

Course: <i>ESL</i> Unit # 3: <i>Literacies for STEAM+ Success</i>	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: ○ 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. ■ 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.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. ■ 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.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including 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.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.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - 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.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**
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
 - 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.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving (e.g., 1.3E.12profCR3.a).
- <https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

- ***Interdisciplinary Content Standards***

- RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words
- WHST.9-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- MP.2. Reason abstractly and quantitatively.
- MP.4. Model with mathematics.
- RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
- RST.9-10.5. Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
- NJSLA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLA.W10. 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.
- 1.2.12prof.Re8a. Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.
- 1.4.12prof2.Cr2a. Explore the function of history and culture in the development and subsequent interpretations of devised or scripted theatre work.
- 1.5.12adv.Cn10a. Synthesize knowledge of social, cultural, historical, and personal life with art- making approaches to create meaningful works of art or design.

- ***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 apply their learning from various academic disciplines to think more critically and communicate complex, real world issues and topics.

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

interpretive STEAM+ language literacies empower individuals in all aspects of life.

EU 2

expressive STEAM+ language literacies engender opportunities for growth and success.

Essential Questions

- *How can approaching a subject from multiple perspectives contribute to understanding, problem-solving, implementation and innovation?*

<u>Knowledge</u> <i>Students will know . . .</i> EU 1 • common terms and phrases of mathematics, science, arts, technology, engineering, language arts and history (W.IW.9–10.2; W.WR.9–10.5; L.VL.9–10.3) • idioms and collocations of STEAM+ vocabulary (L.VL.9–10.3) • synonyms, antonyms and cognates of STEAM+ vocabulary (L.VL.9–10.3; L.VL.9–10.3) • prefixes, suffixes and root words (L.VL.9–10.3; L.VL.9–10.3) • basic and more complex mathematical and scientific concepts (MP.2; MP.4; RST.9-10.5) • important historical dates (W.IW.9–10.2; W.WR.9–10.5; 1.4.12prof2.Cr2a) • Important cultural events (W.IW.9–10.2; W.WR.9–10.5; 1.4.12prof2.Cr2a) • important works of fine, visual and performing arts (1.2.12prof.Re8a) • reading strategies (W.WR.9–10.5; L.KL.9–10.2) • text features (RST.9-10.5; RI.MF.9–10.6) • active listening strategies (SL.PE.9–10.1; L.KL.9–10.2) EU 2 • process writing steps (W.WP.9–10.4; NJSLSA.W2, NJSLSA.W10; SL.PI.9–10.4.)	<u>Skills</u> <i>Students will be able to . . .</i> EU 1 • accurately decode STEAM+ language while reading fiction and nonfiction texts (RST.9-10.7; 1.4.12prof2.Cr2a; 9.4.12.Cl.2) • interpret subtitles, author's uses of bold, italics, graphs, charts and visuals in comprehension (RST.9-10.4; RI.MF.9–10.6; 1.2.12prof.Re8a) • apply reading strategies, such as prediction, visualization, chunking, inference, summarizing, decoding vocabulary in context, rereading (RH.9-10.4; RST.9-10.5; RI.CR.9–10.1) • accurately record dictations that incorporate STEAM+subject (L.VL.9–10.3; L.KL.9–10.2; 9.4.12.Cl.2) • discuss STEAM+subjects in partner and small group settings (SL.PE.9–10.1; 9.4.12.Cl.2; 9.4.12.CT.2) • research, synthesize and present materials that incorporate STEAM+ topics (SL.II.9–10.2; W.WR.9–10.5; 1SL.UM.9–10.5; 5.12adv.Cn10a) • demonstrate active listening through focused attention, eye contact, recognizing non-verbal cues, asking clarifying and extending questions (SL.PE.9–10.1; L.VL.9–10.3; 9.4.12.CT.2) • comprehend idioms in conversation (SL.PE.9–10.1; L.VL.9–10.3) EU 2 • accurately apply STEAM+ language in spontaneous and process writing about issues and subjects (W.RW.9–10.7; .9-12.2; 1.1.12prof.CR3a; L.KL.9–10.2)

- sentence, paragraph and essay structure and terms such as thesis/claim, topic sentence, evidence, support (W.WP.9–10.4; NJSLSA.W2, NJSLSA.W10)
- grammar related to parts of speech and verb tense (W.WP.9–10.4; L.KL.9–10.2)
- paraphrase, quotation and citation rules (W.WP.9–10.4; W.RW.9–10.7; L.KL.9–10.2)
- key uses: narrate, inform, explain and argue (W.RW.9–10.7; SL.AS.9–10.6)
- sentence types (W.RW.9–10.7)
- pronunciation of common STEAM+ language (SL.PE.9–10.1; SL.AS.9–10.6)
- public speaking techniques (SL.PE.9–10.1; SL.PI.9–10.4)
- presentation skills (SL.II.9–10.2; SL.PI.9–10.4; SL.UM.9–10.5)
- phonetic rules (SL.AS.9–10.6)

- compose sentences, paragraphs and/or essays that incorporate 2 or more academic disciplines (W.RW.9–10.7; W.WR.9–10.5; SL.II.9–10.2)
- demonstrate paraphrase, quotation and citation skills in sentence, paragraph and/or essay writing that explores interdisciplinary issues and topics (W.WR.9–10.5; L.KL.9–10.2; RI.CR.9–10.1)
- adhere to writing purpose through diction, tone, sentence type, structure, evidence and/or support (1.1.12prof.CR3a; RI.CR.9–10.1; SL.PI.9–10.4)
- communicate effectively about interdisciplinary subjects in conversations and presentations (W.WR.9–10.5; L.SS.9–10.1; SL.II.9–10.2; SL.PI.9–10.4; SL.UM.9–10.5)
- articulate STEAM+ language using phonetic rules (SL.PE.9–10.1; L.SS.9–10.1; SL.AS.9–10.6)
- employ STEAM+ idioms and collocations in speech (SL.PE.9–10.1; L.SS.9–10.1; SL.AS.9–10.6)
- identify STEAM+ cognates in writing and speech (L.SS.9–10.1; SL.AS.9–10.6)

Other Evidence:

- Role Playing/Conversation/Peer Interviews
- Presentations using Google Slides
- Whiteboard formative assessments: sentences, drawings, revisions
- 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*

For example:

- Point to a picture or write a response if they are not ready to respond orally. (A EU1)
- Work with paraphrase by varying words and word order) (A EU1, EU2)
- Cite outside sources in writing and Google Slide Shows (A EU2)
- Review and discuss main points and organization of sample fiction and nonfiction texts from various content areas. (A EU1, EU2)
- Identify and edit errors in grammar and punctuation. (A EU1, EU 2)
- Utilize LRHSD databases to research news articles related to STEAM+ issues and topics. (A EU1 and EU2)
- Complete an outline of sample fiction and nonfiction texts from various content areas. (A EU1, EU2)
- Complete graphic organizer. (A EU1, EU 2)
- Complete cloze exercises. (A EU1, EU 2)
- Use graphic organizers to organize topics and support. (A EU2)
- Repeat words, short phrases, memorized chunks of language. (A EU1, EU 2)
- Practice active listening skills through dictations. (A EU1)
- Identify main ideas and ideas of lesser importance in a text.(A, M EU1, EU2)
- Read Easy English News bolded words and definitions and examples of idioms and use them in sentences in writing and speech. (A, M EU1, EU2)
- Utilize the receptive and expressive language literacies computer program K12 Summit. (A,M EU1 and EU2)
- Practice active reading skills by demonstrating comprehension through fill-in, sentence starter or open-ended questions and answers. (A, M EU1)
- Read works of non-fiction and biographies related to people and science, history, mathematics, literature and other arts, technology and recount information in speech and writing. (A, M EU1, EU2)
- Use the school's Homepage to access and utilize email, portals and calendars for important information about clubs and activities available to the student body. (A,M EU1 and EU2)

- Practice listening, speaking, and asking clarifying and extending questions about STEAM+ content and idioms (A,M EU1, EU 2)
- Identify and define important STEAM+ vocabulary in both English and native language. (A,M EU1, EU2)
- Ask and answer Y/N and Wh questions in writing and conversation. (A,M EU1, EU 2)
- Read about, discuss, and respond in writing to information about higher education training and career opportunities afforded through various subject disciplines associated with college majors and minors. (A,M EU1, EU 2)
- Label content terms, visuals and maps. (A,M EU1, EU 2)
- Practice reading and pronouncing STEAM+words, phrases and idioms. (A,M EU1, EU2)
- Practice applying STEAM+words, phrases and idioms in written and spoken sentences. (A,M EU1, EU2)
- Complete grammar activities. (A EU1, EU2)
- Visit the School Store and identify and explain interdisciplinary subjects that contribute to its day to day operations. (A,M EU1, EU 2)
- Compose claims and topic sentences for sentences, paragraphs and/or essays that address interdisciplinary topics or issues . (A, M EU2)
- Practice process writing via Independent Thinking and AI Assistance. (A, M EU2)
- Identify cognates and share STEAM+words from native language. (M EU1, EU 2)
- Analyze and argue factors that shaped historic and cultural events (A, M, T EU1, EU 2)
- Create and present pictorial or graphic representation of STEAM+ concepts using Canva or similar platforms. (A, M, T EU1, EU2)
- Review students' schedules initially to predict and then revisit (each marking period) the content studies of each course. (A, M, T EU1, EU 2)
- Read independently (or in jigsaw aloud) Easy English News articles from cover stories, "Ask a Speech Coach," "This is Your Page," "America the Beautiful," "Heroes and History" etc. and answer related questions.(A,M,T EU1, 2)
- Provide verbal directions to town businesses, establishments and/or important locations, such as the township library, police department, post office or closest hospital. (A, M, T EU2)
- Using activating, guided viewing and discussion questions, analyze a film for STEAM+ content, including literary elements, (A,M,T EU1 and EU2)
- Use whiteboards to produce writing (brainstorming of ideas, writing sentences that apply new vocabulary, idioms, prefixes, suffixes, root words etc.) (A, M, T EU1, EU2)
- Complete reading, writing, speaking and listening exercises for Social-Instructional, English Language Arts, Mathematics, Science and Social Studies content on ACCESS, 2.0. (A, M, T EU1 and EU2)
- Read a poem and/or short story and write an analytical response. (A, M, T EU1, EU 2)
- Research, interpret and analyze (in writing and speech) works of fine, visual and/or performing arts (M EU 1, EU 2)
- Analyze subjects for mathematical concepts (i.e. geometric properties such as symmetry or dimension, arithmetical calculations involving quantities, algebraic variables etc.) (M EU1, EU2) Analyze subjects for engineering concepts such as design, mechanics and materials. (M EU1, EU2)

- Write a journal entry about how potential career choices will require and utilize various academic disciplines. (M EU2)
- Write a journal entry about the combination of a potential college major and minor and how it will bring about career opportunity and advancement. (M EU2)
- View and listen to STEAM+ TED Talks and evaluate and discuss the speaker's ethos as well as main points and supporting ideas in speech and in writing. (M EU1 and EU2)
- Create a Venn Diagram related to STEAM+ topics or issues. (M EU1, EU 2)
- Collaborate in Scope magazine's Reader's Theater through role-playing, costume, sound, setting and prop design and creation. (M, T EU1, EU2)
- Using spontaneous and process approaches, write narrative, informational, explanatory and argumentative sentences, paragraphs and/or essays. (M,T EU1, EU2)
- Work and reflect on projects and assignments from other content area classes. (M,T EU1, EU 2)
- Using the process approach, write expository: compare/contrast, how-to and cause/effect paragraphs and/or essays. (M,T EU1)
- Respond to peer discussions and classmates' presentations with clarifying and extending questions and comments. (M, T EU1, EU2)
- Engage in role-play situations and dialogues that incorporate STEAM+ vocabulary and idioms. (M, T EU1, EU2)
- Create a work of fine, visual or performing art and present it in class. (T EU 2)

Pacing Guide

{This chart will be identical in all of 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.