

## **Kinnelon Public Schools**

**Curriculum Scope and Sequence** 

for

**English Language Services Grades 3-5** 

Created by Marisela Lane Date 07/17/2017 Board Approval Date 8/24/2017

CURRICULUM SCOPE AND SEQUENCE					
Content Area	English Language Services	Grade 3			
	GENERAL OVERVIEW AND PACING				
	Topic/Unit Name Suggested Pacing (Days/Weeks/Periods)				
Topic/Unit 1 All About Me and Around Me		October – June 3x/week (40 minutes per class)			
Topic/Unit 2 Communication		October – June 3x/week (40 minutes per class)			
Topic/Unit 3 Holiday Celebrations		October – June 3x/week (40 minutes per class)			

<b>Unit/Topic Title</b>	Unit 1; Unit 2; Unit 3	Approximate Pacing	October - June			
OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS						
Students will und	Students will understand that:					
	gh active listening they will be able to listen for a variety of situations and purpose		skills.			
	astrating the ability to ask questions and respond to questions will aid in effective co					
	ical awareness and a sense of sound symbol relationships, including phonemes, wil and recognizing words through letter sound correspondence, structural analysis, an		id in raading			
	and recognizing words through letter sound correspondence, structural analysis, and ard English conventions in all writing will aid in comprehensible writing.	id word study skins will a	id in reading.			
	ng and understanding how visual and verbal messages impact learning, thought, and	d emotions will aid in con	nmunication.			
	WIDA STANDARDS					
English	W1: Social and Instructional Language / W2: The Language of Language Arts /	W3: The Language of M	lathematics / <b>W4:</b> The Language of			
Language	Science / W5: The Language of Social Studies					
Proficiency						
ELP 1	Language needed/Vocabulary usage; Discourse Complexity; Language Forms ar	nd Conventions:				
ELII	Most common vocabulary; single words; memorized language					
ELP 2	High frequency vocabulary; phrases, short sentences; language with errors where					
ELP 3	ELP 3 General and some specific vocabulary; series of related sentences; language with errors but meaning is retained		rained			
ELP 4	ELP 4 Specialized and some technical vocabulary; moderate discourse; language with minimal errors					
ELP 5	ELP 5 Specialized and some technical vocabulary; complex discourse; language comparable to English peers					
Related Standar	ds (e.g., Technology Standard 8, 21st Century Life and Careers, Standard 9, N	JSLS ELA Companion	Standards are required for all 6-12			
	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.	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 then	n.				
CRP9. Model integrity, ethical leadership and effective management.						
CRP11.	Use technology to enhance productivity.					

Work productively in teams while using cultural global competence.

CRP12.

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:  Names of objects around him/her Foods and feasts Animals (farm, zoo, forest, jungle, pets) The Body Common expressions To identify colors and 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 2 to 4 simple directions To ask questions using the present tense Possessive Pronouns Weather and Seasons 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	D/G	<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>	D/G	
		OF LEARNING		
	Formative Assessments  Participation, class discussions, worksheets, homework, retell, list, sorting, fluency practice, following directions and successfully completing activities and exercises with little assistance.			
Summative Assessments 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	Content Area English Language Services Course Title/Grade Level:		Grade 4		
	GENE	RAL OVERVIEW AND PACING			
	Topic/Unit Name Suggested Pacing (Days/Weeks/Periods)				
Topic/Unit 1 All About Me and Around Me		October – June 3x/week (40 minutes per class)			
Topic/Unit 2 Communication		October – June 3x/week (40 minutes per class)			
Topic/Unit 3 Holiday Celebrations		October – June 3x/week (40 minutes per class)			

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS  Students will understand that:  • 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**  **ELP 1**  **Inapuage of Social Language / W2: The Language of Language Arts / W3: The Language of Mathematics / W4: The Language of Language Proficiency**  **ELP 2**  **Inapuage needed/Vocabulary usage; Discourse Complexity; Language Forms and Conventions:  **Most common vocabulary; series of related sentences; language with errors where meaning is obscured  **ELP 3**  **General and some specific vocabulary; series of related sentences; language with minimal errors  **ELP 4**  **Specialized and some technical vocabulary; moderate discourse; language with minimal errors  **Related Standards (e.g., Technology Standard 8, 21st Century Life and Careers, Standard 9, NJSLS ELA Companion Standards are required for all 6-non-ELA courses, and/or others: ISTE, AASL, etc.)  **Standard Code**  **CRP1.**  **CRP2.**  **Apply appropriate academic and technical skills.  **CRP4.**  **Communicate clearly and effectively and with reason.  **CRP5.**  **CRP6.**  **Demonstrate creativity and innovation.  **CRP7.**  **CRP7.**  **Demonstrate creativity and innovation.  **CRP8.**  **Utilize critical thinking to make sense of problems and persevere in solving them.  **CRP1.**  **Utilize critical thinking to make sense of problems and persevere in solving them.  **CRP1.**  **Utilize critical thinking to make sense of problems and persevere in solving them.  **CRP1.**  **Utilize critical thinking to make sense of problems and pe	Unit/Topic Title	Unit 1; Unit 2; Unit 3	Approximate Pacing	October - June
<ul> <li>through active listening is based upon the situation and the way (tone) it is spoken.</li> <li>recognizing and using Standard English appropriately will enable them to effectively communicate.</li> <li>an understanding of phonological awareness and a sense of sound-symbol relationships will aid in reading.</li> <li>process writing will aid in effective written communication.</li> <li>the importance of constructing meaning by responding to visual messages to aid in language acquisition.</li> <li>WI: 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</li> <li>Proficiency</li> <li>ELP 1</li> <li>Language needed/Vocabulary usage; Discourse Complexity; Language Forms and Conventions:         <ul> <li>Most common vocabulary; single words, memorized language</li> <li>ELP 2</li> <li>High frequency vocabulary; phrases, short sentences; language with errors where meaning is obscured</li> <li>ELP 4</li> <li>Specialized and some technical vocabulary; moderate discourse; language with minimal errors</li> <li>ELP 5</li> <li>Specialized and some technical vocabulary; complex discourse; language comparable to English peers</li> </ul> </li> <li>Related Standards (e.g., Technology Standard 8, 21st Century Life and Careers, Standard 9, NJSLS ELA Companion Standards are required for all 6-nn-ELA courses, and/or others: ISTE, AASL, etc.)</li> <li>Standard Code</li> <li>Standard Language</li> <li>CRP1. Act as a responsible and contributing citizen and employee.</li> <li>CRP2. Apply appropriate cacdemic and technical skills.</li> <li>CRP4. Communicate clearly and effectively and with reason.</li> <li>CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>CRP6. Demonstrate creat</li></ul>		OBJECTIVES, ESSENTIAL QUESTION	S, ENDURING UNDERSTANDINGS	
<ul> <li>recognizing and using Standard English appropriately will enable them to effectively communicate.</li> <li>an understanding of phonological awareness and a sense of sound-symbol relationships will aid in reading.</li> <li>process writing will aid in effective written communication.</li> <li>the importance of constructing meaning by responding to visual messages to aid in language acquisition.</li> <li>WIDA STANDARDS</li> <li>English Language Proficiency</li> <li>ELP 1</li> <li>Language Proficiency</li> <li>ELP 2</li> <li>High frequency vocabulary usage; Discourse Complexity; Language Forms and Conventions:         Most common vocabulary; single words; memorized language</li> <li>ELP 3</li> <li>General and some specific vocabulary; series of related sentences; language with errors where meaning is retained</li> <li>ELP 4</li> <li>Specialized and some technical vocabulary; moderate discourse; language with minimal errors</li> <li>ELP 5</li> <li>Specialized and some technical vocabulary; complex discourse; language comparable to English peers</li> <li>Related Standards (c.g., Technology Standard 8, 21st Century Life and Careers, Standard 9, NJSLS ELA Companion Standards are required for all 6-non-ELA courses, and/or others: ISTE, AASL, etc.)</li> <li>Standard Code</li> <li>Standard Language</li> <li>CRP1. Act as a responsible and contributing citizen and employee.</li> <li>CRP2. Apply appropriate academic and technical skills.</li> <li>CRP4. Communicate clearly and effectively and with reason.</li> <li>CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>CRP6. Demonstrate creativity and innovation.</li> <li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>	Students will unde	rstand that:		
English Language Proficiency  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 minimal errors  ELP 4  Specialized and some technical vocabulary; moderate discourse; language with minimal errors  ELP 5  Specialized and some technical vocabulary; complex discourse; language with minimal errors  Related Standards (e.g., Technology Standard 8, 21st Century Life and Careers, Standard 9, NJSLS ELA Companion Standards are required for all 6-non-ELA courses, and and the contributing citizen and employee.  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.  Utilize critical thinking to make sense of problems and persevere in solving them.	<ul><li>recognizing</li><li>an understa</li><li>process write</li></ul>	g and using Standard English appropriately will enable them to ef anding of phonological awareness and a sense of sound-symbol re iting will aid in effective written communication.	fectively communicate. elationships will aid in reading.	
Language Proficiency  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- 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.  Utilize critical thinking to make sense of problems and persevere in solving them.		WIDA STAN	DARDS	
ELP 1 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- 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.	Language		Language Arts / <b>W3:</b> The Language of M	fathematics / <b>W4:</b> The Language of
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- 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.	ELP 1		nguage Forms and Conventions:	
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- 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.	ELP 2	High frequency vocabulary; phrases, short sentences; language	with errors where meaning is obscured	
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- 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.	ELP 3	General and some specific vocabulary; series of related sentence	es; language with errors but meaning is ret	ained
Related Standards (e.g., Technology Standard 8, 21st Century Life and Careers, Standard 9, NJSLS ELA Companion Standards are required for all 6- non-ELA courses, and/or others: ISTE, AASL, etc.)  Standard Code  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.	ELP 4	ELP 4 Specialized and some technical vocabulary; moderate discourse; language with minimal errors		
ton-ELA courses, and/or others: ISTE, AASL, etc.)  Standard Code 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.	ELP 5	Specialized and some technical vocabulary; complex discourse;	language comparable to English peers	
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.		· · · · · · · · · · · · · · · · · · ·	, Standard 9, NJSLS ELA Companion	Standards are required for all 6-12
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.	Standard Code	Standard Language		
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.	CRP1.	Act as a responsible and contributing citizen and employee.		
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.	CRP2.	Apply appropriate academic and technical skills.		
CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	CRP4.	Communicate clearly and effectively and with reason.		
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	CRP5.	Consider the environmental, social and economic impacts of dec	eisions.	
	CRP6.			
CRP11. Use technology to enhance productivity.	CRP8.	Utilize critical thinking to make sense of problems and persever	e 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	
<ul> <li>Students will know:</li> <li>Names of objects around him/her</li> <li>Foods and feasts</li> <li>Animals (farm, zoo, forest, jungle, pets)</li> <li>The Body</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 2 to 4 simple directions</li> <li>To ask questions using the present tense</li> <li>Possessive pronouns</li> <li>Weather and seasons</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>		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/G	
			OF LEARNING		
			sheets, homework, retell, list, sorting, fluency practice, following exercises with little assistance.	ng directions and	
Summative Assessments Completing projects,		1 7 0,	d 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.readi	nga-z.com/; http://wy	ww.abcya.com/;	http://www.mes-games.com/;https://www.spellingcity.com/;		
https://www.funbrain.com/; https://www.sur	fnetkids.com/				

CURRICULUM SCOPE AND SEQUENCE					
Content Area	Content Area English Language Services Course Title/Grade Level:		Grade 5		
	GENERAL OVERVIEW AND PACING				
	Topic/Unit Name Suggested Pacing (Days/Weeks/Periods)				
Topic/Unit 1 All About Me and Around Me		October – June 3x/week (40 minutes per class)			
Topic/Unit 2 Communication		October – June 3x/week (40 minutes per class)			
Topic/Unit 3	Holiday Celebrations		October – June 3x/week (40 minutes per class)		

Unit/Topic Title	Unit 1; Unit 2; Unit 3		Approximate Pacing	October - June		
	OBJECTIVES, ESSEN	FIAL QUEST	IONS, ENDURING UNDERSTANDINGS			
Students will unde	Students will understand that:					
_	tive listening is based upon the situation and the	• \ /	•			
	g and using Standard English appropriately wi		•			
	anding of phonological awareness and a sense riting will aid in effective written communication		ool relationships will aid in reading.			
	ance of constructing meaning by responding to		res to aid in language acquisition			
the import	ance of constructing meaning by responding to		TANDARDS			
English	W1: Social and Instructional Language / W		ge of Language Arts / <b>W3:</b> The Language of M	Mathematics / <b>W4:</b> The Language of		
Language	Science / <b>W5:</b> The Language of Social Stud		or Danguage This we The Danguage of In-	Tunionianos / W The Bangaage of		
Proficiency						
ELP 1	Language needed/Vocabulary usage; Discou	rse Complexity	r; Language Forms and Conventions:			
ELFI	Most common vocabulary; single words; me	emorized langua	age			
ELP 2	High frequency vocabulary; phrases, short so	entences; langu	age 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	P 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					
	ls (e.g., Technology Standard 8, 21st Centur	y Life and Ca	reers, 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					
CRP2.	Apply appropriate academic and technical sl					
CRP4.	CRP4. Communicate clearly and effectively and with reason.					
CRP5.	CRP5. Consider the environmental, social and economic impacts of decisions.					
CRP6.	Demonstrate creativity and innovation.					
CRP8.						
CRP11.	Use technology to enhance productivity.					
	STUDENT LEARNING GOALS					
	Dire		(G) or Independent (I)			
Key Knowledge		D, G, I	Process/Skills/Procedures/Application of	Key Knowledge D, G, I		

Students will know:	D/G	Students will be able to:	D/G	
<ul> <li>Names of objects around him/her</li> <li>Foods and feasts</li> <li>Animals (farm, zoo, forest, jungle, pets)</li> <li>The Body</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 To follow 3 to 5 simple directions</li> <li>Making oral reports</li> <li>Possessive pronouns</li> <li>Compound subjects</li> <li>Regular and irregular plurals</li> <li>United States geography</li> <li>Emotions with verb 'to be'</li> <li>To ask questions using the present tense</li> <li>The different holidays celebrated 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>		<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 the overall structure (e.g., chronology) of events, ideas, concepts, or information in oral</li> <li>presentations</li> <li>Analyzing how variables contribute to events or outcomes</li> <li>Evaluating the specific language used to enhance descriptions of phenomena</li> <li>Organizing ideas and information logically and coherently</li> </ul>		
EVIDENCE OF LEARNING  Formative Assessments Participation class discussions worksheets homework retell list sorting fluency practice following directions and successfully				

Formative Assessments	Participation, class discussions, worksheets, homework, retell, list, sorting, fluency practice, following directions and successfully
	completing activities and exercises with little assistance.
Summative Assessments	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://dkidsesl.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/