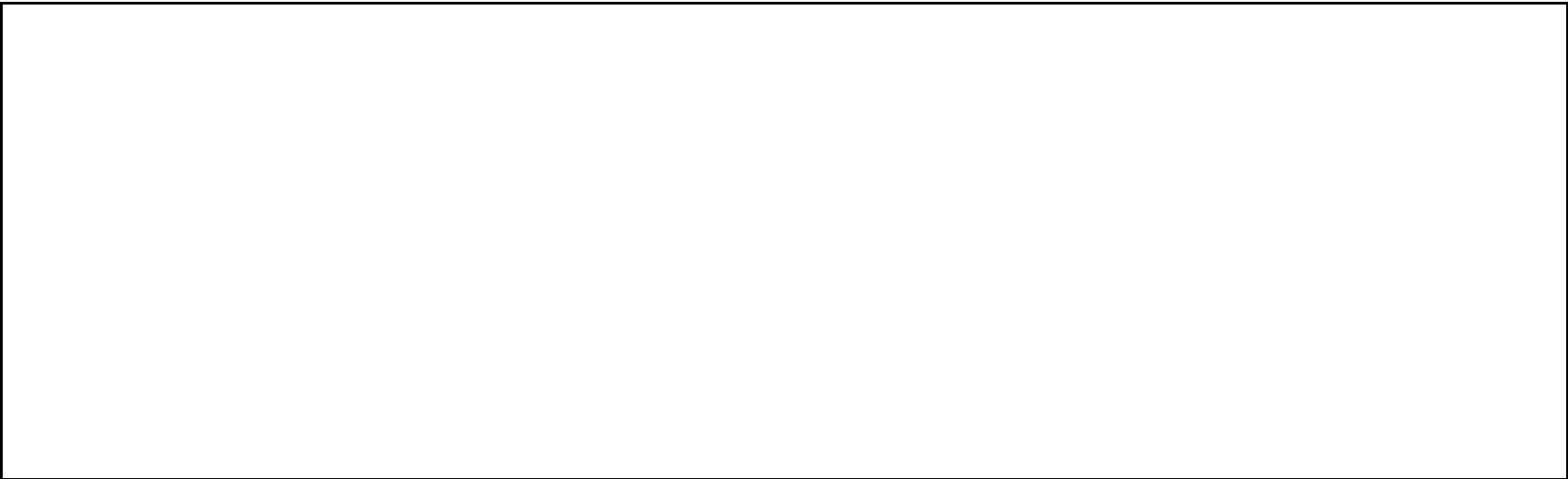
<u>Other Evidence:</u> • One Book, One District guided reading and diagnostic writing • Role Playing/Conversation/Peer Interviews • Oral Presentations • Grammar Mini-Lessons • Tests and Quizzes • Social Emotional Learning Mini-Lessons • Think/Pair/Shares • Last Word Summarizers and Exit Tickets	
Stage Three - Instruction	

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

Reading, Writing, Speaking, and Listening

- Point to a picture or write a response if they are not ready to respond orally. (A EU1)
- Complete graphic organizer. (A EU1)
- Complete cloze exercises. (A EU1)
- Use graphic organizers to organize topics and support. (A EU1 and EU2)
- Repeat words, short phrases, memorized chunks of language. (A EU1)
- Practice note taking reading, writing and test-taking strategies. (A EU1)
- Name objects and pre-taught vocab. (A EU1)
- Describe people and places. (A EU1)
- Review and discuss main points and organization of sample fiction and nonfiction texts from various content areas. (A EU1)
- Complete an outline of sample fiction and nonfiction texts from various content areas. (A EU1)
- Compose claims and topic sentences for sample paragraphs. (A EU1)
- Practice brainstorming various topics via Independent Thinking and AI Assistance. (A EU1)
- Identify and edit errors in grammar and punctuation. (A EU 1)
- Verbally summarize a health, history or current event article from Easy English News. (A EU1)
- Define common language of standardized test questions in English and native language. (A EU1)
- Create pictorial or graphic representation of concepts using Canva or similar platforms. (A EU1 and EU2)
- Establish all LRHSD accounts: Genesis, Google Classroom, Food Services, Email, etc. (A EU1 and EU2)
- Participate in a Scavenger Hunt: Look at the bulletin boards and posters in school and write down at least four resources/activities available to the student body. (A,M EU1)
- Review the school calendar and identify important dates. (A,M EU1)
- Participate in a LRHSD Web quest. (A,M EU1 and EU2)
- Practice listening, speaking, and asking such questions as: What is your bus number? Did you pack lunch or are you buying? Who is your Science teacher? Where is M hall? Where is the closest bathroom? (A,M EU1)
- Identify and define or point to important school vocabulary in both English and their native language: bus, desk, table, computer, pen, pencil, backpack, notebook, pencil sharpener. (A,M EU1)
- Ask and answer Y/N questions. (A,M EU1)

- Produce short answer responses. (A,M EU1)
- Sequence visuals. (A,M EU1)
- View, discuss, and respond in writing to the academic, personal and career opportunities afforded through strong performance on standardized tests. (A,M EU1)
- Label content terms, visuals and maps. (A,M EU1)
- Practice reading specific words and selecting appropriate answers in regard to school vocabulary. (A,M EU1)
- Complete grammar activities. (A,M EU1)
- Visit the School Store and identify prices of certain items. Students will have the opportunity to purchase items. (A,M EU1)
- Complete a blank template of their schedule and find their classrooms on the map. (A,T EU1)
- Practice various situations around the school, such as speaking to the nurse, the main office staff, the school store attendants, the food service specialists, the media center specialists, and other classroom teachers. (A,M,T EU1)
- Practice with Focus Correction Areas. (A,M,T EU1)
- Read and answer questions about *Easy English News* articles. (A,M,T EU1)
- Utilize reading and writing programs: K12 Summit. (A,M,T EU1 and EU2)
- Study films with guided viewing questions and discussion questions. (A,M,T EU1 and EU2)
- Read and answer questions about *Easy English News* articles. (A,M,T EU1)
- Research higher educational opportunities, training and careers. (A,M,T EU1 and EU2)
- View and listen to TED Talks and explain the speaker's main points and supporting ideas both verbally and in writing. (M EU1 and EU2)
- Read academic articles and answer open-ended questions. (M EU1)
- View a film and discuss and respond in writing to the literary elements of the story. (M EU1 and EU2)
- Create a Venn Diagram: compare and contrast new school to native school. (M,T EU1)
- Complete practice in reading, writing, speaking and listening for ACCESS. (M, T EU1 and EU2)
- Read a short story and write an analytical response. (M, T EU1)
- Read a poem and write an analytical response. (M,T EU1)
- Using the process approach, write and deliver a how-to speech. (M,T EU1)
- Using the process approach, write compare and contrast paragraphs and/or essays. (M,T EU1)
- Work on projects and assignments from other content area classes. (M,T EU1)
- Using the process approach, write cause/effect paragraphs and/or essays. (M,T EU1)
- Read a work of non-fiction about a person or culture and share new information verbally and in writing. (M,T EU1)
- Compose a nonfiction narrative. (M,T EU1)
- Respond to classmates' presentations with questions and comments. (T EU1)
- Create a role-play situation: The job interview! (T EU1)
- Provide verbal directions to the room location in the school. (T EU1)
- Write a journal entry about the first day of school. (T EU1)



Pacing Guide

{This chart will be identical in all the units for this course.}

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
1	Literacies for Purposeful Participation in Academics, Civics, and Beyond	45
2	Literacies for Cultural Competencies	45
3	Literacies for STEAM+ Success	45

Instructional Materials
• Easy English News Newspaper • SCOPE Scholastic Magazine • Computer Software Programs • <i>Side by Side</i> Series • <i>Grammar In Action</i> Series

Accommodations
<u><i>Special Education:</i></u> The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP. <u><i>Students with 504 Plans:</i></u> Students will be accommodated based on specific accommodations listed in the 504 Plan. <u><i>English Language Learners:</i></u> Students will be accommodated based on individual need and in consultation with the ELL teacher. <u><i>Students at Risk of School Failure:</i></u> Students will be accommodated based on individual need and provided various structural supports through their school. <u><i>Gifted and Talented Students:</i></u> Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.