

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

***Moorestown High School
Multilingual Learners***

***ESL I, II, III, IV
Grades 9-12***

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Course Description and Fundamental Concepts

The Multilingual Learners curriculum is a developmental English language program designed for students whose first language is not English. The New Jersey Student Learning Standards as well as the WIDA English Language Proficiency Standards, provide the context of the ML curriculum in grades K-12.

Emphasis is placed on the development of English language proficiency in the four language domains: *listening, speaking, reading and writing* and across the five levels of language proficiency: *Entering, Developing, Emerging, Expanding and Bridging*. For learning to occur, language must be comprehensible and just beyond the current ability level (input+1) (Krashen, 1982).

English language development takes place over multiple years, is variable and is dependent on many factors including age, maturation, classroom experiences, motivation and attitude.

New Jersey Student Learning Standards (NJSLS)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

| Standard # | Standard Description |
|-------------------|--|
| <i>WIDA 1</i> | Language for Social and Instructional Purposes English language learners communicate for Social and Instructional Purposes within the school setting. |
| <i>WIDA 2</i> | Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts. |
| <i>WIDA 3</i> | Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics. |
| <i>WIDA 4</i> | Language for Science English language learners communicate information, ideas and concepts necessary for academic success in the content area of science. |
| <i>WIDA 5</i> | Language for Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies. |
| NJSLSA.R1. | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| NJSLSA.R2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| NJSLSA.R3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| NJSLSA.R4. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |

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| NJSLSA.R5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| NJSLSA.R6. | Assess how point of view or purpose shapes the content and style of a text. |
| NJSLSA.R7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| NJSLSA.R8. | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence |
| NJSLSA.R9. | Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| NJSLSA.R10. | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |
| RL.9-12.1. | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| RL.9-12.2. | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. |
| RL.9-12.3. | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| RL.9-12.4. | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g. Shakespeare as well as other authors.) |

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| RL.9-12.5. | Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| RL.9-12.6. | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| RL.9-12.7. | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.) |
| RL.9-12.9. | Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics. |
| RL.9-12.10. | By the end of grade 9-12, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. |
| RI.9-12.1. | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| RI.9-12.2. | Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. |
| RI.9-12.3. | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| RI.9-12.4. | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |

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| RI.9-12.5. | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| RI.9-12.6. | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| RI.9-12.7. | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| RI.11-12.8. | Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |
| RI.11-12.9. | Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history. |
| RI.9-12.10. | By the end of grade level, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above. |
| NJSLSA.W1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| NJSLSA.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. |
| NJSLSA.W3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |

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| NJSLSA.W4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| NJSLSA.W5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| NJSLSA.W6. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| NJSLSA.W7. | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. |
| NJSLSA.W8. | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| NJSLSA.W9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| NJSLSA.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. |
| W.9-12.1. | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> |

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| | <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> |
| W.9-12.2. | <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> |
| W.9-12.3. | <p>Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> |

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| | <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> |
| W.9-12.4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| W.9-12.5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| W.9-12.6. | Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| W.9-12.7. | 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.9-12.8. | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). |
| W.9-12.9. | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply grades 9–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> |

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| | B. Apply grades 9–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). |
| W.9-12.10. | 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. |
| NJSLSA.SL1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively |
| NJSLSA.SL2. | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| NJSLSA.SL3. | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. |
| NJSLSA.SL4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| NJSLSA.SL5. | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| NJSLSA.SL6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| SL.9-12.1. | <p>Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> |

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| | <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.9-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |
| SL.9-12.2. | 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.9-12.3. | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| SL.9-12.4. | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| SL.9-12.5. | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| SL.9-12.6. | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| NJSLSA.L1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| NJSLSA.L2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| NJSLSA.L3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| NJSLSA.L4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| NJSLSA.L5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| NJSLSA.L6. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| L.9-12.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. |
| L.9-12.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly. |
| L.9-12.3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. |

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| L.9-12.4. | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> |
| L.9-12.5. | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> |
| L.9-12.6. | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

| By Grade 12 | | |
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| Unit Addressed | Core Idea | Standard / Description |
| 1-7 | There are strategies to improve one's professional value and marketability. | <p>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> |
| 1-2 | Career planning requires purposeful planning based on research, self-knowledge, and informed choices. | <p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p> |

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| 1,7 | An individual's income and benefit needs and financial plan can change over time. | <p>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> |
| 1,6-7 | Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans. | <p>9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p> |
| 5 | Understanding income involves an analysis of payroll taxes, deductions and earned benefits. | <p>9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</p> <p>9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</p> <p>9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p> <p>9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</p> <p>9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</p> <p>9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.</p> |

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| | There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals. | <p>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.</p> <p>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</p> <p>9.2.12.CAP.23: Identify different ways to obtain capital for starting a business</p> |
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Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

| By Grade 12 | | |
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| Unit Addressed | Core Idea | Standard / Description |
| 1,3,7 | Creativity and Innovation: With a growth mindset, failure is an important part of success. | 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| 1,3,7 | Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities. | <p>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).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p> |
| 4-6 | Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. | <p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</p> |

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| 6 | Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit. | <i>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</i> <i>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</i> |
| 6 | Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights. | <i>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</i> <i>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</i> <i>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</i> |
| 6 | Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities. | <i>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</i> |
| 1 | Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers. | <i>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</i> |
| 4 | Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change. | <i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i> |

| | | |
|---------|--|---|
| 1-7 | Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. | 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3). |
| 1-7 | Information and Media Literacy: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making. | 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources). |
| 1-3, 7 | Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully | 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8) 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4). |
| 1-7 | Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically. | 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2). 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5). |
| 1,4,5-7 | Information and Media Literacy: Accurate information may help in making valuable and ethical choices. | 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4). |

| | | |
|-------|--|--|
| 2,4,7 | Information and Media Literacy: Media have embedded values and points of view. | <i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</i> <i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i> |
| 1-7 | Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. | <i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6).</i> <i>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i> |
| 4-7 | Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people. | <i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</i> <i>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i> |

Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

| Unit Addressed | Artistic Process | Anchor Standard |
|----------------|-------------------|---|
| 1, 3, 7 | Creating | <i>Anchor Standard 1: Generating and conceptualizing ideas.</i> <i>Anchor Standard 2: Organizing and developing ideas.</i> <i>Anchor Standard 3: Refining and completing products.</i> |
| 1,2,4,7 | Connecting | <i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i> |

| | | |
|--------------|--|---|
| 1,4-7 | Performing/ Presenting/ Producing | <i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i> <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i> <i>Anchor Standard 6: Conveying meaning through art.</i> |
| 1-7 | Responding | <i>Anchor Standard 7: Perceiving and analyzing products.</i> <i>Anchor Standard 8: Applying criteria to evaluate products.</i> <i>Anchor Standard 9: Interpreting intent and meaning.</i> |

Pacing Guide (All Dates are approximate based on the school calendar)

| Unit/ Topic | Month (w/Approx number of Teaching Days) |
|--|--|
| Unit 1: Identity | September/ October (~30 days) |
| Unit 2: Wisdom of the Ages | October/ November (~25 days) |
| Unit 3: Holidays Around the World | December (~16 days) |
| Unit 4: True Identity | January/ February (~30 days) |
| Unit 5: Survival | March (~25 days) |
| Unit 6: Fitting In | April (~20 days) |
| Unit 7: What Matters Most | May/ June (~30 days) |

Units Scope and Sequence

Unit 1

Unit Name: Identity

Learning Goals: What do I want my students to learn?

Standards

[NJSLS -RL.9-12.1., RL.9-12.2, RL.9-12.3, RL.9.12.4, RL.9-12.6, RL.9-12.10, RI.9-12.1, RI.9-12.4, RI.9-12.10., W.9-12.1, W.9-12.2, W.9-12.3, W.9-12.4, W.9-12.5, W.9-12.6, W.9-12.7, W.9-12.8, W.9-12.9, W.9-12.10, SL.9-12.1,SL.9-12.2, SL.9-12.4, L.9-12.1, L.9-12.2,L.9-12.3, L.9-12.4, L.9-12.5, L.9-12.6](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- Who am I?
- Think about your name.
- Learn how your family and culture are part of you.
- The stories we tell define us and shape our lives.

Learning Objectives

Students will be able to...

- Connect personal experiences and ideas with those of others
- Say facts about themselves (name, age, boy/girl, height, where they live, etc.)
- Write facts about themselves (name, age, boy/girl, height, where they live, etc.)
- Use adjectives to describe their appearance and personality
- Identify members of a family
- Ask/answer questions: *What is your name? How old are you? Where do you live?*
- Share aspects about themselves and their home, U.S., and cultures
- Use basic vocabulary: clothing, food, school, family
- Respond to and interpret visuals : Illustrations for a text
- Respond to literature by listening, speaking, and writing

Unit 2

Unit Name: Wisdom of the Ages

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - *RL.9-12.1., RL.9-12.2, RL.9-12.3, RL.9-12.4, RL.9-12.6, RL.9-12.10, RI.9-12.1, RI.9-12.2, RI.9-12.4, W.9-12.1, W.9-12.2, W.9-12.3, W.9-12.4, W.9-12.5, W.9-12.6, W.9-12.7, W.9-12.8, W.9-12.9, W.9-12.10, SL.9-12.1,SL.9-12.2, SL.9-12.4, L.9-12.1, L.9-12.2,L.9-12.3, L.9-12.4, L.9-12.5, L.9-12.6*

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What makes us wise?
- Find out how taking advice makes us wise.
- Think about the wisdom of elders and mentors.

Learning Objectives

Students will be able to...

- Ask questions
- Describe actions
- Express likes and dislikes
- Express needs and wants
- Use action verbs
- Identify and use word parts (base word, affix (prefix or suffix)
- Respond to literature by listening, speaking, and writing

Unit 3

Unit Name: Holidays Around the World

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) -*RL.9-12.1., RL.9-12.2, RL.9-12.3, RL.9.12.4, RL.9-12.6, RL.9-12.10, RI.9-12.1, RI.9-12.4. RI.9-12.10., W.9-12.1, W.9-12.2, W.9-12.3, W.9-12.4, W.9-12.5, W.9-12.6, W.9-12.7, W.9-12.8, W.9-12.9, W.9-12.10, SL.9-12.1,SL.9-12.2, SL.9-12.4, L.9-12.1, L.9-12.2,L.9-12.3, L.9-12.4, L.9-12.5, L.9-12.6*

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What holidays do you celebrate?
- What do people do on _____ holiday?
- What holidays are celebrated in the USA?
- What is the same and different about holidays celebrated in the USA?
- What are ordinal numbers?

Learning Objectives

Students will be able to...

- name popular American holidays
- name holidays from other cultures
- match images/symbols with holidays
- use ordinal numbers with (months, days, letters, and/or holidays)
- compare and contrast holidays celebrated in the United States through discussion using a Venn diagram, reading of stories, and writing.

Unit 4

Unit Name: True Identity

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - *RL.9-12.1., RL.9-12.2, RL.9-12.3, RL.9.12.4, RL.9-12.6, RL.9-12.10, RI.9-12.1, RI.9-12.4, RI.9-12.10., W.9-12.1, W.9-12.2, W.9-12.3, W.9-12.4, W.9-12.5, W.9-12.6, W.9-12.7, W.9-12.8, W.9-12.9, W.9-12.10, SL.9-12.1,SL.9-12.2, SL.9-12.4, L.9-12.1, L.9-12.2,L.9-12.3, L.9-12.4, L.9-12.5, L.9-12.6*

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- Do we find or create our true selves?
 - Explore whether appearance matters.
 - Discover some struggles that people face about their identities.
 - Fact vs Opinion

Learning Objectives

Students will be able to...

- Describe people and places with detail (adjectives)
- Make comparisons (orally and/or in writing)
- Write with description and detail
- Express opinions
- Respond to and interpret visuals: Illustrations for a text
- Respond to literature by listening, speaking, and writing

Unit 5

Unit Name: Survival

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - *RL.9-12.1., RL.9-12.2, RL.9-12.3, RL.9.12.4, RL.9-12.6, RL.9-12.10, RI.9-12.1, RI.9-12.4. RI.9-12.10., W.9-12.1, W.9-12.2, W.9-12.3, W.9-12.4, W.9-12.5, W.9-12.6, W.9-12.7, W.9-12.8, W.9-12.9, W.9-12.10, SL.9-12.1,SL.9-12.2, SL.9-12.4, L.9-12.1, L.9-12.2,L.9-12.3, L.9-12.4, L.9-12.5, L.9-12.6*

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What does it take to survive?
- Think about how luck helps survivors.
- Find out how creative thinking can help people survive.
- Explore how the body and the mind work together for survival

Learning Objectives

Students will be able to...

- Use past tense verbs
- Listen to a story
- Respond to questions
- Describe an experience / past event orally and in writing
- Read independently
- Give and Carry out commands
- Write an opinion statement
- Write a paragraph

Unit 6

Unit Name: Fitting In

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - RL.9-12.1., RL.9-12.2, RL.9-12.3, RL.9.12.4, RL.9-12.6, RL.9-12.10, RI.9-12.1, RI.9-12.4. RI.9-12.10., W.9-12.1, W.9-12.2, W.9-12.3, W.9-12.4, W.9-12.5, W.9-12.6, W.9-12.7, W.9-12.8, W.9-12.9, W.9-12.10, SL.9-12.1,SL.9-12.2, SL.9-12.4, L.9-12.1, L.9-12.2,L.9-12.3, L.9-12.4, L.9-12.5, L.9-12.6](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- How important is it to fit in?
- Think about when it is worth it to try to fit in.
- Learn what makes people feel good about themselves.
- Talk about how people can create their own space.

Learning Objectives

Students will be able to...

- Demonstrate comprehension of frequently used synonyms and antonyms
- Make predictions or inferences based on a story or information that has been heard
- Express ideas/feelings
- Compare and contrast texts in different forms or genres
- Write opinion pieces to support claims
- Respond to and interpret visuals : Illustrations for a text
- Respond to literature by listening, speaking, and writing

Unit7

Unit Name: What matters most in life?

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - *RL.9-12.1., RL.9-12.2, RL.9-12.3, RL.9.12.4, RL.9-12.6, RL.9-12.10, RI.9-12.1, RI.9-12.4. RI.9-12.10., W.9-12.1, W.9-12.2, W.9-12.3, W.9-12.4, W.9-12.5, W.9-12.6, W.9-12.7, W.9-12.8, W.9-12.9, W.9-12.10, SL.9-12.1,SL.9-12.2, SL.9-12.4, L.9-12.1, L.9-12.2,L.9-12.3, L.9-12.4, L.9-12.5, L.9-12.6*

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What is most important in life?
- Think about how your attitude affects your life.
- Explore what it means to do the right thing.
- Consider how love matters.

Learning Objectives

Students will be able to...

- Retell a story
- Engage in a discussion
- Give/follow directions
- Use idioms
- Make inferences
- Write a personal narrative
- Respond to literature by listening, speaking, and writing

Please contact the Content Supervisor for any questions.