FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
ENGLISH DEPARTMENT CURRICULUM
MULTILINGUAL PROGRAM

ENGLISH FOR NEWCOMERS: ENGLISH LANGUAGE STUDENTS WITH INTERRUPTED FORMAL EDUCATION

Grade Level: 9-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE: August 28, 2024

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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English for Newcomers: English Language Students with Limited or Interrupted Formal Education (SIFE)

Course Description

English for Newcomers: English Language Students with Interrupted Formal Education (SIFE), is a course designed to support English Language Learners (ELLs) in developing novice-level English proficiency and gaining essential social and cultural awareness as well as emotional skills as they integrate the American society. This course is carefully designed following the WIDA guidelines to ensure a comprehensive and effective learning experience. In this course, students embark on an engaging journey to build foundational English language skills. Recognizing the unique challenges faced by students with interrupted formal education, we provide a nurturing and inclusive environment that fosters growth and confidence. Our curriculum is tailored to meet students where they are, gradually guiding them through the complexities of the English language. Students will participate in various activities to enhance their listening, speaking, reading, and writing skills. Through interactive lessons and collaborative projects, they will learn to communicate effectively in everyday situations, focusing on vocabulary building, sentence structure, and basic grammar. Understanding and integrating into a new cultural context can be challenging, so we emphasize cultural and social awareness. Students will explore aspects of American culture and social norms, learning how to engage in common social interactions and understanding the nuances of cultural diversity. By the end of the course, students will have improved their English proficiency and gained the confidence and skills needed to thrive in their new academic and social settings. English for Newcomers is more than just a language course; it is a gateway to new opportunities and a brighter future. Join us on this transformative journey and take the first step towards a successful integration into your new community.

Course Sequence and Pacing

Unit Title	Unit Sections	Suggested Pacing
UNIT1: About Me	1.1 Describe yourself and your family	20 Sessions
UNIT 2: My Place, My Home	2.1 Describe your school and home	20 Sessions
UNIT 3:Life and Work	3.1 Describe routines	20 Sessions
UNIT 4: My City	4.1 Describe your city	20 Sessions
UNIT 5: Free Time	5.1 Describe what to do during free time	20 Sessions
UNIT 6: Health	6.1 Describe healthy habits	20 Sessions

Support Resources

Supporting resources and appendices for this curriculum are available. These include a Resource Catalog of standards-aligned activities, common formative assessment and interdisciplinary items for performance expectations and objectives in this course.

- SIFE Resource Catalog
- Appendix A: Accommodations and Modifications for Various Student Populations
- Appendix B: Assessment Evidence
- Appendix C: Interdisciplinary Connections

English for Newcomers: English Language Students with Limited or Interrupted Formal Education (SIFE)
Suggested Pacing: 20 sessions
Unit 1: About Me

FOCUS: 1.1 Describe yourself and your family

NJSLS

ELD-SI 4-12 Narrate.2: Connect stories with images and representations to add meaning.

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

CONTENT OBJECTIVE(S)

Based on the visual exemplar given in class, describe in writing where they are from using the verb “to be” using sentence frames.

LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the visual exemplar given in class, identify the meaning of words (e.g., Mexico City, Quito, China, Ukraine, Africa, South America) by matching each word to its corresponding image.
[2] Sentence Level: Based on the visual exemplar given in class, describe where they are from using “to be” in writing with assistance from the following sentence stems (e.g., I am from Lima. I am from Peru. I am from South America).
NJSLS
ELD-SI 4-12 Explain.1: Generate and convey initial thinking.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the sample product given in class, introduce themselves orally who they are, where they are from, and what grade they are in small group discussion.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the sample product given in class, students will introduce themselves orally using the following words or phrases. (e.g.: 15 years old, Grade 12, 9th grade, Sophomore, name of country, verb “to be”) through a choral response.
[2] Sentence Level: Based on the sample product given in class, students will introduce themselves using an appropriate form of the verb “to be” orally using the following sentence stems (e.g.: My name is __. I am in grade ____. I am from ___.) in small groups.
NJSLS
ELD-SI 4-12 Argue.1**:** Generate questions about different perspectives.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the oral exemplar demonstrated in class, ask each other questions orally about who they are, where they are from, and what grade they are in partner discussion.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the oral exemplar demonstrated in class, identify question words (e.g.: what, where) by categorizing images to match the question words. (e.g.: what category = name of a person, where category = name of a place).
[2]Sentence Level: Based on the oral exemplar demonstrated in class, generate and ask questions using what and where appropriately with the following sentence stems orally in partner discussion. What is your name? My name is ___. Where are you from? I am from ____.
NJSLS
ELD-SI 4-12 Narrate.1**:** Share ideas about <u>one’s own</u> and others’ lived experiences and previous learning.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the sample student schedule given in class, describe their daily school routines orally in small group discussion.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the oral exemplar demonstrated in class, identify the meaning of the words related to their school schedule using nouns (e.g., math, science, history) by matching pictures and nouns.
[2] Sentence Level: Based on the oral exemplar demonstrated in class, write a series of simple sentences related to their school schedule using sentence frames (e.g., I am in ___ class).
NJSLS
ELD-LA 9-12 Narrate Expressive.4**:** Construct language arts narratives that: Engage and adjust for audience.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the template given in class, create a multimodal product (e.g.: poster, slide, video, audio recording) introducing themselves according to their strength.

LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the template given in class, categorize the appropriate vocabulary (e.g.: Grade: Senior, 10th grader, Location: Kiev, Armenia, Europe) on a graphic organizer.
[2] Sentence Level: Based on the template given in class, create written sentences using the appropriate form of the verb “to be” using the following sentence stems. My name is __. I am from __. I am ___ years old. I am in grade __. I am a Freshman.
[3] Discourse Level: Based on the template given in class, students will describe themselves using the appropriate form of the verb ”to be” and vocabulary of the lesson according to their strength create a multimodal product (e.g.: poster, slide, video, audio recording). My name is __. I am from __. I am ___ years old. I am in grade 11. I am a Junior.

English for Newcomers: English Language Students with Limited or Interrupted Formal Education (SIFE) **Suggested Pacing: 20 sessions** **Unit 2: My Place**
FOCUS:
NJSLS
ELD-SI 4-12 Narrate.1**:** Share ideas about one’s own and <u>others’ lived experiences</u> and previous learning.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the sample product given in class, describe orally objects found in a classroom through choral response.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the sample product given in class, label the appropriate classroom vocabulary in writing on a graphic organizer. (e.g.: desk, chair, book, pencil, Chromebook).
[2] Sentence Level: Based on the sample product given in class, describe in writing the appropriate form of the verb “to be” using the following sentence stems and frames. (e.g. It is a ____. This is a ____. There is a _____ on the desk. There are _____ on the shelf.)
NJSLS
ELD-SI 4-12 Inform.3**:** Describe the parts and wholes of a system.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the visual exemplar given in class, locate objects in the classroom by listening to the vocabulary words provided.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the visual exemplar given in class, identify orally classroom objects using the provided word bank or word wall based on the vocabulary words provided.
[2] Sentence Level: Based on the visual exemplar given in class, describe in writing the classroom objects using the appropriate form of the verb “to be” with the following sentence stems (Sees picture of a book, “It is a book.”) orally reading the sentences in whole group discussion.
NJSLS
ELD-SI 4-12 Narrate.2**:** Connect stories with images and representations to add meaning.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the template given in class, students will create a story with images and in writing about themselves and their classroom using a digital or paper storyboard with captions or simple present sentences.
LANGUAGE OBJECTIVE(S)

[1] Word Level: Based on the examples provided in class, students will recall orally items/objects in a classroom and their functions during a group discussion.
[2] Sentence Level: Based on the teacher model, students will create, in writing, simple sentences for objects in the room and their function using a document, worksheet, Google slide. For example: That is a “book”. I read the book. There is a pencil. I write with a pencil.
NJSLS
ELD-SI 4-12 Inform.4:Sort, clarify, and summarize relationships.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the visual exemplar given in class, describe in writing where classroom objects are located using sentence frames.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the visual exemplar given in class, identify the meaning of simple prepositions of classroom objects in writing by matching each word to its corresponding image.
[2] Sentence Level: Based on the teacher model, students will create, in writing, simple sentences for objects in the room and their function using a document, worksheet, Google slide. For example: That is a “book”. I read the book. There is a pencil. I write with a pencil**.**
[1a] Word Level:Based on the visual exemplar given in class, identify the meaning of who, what and where in writing by categorizing each word to its corresponding interrogative word.
[2a] Sentence Level: Based on the visual exemplar given in class, use the interrogative words who, what, and where in writing with assistance from the following sentence stems to formulate questions (e.g.; Where is the book? Who is your math teacher? What is this (item)?
NJSLS
ELD-LA 9-12 Narrate Expressive.4: Construct language arts narratives that: Engage and adjust for audience.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the template given in class, create a multimodal product (e.g.: poster, slide, video, audio recording) introducing themselves according to their strength.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the template given in class, categorize the appropriate vocabulary (e.g.: cafeteria, gym, media center, main office, health office, science class) on a graphic organizer.
[2] Sentence Level: Based on the template given in class, create written sentences using the appropriate form of the verb “to be”, “to have”, and vocabulary with the following sentence stem. In ___ class there is/are ____ (classroom objects).
[3] Discourse Level: Based on the template given in class, create a multimodal product (e.g.: poster, slide, video, audio recording) using the appropriate form of the verb ”to be”, “to have”, and vocabulary of the lesson according to their strength. My name is ____. I am a ___ (grade). I have ____ (subject) Period __ (number). My teacher is ___ (Mr./Mrs./Ms.). In __ (subject) class there is/are ___ (classroom objects).

English for Newcomers: English Language Students with Limited or Interrupted Formal Education (SIFE) **Suggested Pacing: 20 sessions** **Unit 3: Life and Work**
FOCUS:
NJSLS
ELD-SI 4-12 Narrate.1: Share ideas about one’s own and others’ lived experiences and previous learning.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)

Based on the example in class, describe orally their routines over time, with a partner.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the chart provided in class, respond orally using adverbs (often, usually, rarely, frequently, etc.) describing the frequency of given routines in the whole group.
[2] Sentence Level: Based on the examples given in class, construct simple present sentences , orally, with a partner.
NJSLS
ELD-SI 4-12 Argue.1: Generate questions about different perspectives.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the model given in class, construct in speaking or writing questions about career preferences using completion of sentence frames.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the model given in class, distinguish, in speaking or writing, vocabulary related to specific occupations in small group discussion or activity with manipulatives.
[2] Sentence Level: Based on the model given in class, construct in speaking or writing yes/no questions with partners.
NJSLS
ELD-SI 4-12 Argue.1: Generate questions about different perspectivesELD-SI 4-12 Explain.2: Follow and describe cycles and sequences of steps or procedures and their causes and effects.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the model given in class, construct in speaking or writing questions about career preferences using completion of sentence frames.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the jobs-related routines identified in class, recite orally the procedures and sequences for their assigned job in small groups.
[2] Sentence Level: Based on the descriptions in the article, form explanatory statements about an occupation's procedures and sequences orally or in writing using the provided format with partners.
NJSLS
ELD-LA 9-12 Inform Interpretive.1: Interpret informational texts in language arts by:Identifying and/or summarizing central ideas.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the leveled text example given in class, identify jobs-related vocabulary in a magazine article by highlighting.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the jobs-related vocabulary identified in class, recite orally the vocabulary for their assigned job in small groups.
[2] Sentence Level: Based on the descriptions in the article, form declarative statements in response to yes/no questions orally using the provided format with partners.
NJSLS
ELD-LA 9-12 Narrate Expressive.4: Construct language arts narratives that: Engage and adjust for audience.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the leveled text example given in class, identify jobs-related vocabulary in a magazine article by highlighting.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the reading example given in class, choose and record in writing _adverbs (often, usually, rarely, frequently, etc.) describing the frequency of routines in the provided occupation chart.
[2] Sentence Level: Based on the examples given in class, create simple present sentences, in writing, using the sentence frames to complete the post_.

English for Newcomers: English Language Students with Limited or Interrupted Formal Education (SIFE) **Suggested Pacing: 20 sessions** **Unit 4: My City**
FOCUS:
NJSLS
ELD-SI 4-12 Narrate.1: Share ideas about one's own and others' lived experiences and previous learning.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the example in class , students will list places verbally and in writing about their city and surrounding community in a small group discussion, partnership or using a digital recording platform such as Vocaroo.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the visual exemplar presented in class, students will match visually and in writing words and images of places and objects related to their city and community using provided images and word bank on a teacher created student hand-out.
[2] Sentence Level: Based on the teacher model presented in class, students will create simple present sentences about objects and places in their city and community verbally and in writing using Flipgrid and on a Google document, slide, or teacher generated hand-out.
[3]Word Level: Based on the examples presented in class, students will use orally simple present information question words to ask about places and objects related to their city and community in a partner pair and share.
[4]Sentence Level: Based on the teacher model presented in class, students will ask each other questions about their city and community orally in a small group discussion.
NJSLS
ELD-SI 4-12 Argue.1: Generate questions about different perspectives
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the student example presented in class, pose and answer questions orally about their favorite and least favorite things about their community in a partner pair-share or small group discussion.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the example presented in class, students will recall how to ask and respond to questions using the word bank and sentence stems and frames about what they like and do not like in their community/city orally using in a partnership, or other format to practice their speaking Flipgrid, Vocaroo for practice with a final discussion in a small group. (e.g. What do you like about where you live? What don't you like about where you live/ Do you like the park? Do you like the store next to the library?) I like___. I don't like _____.
[2] Sentence Level: Based on the teacher model, students will create questions and answers to questions about what they like and do not like in their community orally and in writing using a small group discussion, partnership or a digital recording format and a teacher hand-out.
NJSLS
ELD-SI 4-12 Explain.2: Follow and describe cycles and sequences of steps or procedures and their causes and effects
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the examples provided in class, students will be able to follow and give clear, concise directions using a map in a real-world scenario in their community/city verbally and in writing using a recording application or program or in small group discussions and graphic organizer.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the teacher model, students will match the meaning of words using imperatives, transitions related to directions for getting around your community/city verbally/in writing using a matching game of word banks and images (Can be a

visual Quizlet; Imperatives go left, continue, cross, stop, walk, pass, turn; Transitions (first, then, next); Reinforce prepositions: in front of, behind, next to, etc.)
[2] Sentence Level: Based on the examples provided in class, students will construct sentences using simple present tense to explain directions about how to get to a place in their community, starting with "First," "Then," and "Finally." orally and in writing using a graphic organizer provided by the teacher.
[3] Discourse Level: Based on the student exemplars, students will formulate questions using simple present information questions to inquire about routes and modes of transportation orally during a small group discussion.
NJSLS
ELD-LA 9-12 Inform Interpretive.1: Interpret informational texts in language arts by Identifying and/or summarizing central ideas.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the examples provided in class, students will summarize key information about their city and physical surroundings from provided texts verbally and in writing in a small group discussion.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the examples provided in class, word banks, word wall, images, students will match/identify simple present tense verbs to describe activities and features of their city verbally, visually, kinesthetically, and in writing using a matching game, Blooket, visual/digital flashcards (choose a format or program that is suitable to your classroom).
[2] Sentence Level: Based on the teacher model provided in class, students will create sentences to describe the activities and features presented in the “text” verbally and in writing using a teacher generated worksheet or other digital or paper format (e.g. I see children playing in the park. In the text, people were reading in the library).
NJSLS
ELD-LA 9-12 Narrate Expressive.4: Construct language arts narratives that: Engage and adjust for audience.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the graphic organizer and examples in class, students will construct (create) a narrative describing their city, physical surroundings, and interactions with people, visually and in writing on a storyboard format with captions.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the examples provided in class, word banks, word study and images, students will identify/recall vocabulary related to the city, physical surroundings, interactions with other people and simple verbs and adjectives visually, orally, and in writing using a visual vocabulary application or platform or a paper version.
[2] Sentence Level: Based on the examples provided in class, sentence stems and/or sentence frames, students will create sentences about what they do in their community in a day in writing using a paper/digital storyboard/comic strip.
[3] Discourse Level: Based on the teacher model storyboard narrative, students will generate simple questions about other students storyboards about their community orally using partner/pair share. (First, I get on the bus to go to school. Next, I _____.)

English for Newcomers: English Language Students with Limited or Interrupted Formal Education (SIFE) **Suggested Pacing: 20 sessions** **Unit 5: Free Time**
FOCUS:
NJSLS
ELD-SI 4-12 Inform.2: Report on explicit and inferred characteristics, patterns, or behavior
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the teacher model presented in class, organize two sets of images visually and in writing on a graphic organizer using the verb “I need” in partners.

LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the images presented in class, orally identify the objects needed for the corresponding sport or activity using the given vocabulary.
[2] Sentence Level: Based on the images presented in class, orally identify the objects needed for the corresponding sport or activity using the given sentence stems. In art class, I need a paint brush. At soccer, I need a ball.
NJSLS
ELD-SI 4-12 Explain.2: Follow and describe cycles and sequences of steps or procedures and their causes and effects.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the teacher model presented in class, describe orally the type of weather using the present progressive and vocabulary provided.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the visual exemplar given in class, identify orally weather vocabulary using the provided word bank or word wall based on the vocabulary words provided.
[2] Sentence Level: Based on the visual exemplar given in class, describe in writing the weather using the appropriate form of the verb "to be" with the following sentence stems (See picture of a weather vocabulary word, "It is sunny.") Then orally read the sentences with partners.
NJSLS
ELD-SI 4-12 Explain.2: Follow and describe cycles and sequences of steps or procedures and their causes and effectsELD-SI 4-12 Inform.3: Describe the parts and wholes of a system.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the teacher model presented in class, identify the correct use of the verbs "can and can't" orally as a class and then in partners.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the images presented in class, orally identify the relationship for the corresponding weather and activity using can or can't and the given vocabulary.
[2] Sentence Level: Based on the images presented in class, orally identify the relationship for the corresponding weather and activity using the given sentence stems. Can you play soccer in the snow? No, I can't. Can you swim when it's hot? Yes, I can.
NJSLS
ELD-LA 9-12 Narrate Expressive.4: Construct language arts narratives that: Engage and adjust for audience.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the teacher model presented in class, explain orally the objects needed for an activity using the appropriate form of the verb "to have" and "to need" as a whole group.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the teacher model presented in class, identify orally the objects that correspond with the activity in whole class discussion. Soccer: ball, cleats; American Football: football, helmet; Art Club: paintbrush, paint.
[2] Sentence Level: Based on the teacher model presented in class, identify in writing the objects that correspond with the activity using the appropriate form of the verbs "to have" and "to need" in partners. Soccer: I have a ball. I need cleats. American Football: I have a football. I need a helmet. Art Club: I have a paintbrush. I need paint.
NJSLS

ELD-LA 9-12 Inform Interpretive.1: Interpret informational texts in language arts by identifying and/or summarizing central ideas.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the template given in class, create a multimodal product (e.g.: poster, slide, video, audio recording) introducing themselves according to their strength.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the template given in class, categorize the appropriate vocabulary (e.g.: warm, sunny, cold, cloudy, rainy, soccer team, chess team) on a graphic organizer.
[2] Sentence Level: Based on the template given in class, create written sentences using the appropriate form of the verb "to be", the present progressive and vocabulary with the following sentence stem. I am going to school. It is raining.
[3] Discourse Level: Based on the template given in class, create a multimodal product (e.g.: poster, slide, video, audio recording) using the appropriate form of the verb "to be", the present progressive, and vocabulary of the lesson according to their strength. Today is Monday. I am going to school. It is raining. I need an umbrella.

English for Newcomers: English Language Students with Limited or Interrupted Formal Education (SIFE) **Suggested Pacing: 20 sessions** **Unit 6: Health**
FOCUS:
NJSLS
ELD-SI 4-12 Narrate.1: Share ideas about one's own and others' lived experiences and previous learning.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the template given in class, sorting orally and in writing food vocabulary with the corresponding meals (breakfast, lunch, dinner) as a whole class discussion.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the template given in class, identify in writing food vocabulary on a graphic organizer in partners. rice, fish, chicken, soup, eggs, bagel, coffee, tea, soda, water.
[2] Sentence Level: Based on the template given in class, describe in writing the given vocabulary for the corresponding meal (breakfast/lunch/dinner) using the appropriate form of the verb "to eat/drink" using the following sentence stems and frames. (e.g. I eat ___ for breakfast/lunch/dinner. For breakfast/lunch/dinner, I eat ___.)
NJSLS
ELD-SI 4-12 Inform.2: Report on explicit and inferred characteristics, patterns, or behavior.
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
CONTENT OBJECTIVE(S)
Based on the template given in class, orally match the given physical condition in a whole class.
LANGUAGE OBJECTIVE(S)
[1] Word Level: Based on the template given in class, recite, orally, the given physical condition in partners, small groups, or whole class discussion. [Show photo] sick, headache, stomachache, cough, sneeze, fever
[2] Sentence Level: Based on the sentence frames given in class, identify and repeat, orally, what a character has/is/feels (in a picture) in partners, small groups, and/or whole class discussion. I have a headache. He has a fever.
NJSLS

ELD-SI 4-12 Explain.4: Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes (Physical Characteristics)

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

CONTENT OBJECTIVE(S)

Based on the template provided in class, students will describe their physical characteristics, orally and in writing on document.

LANGUAGE OBJECTIVE(S)

[1] Word Level: Based on the word banks, images, word wall and teacher examples, students will identify the words related to physical characteristics/appearance orally, visually, in writing using different educational platforms with a visual vocabulary for matching or on a teacher generated matching activity:
Tall, short, slim, athletic

[2] Sentence Level: Based on the teacher model,students will create sentences describing physical characteristics/appearance orally, visually, in writing using different educational platforms with sentence stems and sentence frames and a word bank:
I have _____ hair.
I have _____ eyes.
My hair is _____.
My eyes are _____.

NJSLS

ELD-LA 9-12 Narrate Expressive.4: Construct language arts narratives that: Engage and adjust for audience.

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

CONTENT OBJECTIVE(S)

Based on the teacher model presented in class, identify the feelings, physical conditions, and physical characteristics vocabulary words using the appropriate form of the verbs “to be” and “to have” orally and in writing as a class and then in partners.

LANGUAGE OBJECTIVE(S)

[1] Word Level: Based on the emoji template given in class, identify in writing feelings vocabulary using the emoji pictures on a graphic organizer in partners.

[2] Sentence Level: Based on the visual exemplar given in class, describe in writing how students are feeling using the appropriate form of the verb “to be” with the following sentence stems (Sees picture of an emoji emotion, “I am happy.”) then orally reading the sentences in partners.
I am happy. I am sad. I am confused.

[3] Discourse Level: Based on the template given in class, create a multimodal product (e.g.: poster, slide, video, audio recording) the given vocabulary and the appropriate forms of “to be” and “to have” with the following sentence stems according to their strength.
[Describe photos] He is tall. He is sad. He has a headache.

NJSLS

ELD-LA 9-12 Narrate Expressive.4: Construct language arts narratives that: Engage and adjust for audienceELD-LA 9-12 Inform Interpretive.1: Interpret informational texts in language arts byIdentifying and/or summarizing central ideas.

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

CONTENT OBJECTIVE(S)

Based on the template given in class, create a multimodal product (e.g.: poster, slide, video, audio recording) introducing themselves according to their strength.

LANGUAGE OBJECTIVE(S)

[1] Word Level: Based on the template given in class, categorize the appropriate vocabulary (e.g. rice, fish, chicken, soup, eggs, bagel, coffee, tea, soda, water) on a graphic organizer.

[2] Sentence Level: Based on the template given in class, create written sentences using the appropriate form of the verb “to eat/drink” and vocabulary with the following sentence stem:
I eat __ [for breakfast/lunch/dinner.]
I drink __ [for breakfast/lunch/dinner.]

[3] Discourse Level: Based on the template given in class, create a multimodal product (e.g.: poster, slide, video, audio recording) the given vocabulary for the corresponding meal (breakfast/lunch/dinner) using the appropriate form of the verb “to eat/drink” according to their strength.

On Monday, I eat ___ and drink ___ for breakfast. At school, I eat ___ and drink ___ for lunch. At home, I eat ___ and drink ____ for dinner.

NJSLS Career Awareness, Exploration, Preparation, and Training, and Life Literacies and Key Skills		Unit
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.	
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.	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	
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.	
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	
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.	
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.	
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.	
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).	
9.2.12.CAP.11	Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.	
9.2.12.CAP.11*	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.	
9.2.12.CAP.12	Analyze how the economic, social, and political conditions of a time period can affect the labor market.	
9.2.12.CAP.13	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.	
9.2.12.CAP.14	Demonstrate how exemptions, deductions, and deferred income (e.g. retirement or medical) can reduce taxable income.	
9.2.12.CAP.15	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.	
9.2.12.CAP.16	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.	
9.2.12.CAP.17	Differentiate between taxable and nontaxable income from various forms of employment (e.g. cash business, tips, tax filing and withholding).	
9.2.12.CAP.18	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.	
9.2.12.CAP.19	Analyze a Federal and State Income Tax Return.	
9.2.12.CAP.20	Explain low-cost and low-risk ways to start a business.	
9.2.12.CAP.21	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.	
9.2.12.CAP.22	Identify different ways to obtain capital for starting a business.	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills and abilities.	

9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition.	
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.CT.3	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political. economic, cultural).	
9.4.12.CT.4	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).	
9.4.12.CT.5	Participate in online strategy and planning sessions for course-based, school-based or other project and determine the strategies that contribute to effective outcomes.	
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.	
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.	
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.	
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.	
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.	
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.	
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.	
9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task	
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	
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.	
9.4.12.GCA.1	Collaborate with individuals analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political. economic, cultural).	
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.	
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.	
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.	
9.4.12.IML.5	Evaluate, synthesize and apply information on climate change from various sources appropriately.	
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.	
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	
9.4.12.IML.9	Evaluate media sources for point of view, bias and motivations.	
9.4.12.IML.10	Analyze the decisions creators make to reveal explicit and implicit messages within information and media.	

* ID 9.2.12.CAP.11 duplicated in NJDOE NJSLS file page 1 and 2