

## **Kinnelon Public Schools**

**Curriculum Scope and Sequence** 

for

**English Language Services Kindergarten-Grade 2** 

Created by Marisela Lane Date 7/17/2017 Board Approval Date 8/24/2017

## General Overview, Course Description or Course Philosophy

Students identified as limited English proficient receive pull-out services in individual or small groups for a minimum of 120 minutes per week of instruction. This instruction enables the students to progress through the different levels of language proficiency by using various different teaching methodologies. The goal of the ESL program is to help students develop language skills necessary to be successful students and members of society.

CURRICULUM SCOPE AND SEQUENCE				
Content Area	English Language Services Course Title/Grade Level:		Kindergarten	
GENERAL OVERVIEW AND PACING				
Topic/Unit Name Suggested Pacing (Days/Weeks/Periods)				
Topic/Unit 1	All About Me and Around Me		October – June 4x/week (30 minutes per class)	
Topic/Unit 2	Communication		October – June 4x/week (30 minutes per class)	
Topic/Unit 3	Holiday Celebrations		October – June 4x/week (30 minutes per class)	

Unit/Topic Title	Unit 1; Unit 2; Unit 3	Approximate Pacing	October - June	
	OBJECTIVES, ESSENTIAL QUESTIONS, EN	DURING UNDERSTANDINGS		
Students will und	erstand that:			
<ul><li>recognizin</li><li>an underst</li><li>process w</li></ul>	tive listening is based upon the situation and the way (tone) it is spoker and using Standard English appropriately will enable them to effective anding of phonological awareness and a sense of sound-symbol relation riting will aid in effective written communication. ance of constructing meaning by responding to visual messages to aid it	rely communicate.  nships will aid in reading.		
	WIDA STANDAR	DS		
English Language Proficiency	W1: Social and Instructional Language / W2: The Language of Lang Science / W5: The Language of Social Studies	uage Arts / <b>W3:</b> The Language of M	Tathematics / <b>W4:</b> The Language of	
ELP 1	Language needed/Vocabulary usage; Discourse Complexity; Languag Most common vocabulary; single words; memorized language	e Forms and Conventions:		
ELP 2	High frequency vocabulary; phrases, short sentences; language with errors where meaning is obscured			
ELP 3	General and some specific vocabulary; series of related sentences; language with errors but meaning is retained			
ELP 4	Specialized and some technical vocabulary; moderate discourse; language with minimal errors			
ELP 5	Specialized and some technical vocabulary; complex discourse; langu	nage comparable to English peers		
	s (e.g., Technology Standard 8, 21st Century Life and Careers, Sta, and/or others: ISTE, AASL, etc.)	ndard 9, NJSLS ELA Companion	Standards are required for all 6-12	
Standard Code	Standard Language			
CRP1.	Act as a responsible and contributing citizen and employee.			
CRP2.	Apply appropriate academic and technical skills.			
CRP4.	Communicate clearly and effectively and with reason.			
CRP5.	Consider the environmental, social and economic impacts of decision	S.		
CRP6.	Demonstrate creativity and innovation.			
GD D 0	Utilize critical thinking to make sense of problems and persevere in solving them.			
CRP8.				

STUDENT LEARNING GOALS  Direct (D) Cuided (C) or Independent (I)					
Direct (D), Guided (G) or Independent (I)  Sey Knowledge D, G, I Process/Skills/Procedures/Application of Key Knowledge D, G, I					
Students will know:  Names of objects around him/her  Meet and greet  Seasonal holidays  Weather  Common expressions  To identify colors, shapes  Spatial concept (of directions)  To identify pictures of people in various occupations  Names of animals (farm, zoo, forest, etc)  Common foods and associate them with meals of the day  To follow 1 to 3 simple directions  To ask questions using the present tense  The different holidays celebrated in the US and around the world  To tell a story with a beginning, middle and ending using familiar topics.  To read and write the alphabet in sequence  To write original sentences	EVIDENCE O		D/G		
Formative Assessments Participation, class d		of LEARNING sheets, homework, retell, list, sorting, following directions and s	www.coogsfully		
(Ongoing during the unit)		~ ~ ~ ~	successiumy		
Summative Assessments	Completing projects, role playing, and completing assignments				
		DURCES (C. 11)			
		gov/education/parents/; http://www.colorincolorado.org/families;			
http://www.starraii.com/; http://4kidsesi.com/; http://www.esikichttp://www.kizclub.com/; https://www.readinga-z.com/; http://w		ex.html; http://www.esl-kids.com/; http://www.pdictionary.com/;	,		
https://www.kizerub.com/, https://www.readinga-z.com/, http://w https://www.funbrain.com/; https://www.surfnetkids.com/	ww.aucya.com/,	<u>πτρ.//www.mes-games.com/, πττρs.//www.spennigerty.com/,</u>			

CURRICULUM SCOPE AND SEQUENCE					
Content Area	English Language Services Course Title/Grade Level:		Grade 1		
GENERAL OVERVIEW AND PACING					
Topic/Unit Name Suggested Pacing (Days/Weeks/Periods)					
Topic/Unit 1	All About Me and Around Me		October – June 4x/week (30 minutes per class)		
Topic/Unit 2	Communication		October – June 4x/week (30 minutes per class)		
Topic/Unit 3	Holiday Celebrations		October – June 4x/week (30 minutes per class)		

<ul> <li>recognizing and using Stand</li> <li>an understanding of phonole</li> <li>process writing will aid in e</li> <li>the importance of construct</li> <li>English Language Proficiency</li> <li>ELP 1 Language need Most common</li> <li>ELP 2 High frequency</li> <li>ELP 3 General and sor</li> <li>ELP 4 Specialized and</li> <li>ELP 5 Specialized and</li> <li>Related Standards (e.g., Technolonon-ELA courses, and/or others:</li> <li>Standard Code Standard Language</li> <li>CRP1. Act as a respon</li> </ul>	ased upon the situation and the way (tone) it is spoke and English appropriately will enable them to effective gical awareness and a sense of sound-symbol relation fective written communication.  In meaning by responding to visual messages to aid  WIDA STANDAI  Instructional Language / W2: The Language of Language of Social Studies  Ind/Vocabulary usage; Discourse Complexity; Language occabulary; single words; memorized language with	en. ively communicate. onships will aid in reading. I in language acquisition.  RDS nguage Arts / W3: The Language of Mar	thematics / <b>W4:</b> The Language of		
<ul> <li>through active listening is be recognizing and using Stande an understanding of phonole process writing will aid in element the importance of construct.</li> <li>English Language Proficiency</li> <li>ELP 1 Language need Most common ELP 2 High frequency ELP 3 General and som ELP 4 Specialized and ELP 5 Specialized and ELP 5 Specialized and ELP 5 Specialized and ELP 5 Standard Code Standard Language CRP1.</li> </ul>	ard English appropriately will enable them to effective agrical awareness and a sense of sound-symbol relation fective written communication.  In making the many the	ively communicate. onships will aid in reading.  I in language acquisition.  RDS  nguage Arts / W3: The Language of Mar	thematics / <b>W4:</b> The Language of		
<ul> <li>recognizing and using Stand</li> <li>an understanding of phonole</li> <li>process writing will aid in e</li> <li>the importance of construct</li> <li>English Language Proficiency</li> <li>ELP 1 Language need Most common</li> <li>ELP 2 High frequency</li> <li>ELP 3 General and sor</li> <li>ELP 4 Specialized and</li> <li>ELP 5 Specialized and</li> <li>Related Standards (e.g., Technolo non-ELA courses, and/or others:</li> <li>Standard Code Standard Language</li> <li>CRP1. Act as a respon</li> </ul>	ard English appropriately will enable them to effective agrical awareness and a sense of sound-symbol relation fective written communication.  In making the many the	ively communicate. onships will aid in reading.  I in language acquisition.  RDS  nguage Arts / W3: The Language of Mar	thematics / <b>W4:</b> The Language of		
English Language Proficiency  ELP 1  Language need Most common  ELP 2  High frequency  ELP 3  General and sor  ELP 4  Specialized and  ELP 5  Related Standards (e.g., Technolo non-ELA courses, and/or others:  Standard Code  CRP1.  Act as a respon	WIDA STANDAL Instructional Language / W2: The Language of Language of Social Studies  d/Vocabulary usage; Discourse Complexity; Language ocabulary; single words; memorized language	RDS  nguage Arts / W3: The Language of Mar	thematics / <b>W4:</b> The Language of		
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Language Proficiency  ELP 1  Language need Most common Selection of ELP 2  ELP 3  ELP 4  ELP 4  Specialized and ELP 5  Related Standards (e.g., Technolonon-ELA courses, and/or others: Standard Code Standard Language need Most common Selection of ELP 2  ELP 3  Specialized and Selection of Se	the Language of Social Studies  d/Vocabulary usage; Discourse Complexity; Language ocabulary; single words; memorized language		thematics / <b>W4:</b> The Language of		
ELP 1  Most common of ELP 2  High frequency  ELP 3  General and sor ELP 4  Specialized and ELP 5  Specialized and Related Standards (e.g., Technolonon-ELA courses, and/or others: Standard Code Standard Lange CRP1.  Act as a respon	ocabulary; single words; memorized language	age Forms and Conventions:			
ELP 3 General and son ELP 4 Specialized and ELP 5 Specialized and Related Standards (e.g., Technolo non-ELA courses, and/or others: Standard Code Standard Lang CRP1. Act as a respon	vocabulary; phrases, short sentences; language with				
ELP 4 Specialized and ELP 5 Specialized and Related Standards (e.g., Technolo non-ELA courses, and/or others: Standard Code Standard Lange CRP1. Act as a respon	High frequency vocabulary; phrases, short sentences; language with errors where meaning is obscured				
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	uage				
	ible and contributing citizen and employee.				
CRP2. Apply appropri	te academic and technical skills.				
CRP4. Communicate of	learly and effectively and with reason.				
CRP5. Consider the en	vironmental, social and economic impacts of decision	ons.			
CRP6. Demonstrate cr	eativity and innovation.				
CRP8. Utilize critical t	and the third th	solving them			
CRP11. Use technology	ninking to make sense of problems and persevere in	SOLVING MICH.			

STUDENT LEARNING GOALS  Direct (D), Guided (G) or Independent (I)					
Key Knowledge					
Formative Assessments (Ongoing during the unit)  Participation, class discompleting activities and completing activities acti		D/G	<ul> <li>Students will be able to: <ul> <li>Listening: students will be able to aurally comprehend spoken English in both a social and academic setting.</li> <li>Speaking: students will be able to speak English in both social and school setting.</li> <li>Reading: students will be able to read (decode and comprehend) text for recreational and academic purposes.</li> <li>Writing: students will be able to write for personal and academic purposes.</li> </ul> </li> </ul>	d	
E 4: A	D (: : /: 1 1:		OF LEARNING	C 11	
	Participation, class discussions, worksheets, homework, retell, list, sorting, following directions and successfully completing activities and exercises with little assistance.				
Summative Assessments (At the end of the unit)	Completing projects, role playing, and completing assignments				
			DURCES		
http://www.starfall.com/; http://4kidsesl.com	m/; http://www.eslkids inga-z.com/;http://ww	sworld.com/ind	gov/education/parents/; http://www.colorincolorado.org/families; ex.html; http://www.esl-kids.com/; http://www.pdictionary.com/ http://www.mes-games.com/; https://www.spellingcity.com/;		

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Content Area	English Language Services Course Title/Grade Level:		Grade 2		
GENERAL OVERVIEW AND PACING					
Topic/Unit Name Suggested Pacing (Days/Weeks/Periods)					
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Unit/Topic Title	Unit 1; Unit 2; Unit 3	<b>Approximate Pacing</b>	October - June			
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	stening is based upon the situation and the way (tone) it is spoken.					
	using Standard English appropriately will enable them to effectively communications.					
	g of phonological awareness and a sense of sound-symbol relationships will a	id in reading.				
	vill aid in effective written communication.	,.				
-tne importance of	f constructing meaning by responding to visual messages to aid in language	acquisition.				
	WIDA STANDARDS					
English	W1: Social and Instructional Language / W2: The Language of Language	Arts / <b>W3:</b> The Language of N	Mathematics / <b>W4:</b> The Language of			
Language	Science / W5: The Language of Social Studies					
Proficiency						
ELP 1	Language needed/Vocabulary usage; Discourse Complexity; Language Fo	orms and Conventions:				
LLI	Most common vocabulary; single words; memorized language					
ELP 2	High frequency vocabulary; phrases, short sentences; language with error	s where meaning is obscured				
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Related Standard	ds (e.g., Technology Standard 8, 21st Century Life and Careers, Standard	d 9, NJSLS ELA Companion	Standards are required for all 6-12			
non-ELA courses,	s, and/or others: ISTE, AASL, etc.)					
Standard Code	Standard Language					
CRP1.	Act as a responsible and contributing citizen and employee.					
CRP2.	Apply appropriate academic and technical skills.					
CRP4.	Communicate clearly and effectively and with reason.					
CRP5.	Consider the environmental, social and economic impacts of decisions.					
CRP6.	Demonstrate creativity and innovation.					
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving	ng them.				
CRP11.	Use technology to enhance productivity.					

STUDENT LEARNING GOALS					
Direct (D), Guided (G) or Independent (I)					
Key Knowledge	Key Knowledge D, G, I Process/Skills/Procedures/Application of Key Knowledge D, G, I				
<ul> <li>Names of objects around him/her</li> <li>Meet and greet</li> <li>Seasonal holidays</li> <li>Weather</li> <li>Common expressions</li> <li>To identify colors and shapes</li> <li>Spatial concept (of directions)</li> <li>To identify pictures of people in various occupations</li> <li>Names of animals (farm. Zoo, forest, etc)</li> <li>Common foods and associate them with meals of the day</li> <li>To follow 1 to 3 simple directions</li> <li>To ask questions using the present tense</li> <li>The different holidays celebrated in the US and around the world</li> <li>To tell a story with a beginning, middle and ending using familiar topics</li> <li>To read and write the alphabet in sequence</li> <li>To write original sentences</li> </ul> EVII Formative Assessments Participation, class discussion			<ul> <li>Students will be able to: <ul> <li>Listening: students will be able to aurally comprehend spoken English in both a social and academic setting.</li> <li>Speaking: students will be able to speak English in both social and school setting.</li> <li>Reading: students will be able to read (decode and comprehend) text for recreational and academic purposes.</li> <li>Writing: students will be able to write for personal and academic purposes.</li> <li>Identifying key ideas or details from texts read aloud or information presented orally</li> <li>Determining the central messages, lessons, or morals of fables and folktales from diverse cultures</li> <li>Elaborating topics with facts, definitions, and details</li> <li>Summarizing ideas or opinions from two sides</li> </ul> </li> </ul>		
			OF LEARNING		
	Participation, class discussions, worksheets, homework, retell, list, sorting, following directions and successfully completing activities and exercises with little assistance.			uccessfully	
Summative Assessments (At the end of the unit)	Completing projects, role playing, and completing assignments				
		RESC	DURCES		
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*	*		ex.html;http://www.esl-kids.com/; http://www.pdictionary.com/;		
	-	vw.abcya.com/;	http://www.mes-games.com/;https://www.spellingcity.com/;		
https://www.funbrain.com/; https://www.surfnetkids.com/					