



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
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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, ENDURING UNDERSTANDINGS			
Students will understand that:			
<ul style="list-style-type: none">through active listening is based upon the situation and the way (tone) it is spoken.recognizing and using Standard English appropriately will enable them to effectively communicate.an understanding of phonological awareness and a sense of sound-symbol relationships will aid in reading.process writing will aid in effective written communication.the importance of constructing meaning by responding to visual messages to aid in language acquisition.			
WIDA STANDARDS			
English Language Proficiency	W1: Social and Instructional Language / W2: The Language of Language Arts / W3: The Language of Mathematics / W4: The Language of Science / W5: The Language of Social Studies		
ELP 1	Language needed/Vocabulary usage; Discourse Complexity; Language Forms and Conventions: Most common vocabulary; single words; memorized language		
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; language comparable to English peers		
Related Standards (e.g., Technology Standard 8, 21st Century Life and Careers, Standard 9, NJSLS ELA Companion Standards are required for all 6-12 non-ELA courses, 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 them.		
CRP11.	Use technology to enhance productivity.		

STUDENT LEARNING GOALS			
Direct (D), Guided (G) or Independent (I)			
Key Knowledge	D, G, I	Process/Skills/Procedures/Application of Key Knowledge	D, G, I
Students will know: <ul style="list-style-type: none">Names of objects around him/herMeet and greetSeasonal holidaysWeatherCommon expressionsTo identify colors, shapesSpatial concept (of directions)To identify pictures of people in various occupationsNames of animals (farm, zoo, forest, etc)Common foods and associate them with meals of the dayTo follow 1 to 3 simple directionsTo ask questions using the present tenseThe different holidays celebrated in the US and around the worldTo tell a story with a beginning, middle and ending using familiar topics.To read and write the alphabet in sequenceTo write original sentences	D / G	Students will be able to: <ul style="list-style-type: none">Listening: Students will be able to aurally comprehend spoken English in both a social and academic setting.Speaking: Students will be able to speak English in both a social and school setting.Reading: Students will be able to read (decode and comprehend) text for recreational and academic purposes.Writing: Students will be able to write for personal and academic purposes.	D / G
EVIDENCE OF LEARNING			
Formative Assessments (Ongoing during the unit)	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		
RESOURCES			
http://www.nj.gov/education/bilingual/resources/newcomer.htm ; http://www.nj.gov/education/parents/ ; http://www.colorincolorado.org/families ; http://www.starfall.com/ ; http://4kidsesl.com/ ; http://www.eslkidsworld.com/index.html ; http://www.esl-kids.com/ ; http://www.pdictionary.com/ ; http://www.kizclub.com/ ; https://www.readinga-z.com/ ; http://www.abcya.com/ ; http://www.mes-games.com/ ; https://www.spellingcity.com/ ; https://www.funbrain.com/ ; https://www.surfnetkids.com/			

CURRICULUM SCOPE AND SEQUENCE

Content Area	English Language Services	Course Title/Grade Level:	Grade 1
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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)
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