

Course: English as a Second Language
Unit # 2: Literacies of Cultural Competence

Year of Implementation: 2026-2027

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **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.
 - RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
 - 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
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text..
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
- W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 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.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving (e.g., 1.3E.12profCR3.a).
 - 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
 - 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.
 - 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
 - 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
 - 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
 - 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
 - 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
 - 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
 - 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). •
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

- **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 understanding of their own cultural and immigration experiences to effectively communicate, understand, and interact with people in various multicultural settings in their personal, academic, and professional lives.

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

respecting and valuing cultural differences is essential to building inclusive, multicultural communities to help us understand the world and our own identity.

EU 2

English language literacies are necessary to effectively communicate and collaborate in various multicultural communities.

Essential Questions

- How does our own culture shape how we see the world and relate to others?
- How can English language proficiency enrich all aspects of your life?

Knowledge

Students will know . . .

EU 1

- key terms such as employment opportunity, educational opportunity, refuge, refugee, religious freedom, personal liberty, struggle, legal and illegal immigration, ICE, naturalization process, the American Dream, political asylum, immigrant rights. (L.KL.9-10.2)
- key terms such as culture, cultural competence, cultural identity, bias, stereotypes, prejudice, discrimination, norm assumptions, etc. (L.KL.9-10.2)
- historical sites such as the Statue of Liberty, Ellis Island, etc. (W.WR.9-10.5)
- historic documents such as the Constitution, the Amendments, Immigration reform legislation. (W.WR.9-10.5)
- current events related to history, immigration, and cultural competence. (RI.CI.9-10.2)

EU 2

- prefixes, roots, suffixes, parts of speech, collocations. (L.SS.9-10.1)
- differences between main and supporting ideas related grammar. (L.SS.9-10.1)
- pronunciation of key terms and vocabulary. (SL.AS.9-

Skills

Students will be able to. . .

EU 1

- research information about historic and current immigration demographics, experiences, policies, and events. (W.SE.9-10.6)
- identify and evaluate resources for further inquiry. (W.SE.9-10.6)
- apply an understanding of the reasons for immigration to personal experiences. (RL.PP.9-10.5)
- speak and write about the immigrant experience. (SL.PE.9-10.1)
- interpret how obstacles and achievements help shape the immigrant experience. (RL.PP.9-10.5)
- identify and reflect on their own cultural identity and how it affects world views. (W.NW.9-10.3)
- describe how bias and cultural misunderstandings can affect communication. (SL.PE.9-10.1)
- engage in SEL lessons and demonstrate empathy and various perspective taking. (SL.PE.9-10.1)
- use respectful and inclusive language. (L.KL.9-10.2)
- collaborate with others in diverse groups and practice active speaking and listening. (SL.PE.9-10.1)

EU 2

- apply vocabulary and terms in sentences with context clues. (SL.AS.9-10.6)
- use the process approach to writing. (W.WP.9-10.4)
- compose a cohesive paragraph or essay. (W.RW.9-10.6)

10.6) • active listening strategies. (SL.PE.9-10.1) • verbal and non-verbal presentation techniques.(SL.PI.9–10.4) • steps in process writing. (W.WP.9-10.4) • parts of the paragraph and/or essay. (W.RW.9-10.6) • conventions of Standard English(L.SS.9-10.1). • how to paraphrase, quote and cite information in-text. (RI.CR.9-10) • writing-related vocabulary: claim/thesis, support, explanation, topic sentence, key nouns. (W.AW.9-10.1) • parts of speech. (L.SS.9-10.1)	• paraphrase, quote, and cite textual evidence own words. (RL.CR.9-10.1) • practice and apply conventions of Standard English. (L.SS.9-10.1) • conduct research using databases.(RI.AA.9–10.7) • utilize presentation tools.(W.WR.9-10.5) • use context clues and word parts to determine the meaning. (L.VL.9-10.3) • analyze main and supporting ideas for aiding in clarification. (RL.CI.9-10.2) • interpret charts and graphs for aid in comprehension.(RI.MF.9.10.6)
Stage Two - Assessment	
<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 associated with cultural competence. (A EU1)
- Create pictorial or graphic representation of concepts using Canva or similar platforms. (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 that promote cultural competence. (A,M EU1)
- Review school and Easy English News calendars to identify important dates and celebrations for various cultures and religions. (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 native language? What is your favorite food in your native country? What surprises you most about American culture? What do you miss most about your native country? (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 topics related to your immigration experience. (A,M EU1)
- Label content terms, visuals, and maps. (A,M EU1)
- Practice reading specific words and selecting appropriate answers in regard to cultural/immigration vocabulary. (A,M EU1)
- Complete grammar activities. (A,M EU1)
- Practice communication in various situations that involve identifying bias, cross-cultural communication, and navigating misunderstandings. (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 where cultural competence are crucial. (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 your native country with America. (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: meeting someone from another country. (T EU1)
- Provide verbal directions to a location or a "how to" presentation. (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
- *Side by Side* Series
- *Grammar In Action* Series
- Other existing ESL books (biographies, graphic novels, writing practice etc.)

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.