

Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey

Pascack Valley High School, Hillsdale, New Jersey

Course Name: ENGLISH LANGUAGE DEVELOPMENT

Born On: August, 2020

Previous Revision: June, 2023

Current Revision: June, 2026

Board Approval: 8/24/26

COURSE DESCRIPTION: English Language Development

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.

ELD is a five-credit course. All of the learning outcomes outlined in the 9-12 ELD Scope and Sequence Curriculum are realized within a culturally rich context that fosters 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.

1. 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.
2. Native-like competence in listening is approximated.
3. Sensitivity to and appreciation of diverse cultures is encouraged.
4. Reading skills are developed in accordance with current research in schema theory and the reading process. Extensive reading is encouraged.
5. Writing is a process developed for communicating and for learning.
6. 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 English Language Development (ELD) 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 Multilingual 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 ELD Framework](#))

<u>WIDA ELD Standard</u>	Standard Statement
ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.
ELD Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
ELD Standard 3	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
ELD Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
ELD Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.
ELD Standard 6	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social and Emotional Learning.

WIDA Key Language Uses

Instruction across all units develops students' ability to use language to:

- **Narrate** – share experiences, stories, and events.
- **Inform** – describe, classify, and present information.
- **Explain** – clarify ideas, processes, and relationships.
- **Argue** – justify opinions and support claims with evidence.

Differentiation Using WIDA Performance Definitions

WIDA Level	Student Expectations
Level 1 – Entering	Label familiar places using words, phrases, visuals, gestures, and sentence frames.
Level 2 – Emerging	Describe home and community using simple sentences with visual support.
Level 3 – Developing	Compare communities using expanded sentences and supported oral discussions.
Level 4 – Expanding	Explain similarities and differences using connected paragraphs and academic vocabulary.
Level 5 – Bridging	Analyze how culture influences communities using extended discourse and discipline-specific vocabulary.
Level 6 – Reaching	Communicate with language comparable to proficient English-speaking peers across academic tasks.

New Jersey Curricular Mandates

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 to 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.*

The following New Jersey State Mandates are identified within each instructional unit. Each mandate is color-coded using the corresponding color assigned to its title throughout this curriculum document:

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 genocide 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.

Diversity and Inclusion Law:

(N.J.S.A.18A:35-4.36a) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students K-12 as part of the district's implementation of the New Jersey Student Learning Standards.

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.

Differentiation, Accommodations & Modifications:

Gifted and Talented	Multilingual Learners	Students with Disabilities	Students at Risk of School Failure
Extension Activities Thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities. Use of technological devices to gain access to online resources in order to research and explore current events and cultural practices. Use advanced supplementary / reading materials Use of authentic resources to promote a deeper understanding of culture. Provide opportunities for open-ended, self-directed activities Communication outside the language classroom for travel, study, work, and/or interviews with community members. Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) Conduct research and provide presentations on a variety of cultural topics. Design surveys to generate and analyze data to be used in discussion.	Modifications for Classroom 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 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 demonstrations such as gestures, drawing and retelling. Modified tests (orally) Use anecdotal records or portfolio work as a form of assessment 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	<i>*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team</i> Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Students may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Students may request books on CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication	Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Students may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Students may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device

Debate topics of interest / cultural importance. Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking		Teachers will check/sign student agenda daily Student requires use of other assistive technology device Modifications for Homework and Assignments Extended time to complete assignments. Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Students may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	Modifications for Homework and Assignments Extended time to complete assignments. Students require more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Students may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.
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Useful Online Resources & Technology:

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

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

This is School: <https://www.thisisschool.com/>

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

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

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

CommonLit: <https://www.commonlit.org/home>

Linguahouse: <https://www.linguahouse.com/>

Read Works: <https://www.readworks.org/>

Level IV/HONORS IV PACING GUIDE:

Cycle 1:	Cycle 2:	Cycle 3:	Duration:	Frequency of Instruction
Places That Feel Like Home	Learning & Growing Up	Who Am I?	209 minutes per week	12 weeks
Technology & Heroes	American Culture	Let's Celebrate	209 minutes per week	12 weeks
Staying Healthy	Our Communities	Exploring Our World	209 minutes per week	12 weeks

CYCLE 1:

Unit: Places That Feel Like Home					
Communicative Functions/Skills	Suggested Learning Activities	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments	21st Century Themes and Skills and Interdisciplinary Connections:	New Jersey Student Learning Standards (NJSLS):
Essential Questions: What makes a place feel like home? Why do some places feel like home? How do we adapt to new environments and make them feel like home? Language Functions: <i>Students will:</i> Describe people, places, communities, and cultural traditions using descriptive language and relevant vocabulary. Compare and contrast homes, neighborhoods, and communities using oral and written language.	Participate in a Think-Pair-Share discussion about the question, "<i>What makes a place feel like home?</i>" -Create an Identity Map illustrating personal, cultural, and linguistic connections to home and community. -Locate and compare hometowns and communities using Google Earth or interactive maps. -Participate in a Gallery Walk featuring photographs, artifacts, or images representing different communities and cultures. -Read and discuss literary and informational texts about home, identity, immigration, and belonging.	Mentor Texts • <i>The Name Jar</i> by Yangsook Choi • <i>The House on Mango Street</i> by Sandra Cisneros (excerpts) • <i>A Different Pond</i> by Bao Phi • <i>My Two Blankets</i> by Irena Kobald Informational Texts • CommonLit – <i>Immigration, Community, and Belonging</i> • ReadWorks – <i>Communities Around the World</i> • VHL Central: <u>Bridges</u>	Formative: Teacher observations Exit tickets Interactive notebooks Quick writes Vocabulary journals Reading conferences Speaking rubrics Peer feedback Self-assessment Summative:	NJ Career Readiness Standards: 9.4.12.CI.1 9.4.12.IML.1 Interdisciplinary Connections: ELA: Literary analysis and storytelling. Social Studies: Historical perspectives and primary sources. Visual Arts: Visual literacy and media analysis.	<u>WIDA</u> standards for English Language Development: ELD Standard 2: Language for Language Arts: <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</i> ELD Standard 5: Language for Social Studies: <i>English language learners</i>

Explain how culture, geography, and personal experiences contribute to a sense of belonging. Ask and answer questions to gather, clarify, and share information during collaborative discussions and interviews. Narrate personal experiences and stories about home, family, and community using sequential language and supporting details.	-Complete a Close Reading of a personal narrative, identifying central ideas, vocabulary, and supporting details. -Interview a family member or classmate about traditions, community, and what "home" means to them. -Maintain a Vocabulary Journal featuring academic and content-specific vocabulary related to community, culture, and identity. -Write a Personal Narrative describing a place that feels like home, incorporating descriptive language and sensory details -Participate in Academic Conversation Circles using sentence stems to discuss similarities and differences among communities.	Interactive Resources • Google Earth • Smithsonian Learning Lab • National Geographic Education • Library of Congress Primary Sources • PBS Learning Media Movies: Inside Out (2015) The Terminal (2004) Lion (2016) Film Study Folder	-Student language profile -Oral language sample -Writing samples Benchmark: "Places That Feel Like Home" Digital Portfolio Students will create a multimedia presentation that includes: <i>Personal narrative</i> <i>Description of home community</i> <i>Comparison between communities</i> <i>Maps and photographs</i> <i>Cultural traditions</i> <i>Reflection on belonging</i> Students present to classmates using appropriate academic language.		<i>communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</i> ELD Standard 1: Language for Social and Instructional Purposes: <i>English language learners communicate for social and instructional purposes within the school setting.</i>
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Unit: Technology & Heroes					
Communicative Functions/Skills	Suggested Learning Activities	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments	21st Century Themes and Skills and Interdisciplinary Connections:	New Jersey Student Learning Standards (NJSLS):
Essential Questions: -How does technology change the way we live, learn, and communicate? -Who are the heroes in our lives, and what makes them heroic? -How can one person's ideas or actions make a difference in the world? -How can we use technology responsibly to help others? Language Functions: <i>Students will:</i> -Describe the characteristics, accomplishments, and contributions of inventors, innovators, and heroes of all backgrounds -Compare and contrast different technologies,	-Complete a Hero Profile Graphic Organizer describing a historical, community, or personal hero, including character traits, accomplishments, challenges, and contributions - Research and create a "Hero Biography Presentation" and analyze how historical and contemporary heroes advocate for justice and inclusion. -Read and discuss biographies, informational articles, and multimedia texts about inventors, scientists, activists, first responders, and other changemakers to examine how innovation promotes equity and improves communities. -Discuss Structured Academic Controversy: <i>Is artificial intelligence creating more heroes or more problems?</i>	Mentor Texts • <i>Hidden Figures</i> (Young Readers Edition) Audiobook • <i>Who Was...?</i> Biography Series • <i>Steve Jobs</i> (MLs adapted biography) • <i>Malala's Magic Pencil</i> • <i>The Boy Who Harnessed the Wind</i> (Young Readers Edition) Informational Texts • CommonLit biographies • ReadWorks - STEM passages / Technology / Innovators Multimedia	Formative: -Teacher observations -Think-Pair-Share participation -Exit tickets - -Vocabulary journals -Reading conferences -Graphic / note-taking organizers -Quick writes and journal reflections -Digital discussion boards -Peer feedback Self-assessment checklists -Game-based vocabulary checks Summative: -Informational essay -Biographies	NJ Career Readiness Standards: 9.4.12.TL.3 9.4.12.IML.1 9.4.12.CI.1 Interdisciplinary Connections: Engineering: Design thinking and innovation. Mathematics: Data analysis and interpretation. ELA: Narrative reading and writing about heroes	WIDA standards for English Language Development: ELD Standard 3: Language for Mathematics: <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</i> ELD Standard 4: Language for Science: <i>English language learners communicate information, ideas, and concepts necessary for academic success</i>

inventions, and heroic actions, explaining similarities and differences -Explain how technology has changed communication, education, work, and daily life -Evaluate and justify opinions about the responsible use of technology	-Read/Listen News reports about a local or global hero -Propose a technology gadget to solve a community problem and justify its impact -Participate in a Think-Pair-Share discussing the question: "Who is a hero in today's world?" -Compare and Contrast Heroes from different cultures or time periods using a Venn diagram and academic discussion. -Analyze movies, short videos, or podcasts about technological innovations and discuss how they have improved or changed people's lives. -Conduct a Class Survey about students' favorite technologies and analyze the results using graphs and oral presentations. -Create a Timeline showing important inventions and technological breakthroughs throughout history. -Participate in a Gallery Walk featuring famous inventors,	• NASA STEM Resources • TED-Ed • PBS NOVA • Steve Jobs Motivational Speech Movies • Hidden Figures (2016) • October Sky (1999) • The Boy Who Harnessed the Wind (2019) • Jobs (2013) Film Study Folder	-Opinion essay -Reading / Listening comprehension assessment -Academic vocabulary assessment -Speaking assessment -Comparative essay Benchmark: <i>"Technology and Heroes"</i> digital portfolio Students will create a multimedia presentation that includes: -A biography of a hero, inventor, or innovator -An explanation of a technological innovation or invention -Evidence showing how the individual or technology has		<i>in the content area of Science.</i> ELD Standard 1: Language for Social and Instructional Purposes: <i>English language learners communicate for social and instructional purposes within the school setting.</i>
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	innovators, and heroes from diverse cultures and countries. -Write an Opinion Essay answering the question: "Should ____ be considered a hero?" using evidence from texts and research. -Create a Public Service Announcement (PSA) promoting responsible technology use or recognizing everyday heroes in the community.		<i>positively influenced society</i> <i>-Analysis of the benefits and challenges of the technology</i> <i>-A personal reflection explaining what makes someone a hero</i> Visuals, digital media, academic vocabulary, and citations from multiple sources		
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Unit: Staying Healthy					
Communicative Functions/Skills	Suggested Learning Activities	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments	21st Century Themes and Skills and Interdisciplinary Connections:	New Jersey Student Learning Standards (NJSL):
Guiding Questions: What does it mean to live a healthy lifestyle? How do healthy choices affect our physical, mental, and emotional well-being? How do culture, family, and community influence our health habits? Language Functions: <i>Students will:</i> Describe healthy habits, routines, and lifestyle choices using academic and health-related vocabulary. Explain the relationship between nutrition, exercise, mental health, and overall well-being. Compare and contrast healthy and unhealthy	-Brainstorm characteristics of a healthy lifestyle using a KWL Chart or Concept Map. -Read and discuss informational texts and articles about nutrition, exercise, sleep, stress management, and mental health. -Analyze food labels and compare nutritional information from different foods. -Maintain a one-week Healthy Habits Journal to monitor sleep, exercise, nutrition, hydration, and screen time. -Participate in Think-Pair-Share discussions about healthy choices and daily routines.	Mentor Texts • MyPlate resources • TeensHealth • AboutKidsHealth Articles Informational Texts • CDC Healthy Living • National Institute of Health articles • Multimedia • PBS LearningMedia • Khan Academy Health Movies: • Inside Out	Formative: Teacher observations during collaborative discussions Exit tickets Vocabulary journals Quick writes and reflective journal entries Reading comprehension checks Think-Pair-Share responses Graphic organizers Student self-assessments and goal-setting reflections Teacher conferences Summative: -Explain the benefits of healthy habits through oral presentations. -Compare health practices across cultures using speaking and writing. -Write an informative or persuasive piece	NJ Career Readiness Standards: 9.4.12.CI.3 9.4.12.IML.8 Interdisciplinary Connections: Health: Decision-making and personal wellness. Mathematics: Interpreting data to support decisions.	WIDA standards for English Language Development: ELD Standard 1: Language for Social and Instructional Purposes: <i>English language learners communicate for social and instructional purposes within the school setting.</i> ELD Standard 5: Language for Social Studies: <i>English language learners communicate information, ideas, and concepts</i>

behaviors, routines, and health practices across cultures. Ask and answer questions to gather, clarify, and share health information during collaborative discussions. Recommend healthy choices and support recommendations with reasons and evidence.	-Conduct a survey of classmates' health habits and create graphs to present findings. -Compare healthy eating guidelines and wellness practices from different cultures. -Create a balanced meal plan using the MyPlate guidelines and explain food choices. -Watch and analyze short videos related to fitness, nutrition, or mental wellness, then summarize key information. -Collaborate to develop a classroom Wellness Campaign promoting healthy habits. -Research a current public health topic (e.g., hydration, sleep, stress reduction, physical activity) and present findings to the class. -Create an infographic, poster, brochure, or digital presentation	● Soul ● Fed Up (selected clips) ● Super Size Me (selected clips) ● Heal (selected clips)	recommending healthy lifestyle choices. -Reflect on personal wellness goals and explain how they plan to maintain a healthy lifestyle using appropriate language structures. Benchmark: <i>Healthy Living Awareness Campaign</i> Students work individually or collaboratively to design a multimedia campaign promoting a healthy lifestyle for teenagers. <i>The project should include:</i> Research using credible sources Health recommendations supported with evidence Academic vocabulary related to health and wellness An oral presentation explaining recommendations A written reflection describing how healthy choices contribute to overall well-being Possible presentation formats include:	<i>necessary for academic success in the content area of Social Studies.</i> ELD Standard 3: Language for Mathematics: <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</i>
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	encouraging healthy lifestyle choices.		• Digital slideshow • Infographic/Audio • Video • Podcast		
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CYCLE 2:

Unit: Learning & Growing Up					
Communicative Functions/Skills	Suggested Learning Activities	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments	21st Century Themes and Skills and Interdisciplinary Connections:	New Jersey Student Learning Standards (NJSLS):
Essential Questions: -How do our experiences shape who we become? -What does it mean to grow and learn throughout life? -How do challenges help us develop resilience, confidence, and new skills? -How do family, culture, and community influence our growth and identity? Language Functions: <i>Students will</i> Narrate personal experiences, important life events, and milestones Compare and contrast childhood and adolescence, educational	-Write a personal narrative about a meaningful learning experience -Interview a family member, teacher, or mentor about lessons learned while growing up -Read and discuss biographies, memoirs, personal narratives, and informational texts about individuals who overcame challenges or achieved personal growth -Participate in a Growth Mindset Problem-Solving Activity where students analyze challenges, discuss possible solutions -Compare educational experiences by discussing similarities and differences between students' previous schools, cultures, and	Mentor Texts • <i>Fish in a Tree</i> – Lynda Mullaly Hunt • <i>The Circuit</i> – Francisco Jiménez • <i>Esperanza Rising</i> (selected excerpts) – Pam Muñoz Ryan • <i>The First Rule of Punk</i> (selected excerpts) – Celia C. Pérez • <i>I Am Malala</i> (Young Readers Edition) Informational Texts • <i>CommonLit</i> -<i>The Circuit</i> • ReadWorks biographies Multimedia	Formative: -Teacher observations -Think-Pair-Share -Exit tickets -Vocabulary journals -Reading conferences -Graphic / note-taking organizers -Quick writes and journal reflections -Digital discussion boards (<i>Padlet</i>) -Game-based vocabulary checks Summative: -Personal narrative -Informational essay -Comparative essay	NJ Career Readiness Standards: 9.4.12.CT.1 9.4.12.CI.2 9.4.12.CT.4 Interdisciplinary Connections: Health & Physical Education: Reflections regarding physical, nutritional, and emotional self development. Science: Human body systems and growth.	WIDA standards for English Language Development: ELD Standard 1: Language for Social and Instructional Purposes: <i>English language learners communicate for social and instructional purposes within the school setting.</i> ELD Standard 4: Language for Science: <i>English</i>

experiences, or cultural perspectives on growing up Explain how family, culture, school, and life experiences influence personal development, identity, and decision-making Analyze the challenges people face while growing up and explain how resilience, perseverance, and support systems contribute to success Ask and answer questions to gather, clarify, and exchange information during interviews, collaborative discussions, and reflective conversations	educational systems -Participate in a Think-Pair-Share discussing the question: "What does it mean to grow and learn?" -Maintain a Reflection Journal describing personal experiences, challenges, accomplishments, and goals throughout the unit. -Create SMART Goals/Vision Board/Identity Map for academic, personal, or career growth and develop an action plan to achieve them. -Analyze Inspirational Quotes about learning, perseverance, and success -Complete a Gallery Walk featuring influential individuals from diverse cultures who demonstrated resilience, leadership, or lifelong learning. -Maintain an Academic Vocabulary Journal focused on character traits, emotions, goal setting, education, resilience, relationships, and personal growth	- TED-Ed Growth Mindset videos: Developing a Growth Mindset with Carol Dweck Grit by Angela Duckworth Animated CORE Message - Khan Academy Growth Mindset lessons - PBS LearningMedia Movies: - Wonder - Akeelah and the Bee - McFarland USA - Freedom Writers (teacher discretion)	-Biography or profile -Multimedia presentation -Reading / Listening comprehension assessment -Academic vocabulary assessment -Oral presentation -Reflection essay Benchmark: "Learning & Growing Up" digital portfolio Students create a multimedia portfolio that includes: <i>A personal narrative describing an important learning experience</i> <i>A personal growth timeline</i> <i>An interview</i>	Family and Consumer Sciences: Healthy relationships and decision-making.	<i>language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</i> ELD Standard 2: Language for Language Arts: <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</i>
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			<i>summary with a family member, mentor, or community member</i> <i>A reflection on challenges overcome and lessons learned</i> <i>Short- and long-term SMART goals</i> <i>A final reflection answering the unit's essential questions using evidence from their experiences and unit texts</i>		
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Unit: American Culture					
Communicative Functions/Skills	Suggested Learning Activities	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments	21st Century Themes and Skills and Interdisciplinary Connections:	New Jersey Student Learning Standards (NJSLS):
Guiding Questions: What is American culture, and how has it been shaped by diverse people and traditions? How do culture, traditions, and values influence our identities and communities? What rights and responsibilities do individuals have in a democratic society? How can we appreciate and learn from different cultural perspectives? Language Functions: <i>Students will:</i> Describe cultural traditions, customs, symbols, and celebrations using academic vocabulary.	-Read and discuss literary and informational texts about immigration, diversity, national symbols, and American traditions. -Read speeches, biographies, and informational texts representing diverse voices. -Analyze primary and secondary sources (photographs, speeches, artwork, historical documents, and media) to explore different perspectives on American culture. -Conduct interviews with family or community members about their experiences adapting to life in the United States and share findings through oral or written	Mentor Texts • Seedfolks – Paul Fleischman • This Land Is Your Land lyrics • America Is... – Louise Borden • I Hear America Singing – Walt Whitman • Selected speeches by Martin Luther King Jr. Informational Texts • CommonLit civic responsibility texts • ReadWorks government readings	Formative: Teacher observations during collaborative discussions Exit tickets Think-Pair-Share responses Reading comprehension checks Vocabulary journals Graphic organizers Annotated texts and primary source analysis Reflection journals Oral language rubrics Peer feedback during presentations Teacher conferences Summative: -Participating in collaborative discussions using academic language and evidence. -Comparing and	NJ Career Readiness Standards: 9.4.12.CI.1 9.4.12.CI.3 9.4.12.IML.7 9.4.12.TL.2 Interdisciplinary Connections: Visual & Performing Arts: American music, visual art, literature, architecture, and popular culture as reflections of	WIDA standards for English Language Development: ELD 1: Social and Instructional Language: <i>English language learners communicate for social and instructional purposes within the school setting.</i> ELD 2: Language for Language Arts: <i>English language learners communicate</i>

Compare and contrast cultural practices, values, and traditions from the United States and students' home cultures. Explain how diversity, immigration, and civic participation have influenced American society. Interpret information from literary, informational, visual, and multimedia sources about American history and culture. Express and support opinions about cultural experiences, traditions, and civic responsibilities using evidence and appropriate language.	presentations. -Participate in Academic Conversation Circles discussing essential questions about diversity, identity, and civic responsibility using accountable talk strategies. -Research an American cultural tradition, holiday, historical landmark, or national symbol and create a multimedia presentation or digital poster. -Explore civic participation by investigating community organizations, volunteer opportunities, or local government, and discuss ways individuals contribute to their communities. -Create a "Culture & Community Showcase" that celebrates students' cultural identities while highlighting shared American values of diversity, inclusion, and civic engagement.	Multimedia - National Museum of American History - PBS LearningMedia - Library of Congress Movies Pursuit of Happiness (2006) Film Study Folder Forrest Gump (1994) Film Study Folder Remember the Titans (2000)	explaining cultural traditions through speaking and writing. -Analyzing informational and literary texts related to American culture and diversity. -Presenting research on an aspect of American culture using multimedia tools. -Writing an informative or explanatory essay describing how culture influences identity and community. -Reflecting on how their own cultural background contributes to the diverse fabric of American society. Benchmark: American Culture Inquiry Project Students investigate how diversity has shaped American culture by researching a topic such as immigration, cultural traditions, civic participation, national	society ELA: Reading literary and informational texts about American history, immigration, democracy, and civic participation Social Studies: Historical movements and significant events	<i>information, ideas, and concepts necessary for academic success in the content area of Language Arts.</i> ELD 5: Language for Social Studies: <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</i>
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			symbols, historical landmarks, or community contributions. <i>The project should include:</i> -Research using multiple credible sources -Comparison of American culture with another culture -Evidence from texts and multimedia sources -Academic vocabulary -Visual components (images, maps, timelines, or infographics) -Written reflection explaining how diversity strengthens communities -Possible presentation formats include: ● Multimedia presentation ● Cultural exhibit ● Podcast ● Documentary-style video ● Museum-style display		
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Unit: Our Communities					
Communicative Functions/Skills	Suggested Learning Activities	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments	21st Century Themes and Skills and Interdisciplinary Connections:	New Jersey Student Learning Standards (NJSLS):
Guiding Questions: What makes a community strong, welcoming, and inclusive? How do people contribute to their local, state, and national communities? What community resources help people meet their daily needs? Language Functions: <i>Students will:</i> Describe community places, services, organizations, and everyday routines using academic and social language. Explain how individuals contribute to and benefit from their local, state, and national communities.	Create a Community Map identifying important local resources (schools, libraries, hospitals, parks, police and fire departments, public transportation, grocery stores, post office, etc.) and explain their purpose. Participate in role-playing activities that practice everyday community interactions (asking for directions, making appointments, shopping, ordering food, visiting a doctor, using public transportation, or speaking with school personnel). Research local, state, and national government services and discuss how they support individuals and families within the community.	Mentor Texts • Last Stop on Market Street – Matt de la Peña • Maybe Something Beautiful Informational Texts • Newsela local government • ReadWorks communities • CommonLit citizenship articles Multimedia • Google Maps • Local municipal websites • Library of	Formative: Community Vocabulary Check-ins Community Resource Exit Tickets Community Interview Summary Think-Pair-Share Local News or Informational Text Response Local, State, and National Community Mapping Activities Summative: -Participate in authentic role-play scenarios involving everyday community interactions. -Ask for and provide information using appropriate academic and social language. -Explain the purpose of community resources	NJ Career Readiness Standards: 9.4.12.CI.1 9.4.12.GCA.1 9.4.12.IML.1 Interdisciplinary Connections: Social Studies: Explore communities, civic participation, and local geography. Health/SEL: Develop communication skills,	WIDA standards for English Language Development: ELD Standard 1: Language for Social and Instructional Purposes: <i>English language learners communicate for social and instructional purposes within the school setting.</i> ELD Standard 5: Language for Social Studies: <i>English</i>

Ask and respond to questions to obtain information, solve problems, and interact appropriately in community settings. Compare and contrast different communities, services, and cultural experiences. Recommend and justify ways to improve or become involved in their communities using supporting reasons and evidence.	Conduct interviews with school staff, community members, or local leaders about their roles and contributions to the community. Analyze community issues using local news articles or informational texts and discuss possible solutions through collaborative discussions. Participate in a Community Resource Scavenger Hunt (virtual or in-person) to locate important services and organizations available to residents. Collaborate to develop a Community Welcome Guide or Digital Resource Directory for new students and families entering the Pascack Valley community. Design and present a Community Improvement Proposal that identifies a local need and recommends realistic solutions to enhance the community.	Congress Movies • A Beautiful Day in My Neighbor (2019) • Living on One Dollar (2013)	and services through oral and written communication. Compare local, state, and national community systems using informational texts and visual resources. -Collaboratively develop and present a Community Welcome Guide for newly arrived students and families. -Reflect on their own role as active members of their school and community while identifying ways to contribute positively. Benchmark: <i>Community Connections Project</i> Students create a Community Welcome Guide designed for newly arrived multilingual students and families. The guide should include:	relationship building, and community awareness. Technology: Use digital tools to research community resources and create presentations.	<i>language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</i> ELD Standard 2: Language for Language Arts: <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</i>
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			Important places within the local community School and community resources Transportation information Health and emergency services Recreation and cultural opportunities Tips for participating in community life Maps, visuals, and contact information *An oral presentation explaining how the guide supports newcomers		
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CYCLE 3:

Unit: Who Am I?					
Communicative Functions/Skills	Suggested Learning Activities	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments	21st Century Themes and Skills and Interdisciplinary Connections:	New Jersey Student Learning Standards (NJSLS):
Essential Questions: How do our experiences, languages, and cultures shape our identities? How can understanding ourselves help us better understand others? What makes each person's story unique? Language Functions: <i>Students will:</i> Describe personal characteristics, interests, experiences, and cultural backgrounds using descriptive language. Narrate personal stories and significant life experiences using sequential language and	-Create an Identity Map illustrating personal interests, languages, family traditions, strengths, values, and future goals. -Read and discuss literary and informational texts, poems, or memoir excerpts that explore identity, culture, and belonging. -Write and share a Personal Narrative describing an experience that has shaped who they are today. -Participate in Identity Interviews with classmates and present a summary highlighting similarities and differences.	Mentor Texts • <i>The House on Mango Street</i> (selected vignettes) – Sandra Cisneros • <i>American Born Chinese</i> – Gene Luen Yang • <i>Brown Girl Dreaming</i> – Jacqueline Woodson • <i>The Arrival</i> – Shaun Tan (*Wordless graphic novel) • <i>The Day You Begin</i> – Jacqueline Woodson Informational Texts	Formative: -Identity Vocabulary Check -Identity Map -Conference -Personal -Narrative Draft -Review - Identity Interview -Summary -Reading Response -Journal -Academic Discussion Rubric: -Reflection Exit Ticket -Goal-Setting - Reflection Summative: -Share personal experiences through oral storytelling and narrative writing. -Describe how	NJ Career Readiness Standards: 9.4.12.CI.3 9.4.12.IML.9 9.4.12.TL.3 Interdisciplinary Connections: Health: Identity and wellness. ELA: Personal narratives and memoirs. Fine Arts: Identity through artistic expression, self-portraits	WIDA standards for English Language Development: ELD Standard 1: Language for Social and Instructional Purposes – English language learners communicate for social and instructional purposes within the school setting. ELD Standard 2: Language for Language Arts: English

supporting details. Explain how family, culture, language, and experiences contribute to personal identity. Compare and contrast their own identities and experiences with those of others while recognizing similarities and differences. Express and support opinions about identity, belonging, personal strengths, and future goals using evidence and examples.	-Develop a Cultural Artifact or "All About Me" Showcase featuring meaningful objects, photographs, traditions, or family stories. -Participate in Academic Conversation Circles discussing questions related to identity, belonging, and cultural perspectives using accountable talk strategies. -Create a Digital Story, Autobiography, or "Who Am I?" Multimedia Presentation incorporating images, writing, narration, and personal reflections. -Reflect on personal strengths, academic goals, and future aspirations by developing a Personal Growth Plan.	• CommonLit texts on identity • ReadWorks personal narratives Multimedia • StoryCorps • Google Arts & Culture • Smithsonian Learning Lab Movies • Coco (2017) • The Farewell (2019) • Real Women Have Curves (2002)	language, culture, family, and experiences shape their identities using academic vocabulary. -Participate in collaborative discussions that compare identities and perspectives while demonstrating respectful listening and speaking skills. -Present an Identity Portfolio using visuals and multimedia to communicate personal growth, strengths, and future aspirations. -Reflect on how being multilingual contributes to their identity and prepares them for future academic and personal success.		<i>language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</i> ELD Standard 5: Language for Social Studies: <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies</i>
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			Benchmark: <i>"Who Am I?"</i> Identity Portfolio Students create a multimedia portfolio that tells the story of who they are as multilingual learners and members of diverse communities. <i>The portfolio should include:</i> Identity Map Personal narrative Cultural artifact or family tradition Personal strengths and interests Academic and future goals Reflection on how language and culture influence identity Visuals (photographs, illustrations, or digital media)		
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Unit: Let's Celebrate					
Communicative Functions/Skills	Suggested Learning Activities	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments	21st Century Themes and Skills and Interdisciplinary Connections:	New Jersey Student Learning Standards (NJSLs):
Essential Questions: -Why do people celebrate traditions, holidays, and important events? -What can we learn about ourselves and others through celebrations and traditions? -How do celebrations bring people and communities together? -How can understanding different cultural traditions help us become respectful global citizens? Language Functions: <i>Students will:</i> -Describe cultural celebrations, traditions, holidays, and customs -Compare and contrast celebrations from different cultures, identifying	-Share personal and family celebrations through oral storytelling -Explore Juneteenth, Kwanzaa, Lunar New Year, Diwali, Eid, Hanukkah, Indigenous Peoples' Day, and other celebrations and compare holidays and traditions across cultures using graphic organizers. -Read informational and literary texts about celebrations around the world -Interview family or community members about meaningful traditions -Create a multicultural celebration guide or digital travel brochure -Research national holidays and cultural festivals from different countries -Participating in a classroom Cultural Celebration Fair -Writing explanatory and reflective pieces about the significance of traditions	Mentor Texts • <i>Celebrations Around the World</i> – Katy Halford • <i>Festival of Colors</i> Informational Texts • National Geographic Kids celebrations • Newsela holiday traditions • CommonLit cultural celebrations Multimedia • Google Arts & Culture • Smithsonian Folklife • PBS LearningMedia Movies	Formative: -Teacher observations -Think-Pair-Share participation -Exit tickets - -Vocabulary journals -Reading conferences -Graphic / note-taking organizers -Quick writes and journal reflections -Digital discussion boards -Peer feedback - Self-assessment checklists -Game-based vocabulary checks Summative: -Informational essay about a cultural	NJ Career Readiness Standards: 9.4.12.CI.1 9.4.12.IML.2 9.4.12.CI.3 Interdisciplinary Connections: Social Studies: Cultural traditions, geography & regions ELA: Folktales, personal narratives, informational text analysis	WIDA standards for English Language Development: ELD 1: Social and Instructional Language: <i>English language learners communicate for social and instructional purposes within the school setting.</i> ELD 2: Language for Language Arts: <i>English language learners</i>

similarities, differences -Explain the history, purpose, and significance of holidays, festivals, and family traditions -Narrate personal experiences and family traditions -Interchange opinions about the importance of preserving traditions and celebrating cultural diversity -Present information about a cultural celebration		• My Big Fat Greek Wedding (2002) • Pieces of April (2003) • Quinceañera (2006)	celebration -Personal narrative about a tradition Comparative essay analyzing two cultural celebrations -Reading / Listening comprehension assessment -Academic vocabulary assessment -Oral presentation -Reflective essay Benchmark: “Let’s Celebrate” digital portfolio Students will create a multimedia presentation that includes: -A description of the celebration or tradition -The history and cultural significance of the event -Important		<i>communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</i> ELD 5: Language for Social Studies: <i>– English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies</i>
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			<i>customs, symbols, foods, clothing, music, or activities</i> <i>-Similarities and differences between this celebration and another cultural tradition</i> <i>-Visuals such as photographs, maps, artifacts, timelines, or videos</i> <i>-A personal reflection</i>		
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Unit: Exploring Our World					
Communicative Functions/Skills	Suggested Learning Activities	Core Instructional and Supplemental Materials	Performance Benchmarks/ Assessments	21st Century Themes and Skills and Interdisciplinary Connections:	New Jersey Student Learning Standards (NJSLS):
Essential Questions: How do geography, culture, and history shape the places we live and visit? What can we learn by exploring different places, cultures, and communities? Why are national landmarks and historical sites important? Language Functions: <i>Students will:</i> Describe geographic features, landmarks, tourist attractions, and cultural sites using descriptive and academic language. Explain the historical, cultural, and geographical significance of places and landmarks. Compare and contrast regions, landmarks, and cultural traditions within the United	Explore major U.S. landmarks (e.g., Statue of Liberty, Grand Canyon, Yellowstone National Park, Mount Rushmore, Smithsonian Museums, Golden Gate Bridge, Liberty Bell) using maps, virtual tours, and informational texts. Compare regions of the United States (Northeast, South, Midwest, West) by examining geography, climate, landmarks, and cultural traditions using graphic organizers. Research a U.S. state, national park, historical landmark, or tourist destination and create a multimedia travel presentation highlighting its significance and attractions.	Mentor Texts • National Geographic Kids U.S. Atlas • 50 States, 5,000 Ideas (National Geographic) • DK Eyewitness USA Informational Texts • National Park Service articles • Smithsonian Museum resources • CommonLit geography texts Multimedia • Google Earth • National Park Service Virtual Tours	Formative: -Geography and Landmark Vocabulary Check Planning Conference -Virtual Tour Reflection -Reading Response -Academic Discussion Rubric -Travel Itinerary Checkpoint -Gallery Walk of National Sites with visuals Summative: -Map Skills Assessment -Travel Brochure -Travel Itinerary Benchmark: <i>Discover America Travel Expo</i> Students develop a multimedia travel	NJ Career Readiness Standards: 9.4.12.CI.1 9.4.12.CI.3 Interdisciplinary Connections: Geography: World regions and cultures. Environmental Science: Analyzing global environmental issues & how climate change is affecting our planet. Social Studies/Civics: Global citizenship	WIDA standards for English Language Development: ELD Standard 5: Language for Social Studies: <i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</i> ELD Standard 4: Language for Science: <i>English language learners communicate information, ideas, and concepts necessary for academic success</i>

States and around the world. Ask and respond to questions to gather and share information about travel, geography, and cultural experiences. Recommend and justify places to visit using supporting reasons, evidence, and descriptive details.	Use Google Earth, interactive maps, and virtual museum tours to explore famous destinations in the United States and compare them to locations in students' home countries. Read travel articles, brochures, and informational texts to identify key features, historical importance, and visitor information about national landmarks and attractions. Collaborate to design a "<i>Travel Across America</i>" itinerary or digital travel guide that includes transportation, landmarks, activities, and cultural experiences. Participate in Academic Conversation Circles discussing which destinations they would recommend visiting and support their opinions with evidence from research. Create a travel brochure, promotional video, or digital	• Smithsonian Learning Lab • National Geographic Education • Journey Around the World Movies: • National Parks Adventures (2016) • Wild America (1997) • The Secret Life of Walter Mitty (2013)	campaign promoting a U.S. state, national landmark, historical site, or tourist destination. <i>The project should include:</i> Geographic location and map Historical and cultural significance Major attractions and activities Travel recommendations Images, maps, and multimedia Academic vocabulary Comparison to another location (home country, New Jersey, or another U.S. destination) <i>*Oral presentation encouraging others</i>	and cultural diversity.	<i>in the content area of Science.</i> ELD Standard 1: Language for Social and Instructional Purposes: <i>English language learners communicate for social and instructional purposes within the school setting</i>
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	presentation encouraging others to visit a selected U.S. landmark, state, or national park.		<i>to visit</i>		
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