



Stafford Township School District

ESL (English as a Second Language) Curriculum Grade 3 & 4

Statement of Purpose

The purpose of the English as a Second Language program is to provide a basic foundation in English for the Non-English and English Language Learner student. The goal of this transitional program is the progressive development of language skills that will enable learners to function successfully in school and society. In addition, the ESL program facilitates student's adjustment to a new environment by introducing them to the American culture.

At the elementary school level, the ESL activities are designed to develop basic communication skills. These basic skills include: listening, speaking, reading, writing, pronunciation, vocabulary, and linguistic skills through a content-based and multicultural curriculum.

Efforts are made to develop in the student and staff of the school an attitude of acceptance of non-native American students. ESL students are encouraged to share their heritage and culture with native English-speaking students. With these shared experiences, all students can learn and value cultural diversity in our community and society.

The focus of the ESL program is the fulfillment of the academic, social, and personal goals of each individual student. It recognizes individual differences in language proficiency and cultural backgrounds. It endeavors to provide learners with opportunities to develop and realize their potential, interests, and aspirations.

The Stafford Township ESL program has five (5) primary goals:

1. To help ESL students attain proficiency in English for communication in school and the community.
2. To help students attain proficiency in English in order to make satisfactory progress in the regular school program.
3. To prepare students to successfully meet criteria on standardized tests.
4. To provide instruction that satisfies cultural as well as linguistic needs.
5. To promote an appreciation of different cultures and their contributions to our society.

Primary Interdisciplinary Connections: Social Studies, Science, Language Arts

Unit 1: Self-Discovery		Duration: 45 Days (September – October)
Standards		
The WIDA English Language Proficiency (ELP) Standards:		
ELP St. 1	English language learners communicate for Social and Instructional purposes within the school setting.	
ELP St. 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	
ELP St. 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	
Interdisciplinary Connections		
Language Arts Standards		
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.		
Technology Standards		
8.1.4.A.3	Create and present a multimedia presentation that includes graphics.	
	21st Century Life and Careers	
	Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace. http://www.state.nj.us/education/aps/cccs/career/	
	9.1 Personal Financial Literacy	
	This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.	
	9.2 Career Awareness, Exploration, and Preparation	
	This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	
	9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.	
	9.3 Career and Technical Education	
	This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.	
	Career Ready Practices	
	CRP4. Communicate clearly and effectively and with reason.	

Essential Understandings <i>Students will understand that...</i>	Essential Questions
<ul style="list-style-type: none"> • Cultures play a factor in creating our identities. 	<ul style="list-style-type: none"> • How do you celebrate special events? • How does culture affect who we are and what we do?
Evidence of Student Learning	
Assessments	
Formative <ul style="list-style-type: none"> • Student participation • Ongoing observations • Anecdotal records • Student performance checklist • Listening in on student conversations • Matching labels/pictures • Teacher observations • Discussions • Retellings • Read alouds with fluency • Entry/Exit tickets • Group/Pair activities • Checklists 	Summative <ul style="list-style-type: none"> • Unit Tests • Sequential Language Story Summaries • Student performance checklist • Vocabulary assessments • Projects • Writing samples
Benchmark <ul style="list-style-type: none"> • WIDA • DRA2 	Alternative <ul style="list-style-type: none"> • Recite songs and chants • Rubrics • Presentations • Journal entries • Projects • Writing samples • Benchmark
Knowledge and Skills	
Content	Skills: Students will be able to ...
<ul style="list-style-type: none"> • Comprehension <ul style="list-style-type: none"> ○ Reference/Cite Sources ○ Draw Conclusions ○ Setting 	<ul style="list-style-type: none"> • Identify settings of different stories • Compare and contrast one or two settings in a story in written and oral forms. • Locate information and cite sources

<ul style="list-style-type: none"> ● Reading <ul style="list-style-type: none"> ○ Informational Text ○ Narrative Text ○ Poems ○ Realistic Fiction ● Writing <ul style="list-style-type: none"> ○ Journal Entries ○ Narrative Paragraph ○ Dialogue ○ Poems ● Language Exploration/Structures <ul style="list-style-type: none"> ○ Punctuation ○ Synonyms ○ Action Verbs ● Phonics <ul style="list-style-type: none"> ○ Short Vowels 	<ul style="list-style-type: none"> ● Demonstrate proficiency in English with respect to grammar in written and oral forms. ● Use nonfiction texts to find information on how different cultures celebrate birthdays ● Ask and answer questions with correct grammar. ● Compare and contrast their family and traditions to those of US culture and other cultures. ● Write a narrative piece using description and sensory details
Instructional Plan	
Suggested Activities	Resources
Research and present information from a different culture on how they celebrate birthdays.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Write a poem about their family and traditions.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Compare and contrast two different poems on the same theme.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Write a letter to a friend or family member in a different country describing how a different culture celebrates a tradition.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Read level-appropriate books regarding theme.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Write a paragraph regarding a special tradition that may be unique to their family.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Literature	
<ul style="list-style-type: none"> ● <i>Si! Somos Latinos (Yes! We Are Latinos)</i> by Alma Flor Ada and F. Isabel Campoy ● <i>What Is Culture?</i> by Bobbie Kalman ● <i>American Culture</i> by Jeanne Dustmann 	

- *Cultures Around The World*-Teacher Created Materials
- *Birthdays In Many Cultures* by Martha E.H. Rustad

Websites

www.LearningA-Z.com

www.youtube.com

www.njtesol-njbe.org

www.everythingESL.net

Modifications/Accommodations

English Language Learners

- Shorten or simplify directions
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified classwork and homework assignments

Special Education/504 Plans

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Modify for varying proficiency levels, multiple intelligences, and grade levels
- Use visuals and gestures
- Use sentence starters
- Build background knowledge
- Highlight key words
- Graphic organizers
- Basic Skills- Pre-teach vocabulary, Preview lesson, Accountable Talk stems, Chunk text, Provide extra time

Basic Skills

- Modified Assignment
- Teacher Modeling
- Partner Work
- Teacher Prompts

Economically Disadvantaged

- Extra set of materials for home
- Study guides
- Modified Assignment

Gifted and Talented

- Higher Level Text
- Provide Multisyllabic Words
- Choice Board to extend learning
- Integrate a variety of activities to meet all types of multiple intelligences

Students at Risk of School Failure

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments

Unit 2: My Community		Duration: 45 days (November – January)
Standards		
The WIDA English Language Proficiency (ELP) Standards		
ELP St. 1	English language learners communicate for Social and Instructional purposes within the school setting.	
ELP St. 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	
ELP St. 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	
Interdisciplinary Connections		
Language Arts Standards		
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.		
Technology Standards		
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.		
8.1.4.A.3	Create and present a multimedia presentation that includes graphics.	
21st Century Life and Careers		
Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace. http://www.state.nj.us/education/aps/cccs/career/		
9.1 Personal Financial Literacy		
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.		
9.2 Career Awareness, Exploration, and Preparation		
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.		
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.		
9.3 Career and Technical Education		
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.		
Career Ready Practices		
CRP4. Communicate clearly and effectively and with reason.		

Essential Understandings <i>Students will understand that...</i>	Essential Questions
<ul style="list-style-type: none"> ● Laws are rules which apply to all people in a community and describe ways people are expected to behave. 	<ul style="list-style-type: none"> ● What are some of your community's rules? ● How do rules help a community function?
Evidence of Student Learning	
Assessments	
Formative <ul style="list-style-type: none"> ● Student participation ● Ongoing observations ● Anecdotal records ● Student performance checklist ● Listening in on student conversations ● Matching labels/pictures ● Teacher observations ● Discussions ● Retellings ● Read alouds with fluency ● Entry/Exit tickets ● Group/Pair activities ● Checklists 	Summative <ul style="list-style-type: none"> ● Unit Tests ● Sequential Language Story Summaries ● Student performance checklist ● Vocabulary assessments ● Projects ● Writing samples
Benchmark <ul style="list-style-type: none"> ● WIDA ● DRA2 	Alternative <ul style="list-style-type: none"> ● Recite songs and chants ● Rubrics ● Presentations ● Journal entries ● Projects ● Writing samples ● Benchmark
Knowledge and Skills	
Content	Skills: Students will be able to ...
<ul style="list-style-type: none"> ● Comprehension <ul style="list-style-type: none"> ○ Reference/Cite Sources 	<ul style="list-style-type: none"> ● Discover reasons for rules and laws ● Create a new rule or law for their community

<ul style="list-style-type: none"> ○ Draw Conclusions ● Reading <ul style="list-style-type: none"> ○ Informational Text ○ Narrative Text ○ Nonfiction ○ Realistic Fiction ● Writing <ul style="list-style-type: none"> ○ Journal Entries ○ Narrative Paragraph ● Language Exploration/Structures <ul style="list-style-type: none"> ○ Action Verbs 	<ul style="list-style-type: none"> ● Produce a poster to reflect understanding ● Use the internet and nonfiction text to research laws ● Locate information and cite sources ● Demonstrate proficiency in English with respect to grammar in written and oral forms. ● Ask and answer questions with correct grammar
Instructional Plan	
Suggested Activities	Resources
Play a board game, paying close attention to reviewing and following the rules of the game. Discuss the issues that would arise if there were no rules given.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio, Games
Design a poster about one community rule they researched and write a paragraph presenting their research.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio, Art Supplies
Write a story about a town with no rules.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Students work with a partner and create a new rule or law for their community. They create a poster to illustrate this new rule. Students write an argumentative essay to the mayor or city council explaining what their new rule is and giving reasons and examples why they think the new rule would make their community better.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Survey and discuss family and friends about rules they have to follow based by age group.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Literature	
<ul style="list-style-type: none"> ● <i>What Are Community Rules And Laws?</i> by Therese Shea ● <i>What Is A Community?</i> by Bobbie Kalman ● <i>Why Do We Need Rules And Laws?</i> by Jessica Pegis 	
Websites	

www.LearningA-Z.com	www.youtube.com
www.njtesol-njbe.org	www.everythingESL.net
Modifications/Accommodations	
English Language Learners <ul style="list-style-type: none"> • Shorten or simplify directions • Alternative assessment • Flexible/cooperative grouping • Graphic organizers • Native Language Support and Resources • Modified classwork and homework assignments 	
Special Education/504 Plans <ul style="list-style-type: none"> • Provide differentiated instruction as needed • Follow all IEP modifications/504 plan • Provide manipulatives or the opportunity to draw solution strategies • Modify for varying proficiency levels, multiple intelligences, and grade levels • Use visuals and gestures • Use sentence starters • Build background knowledge • Highlight key words • Graphic organizers • Basic Skills- Pre-teach vocabulary, Preview lesson, Accountable Talk stems, Chunk text, Provide extra time 	
Basic Skills <ul style="list-style-type: none"> • Modified Assignment • Teacher Modeling • Partner Work • Teacher Prompts 	
Economically Disadvantaged <ul style="list-style-type: none"> • Extra set of materials for home • Study guides • Modified Assignment 	
Gifted and Talented <ul style="list-style-type: none"> • Higher Level Text • Provide Multisyllabic Words • Choice Board to extend learning 	

- Integrate a variety of activities to meet all types of multiple intelligences

Students at Risk of School Failure

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments

Unit 3: My World		Duration: 45 days (February – March)
Standards		
The WIDA English Language Proficiency (ELP) Standards		
ELP St. 1	English language learners communicate for Social and Instructional purposes within the school setting.	
ELP St. 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	
ELP St. 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	
Interdisciplinary Connections		
Language Arts Standards		
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.		
Technology Standards		
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.		
8.2 Technology Education, Engineering and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design and the designed world as they relate to the individual, global society, and the environment.		
8.1.4.A.3	Create and present a multimedia presentation that includes graphics.	
8.2.4.B.2	Design an alternative use for an existing product.	
8.2.4.B.3	Explain the positive and negative effect of products and systems on humans, other species and the environment.	
8.2.4.C.1	Explain the impact of disposing of materials in a responsible way.	
21st Century Life and Careers		
Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace. http://www.state.nj.us/education/aps/cccs/career/		

<p>9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p style="text-align: center;">Career Ready Practices</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	
<p>Essential Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● People and animals grow, change and adapt to the world around them. ● The world around us changes too. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● How do scientist differentiate between living and nonliving things? ● How do living things adapt and survive? ● What changes do you see in the world around you? ● How can we take care of the earth and all living things?
<p>Evidence of Student Learning</p>	
<p>Assessments</p>	
<p>Formative</p> <ul style="list-style-type: none"> ● Student participation ● Ongoing observations ● Anecdotal records ● Student performance checklist ● Listening in on student conversations ● Matching labels/pictures ● Teacher observations ● Discussions ● Retellings ● Read alouds with fluency ● Entry/Exit tickets ● Group/Pair activities 	<p>Summative</p> <ul style="list-style-type: none"> ● Unit Tests ● Sequential Language Story Summaries ● Student performance checklist ● Vocabulary assessments ● Projects ● Writing samples

<ul style="list-style-type: none"> • Checklists 	
<p>Benchmark</p> <ul style="list-style-type: none"> • WIDA • DRA2 	<p>Alternative</p> <ul style="list-style-type: none"> • Recite songs and chants • Rubrics • Presentations • Journal entries • Projects • Writing samples • Benchmark
<p>Knowledge and Skills</p>	
<p>Content</p>	<p>Skills: Students will be able to ...</p>
<ul style="list-style-type: none"> • Comprehension <ul style="list-style-type: none"> ○ Sequence ○ Identify cause and effect ○ Predict outcomes ○ Plot • Reading <ul style="list-style-type: none"> ○ Informational Narrative ○ Nonfiction ○ Historical Fiction ○ Realistic Fiction • Writing <ul style="list-style-type: none"> ○ Compare/Contrast ○ Summarizing ○ Dialogue ○ Paragraphs <ul style="list-style-type: none"> ■ Descriptive ■ Narrative • Language Exploration/Structure <ul style="list-style-type: none"> ○ Pronunciation ○ Irregular plurals ○ Directions ○ Schedules ○ Ask and Answer Questions ○ Likes and Dislikes 	<ul style="list-style-type: none"> • Identify the cause and effects of people within the world environment • Identify story elements. • Predict outcomes of possible actions taken to improve our environment • Discuss the factors used by scientists to classify living/nonliving things • Locate information and summarize a reading. • Demonstrate proficiency in English with respect to grammar in written and oral forms. • Use nonfiction texts to find information on a specific topic or question related to the theme • Create and act out written dialogue related to the theme • Ask and answer questions with correct grammar. • Write descriptive and narrative paragraphs • Research and present information on how living things adapt to environmental changes for survival • Observe and discuss changes within their environment and compare/contrast to the environment from another region they are familiar with

<ul style="list-style-type: none"> ● Key/Sight Vocabulary <ul style="list-style-type: none"> ○ Long Vowels ○ Diphthongs ○ Consonants ○ Synonyms/Antonyms 	
Instructional Plan	
Suggested Activities	Resources
Write a letter to a family member or close friend about environmental similarities and differences between US and another location	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives
Read level-appropriate books regarding characters and the environment	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives
Record in a journal the environmental changes they observe in their community for a given timeframe and create a visual and written presentation to show student observations.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Research and create a visual and written presentation about an assigned animal and the adaptations unique to it for environmental changes.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Create a dialogue between characters where a problem and solution is presented and given towards environmental issues.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Research and discuss the positive and negative effects that humans are having on the environment.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Literature	
<ul style="list-style-type: none"> ● <i>Animals And Their Environments</i> by Edison Booth ● <i>Two Bobbies: A Story Of Hurricane Katrina, Friendship, And Survival</i> by Mary Nethery Larby ● <i>Weeds Find A Way</i> by Cindy Jenson-Elliott ● <i>Beauty And The Beak: The Inspiring Story Of How Science, Technology, And A 3D-Printed Beak Rescued A Bald Eagle</i> by Deborah Lee Rose and Jane Veltkamp ● <i>People And The Planet</i> by Torrey Maloof 	
Websites	
www.LearningA-Z.com	www.youtube.com
www.njtesol-njbe.org	www.everythingESL.net

Modifications/Accommodations

English Language Learners

- Shorten or simplify directions
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified classwork and homework assignments

Special Education/504 Plans

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Modify for varying proficiency levels, multiple intelligences, and grade levels
- Use visuals and gestures
- Use sentence starters
- Build background knowledge
- Highlight key words
- Graphic organizers
- Basic Skills- Pre-teach vocabulary, Preview lesson, Accountable Talk stems, Chunk text, Provide extra time

Basic Skills

- Modified Assignment
- Teacher Modeling
- Partner Work
- Teacher Prompts

Economically Disadvantaged

- Extra set of materials for home
- Study guides
- Modified Assignment

Gifted and Talented

- Higher Level Text
- Provide Multisyllabic Words
- Choice Board to extend learning
- Integrate a variety of activities to meet all types of multiple intelligences

Students at Risk of School Failure

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
 - Integrate a variety of activities to meet all types of multiple intelligences
 - Modified classwork and homework assignments

Unit 4: World Societies		Duration: 45 days (April – June)
Standards		
The WIDA English Language Proficiency (ELP) Standards:		
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ELP St. 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	
ELP St. 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	
Interdisciplinary Connections		
Language Arts Standards		
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.		
Technology Standards		
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.		
8.2 Technology Education, Engineering and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design and the designed world as they relate to the individual, global society, and the environment.		
8.1.4.A.3	Create and present a multimedia presentation that includes graphics.	
8.2.4.E.1	Explain how technology is / was successfully or unsuccessfully used to address a local / global problem by producing and publishing a report in collaboration with peers.	
21st Century Life and Careers		
Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace. http://www.state.nj.us/education/aps/cccs/career/		
9.1 Personal Financial Literacy		
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<p>9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</p> <p>9.3 Career and Technical Education This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p style="text-align: center;">Career Ready Practices</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	
Essential Understandings <i>Students will understand that...</i>	Essential Questions
<ul style="list-style-type: none"> ● Exploration helps us learn about our past and prepare for the future. ● As we expand to new places and ideas, we expand our knowledge. 	<ul style="list-style-type: none"> ● Why do people explore? ● What tools help me to learn about the world? ● What can exploring teach me?
Evidence of Student Learning	
Assessments	
<p>Formative</p> <ul style="list-style-type: none"> ● Student participation ● Ongoing observations ● Anecdotal records ● Student performance checklist ● Listening in on student conversations ● Matching labels/pictures ● Teacher observations ● Discussions ● Retellings ● Read alouds with fluency ● Entry/Exit tickets ● Group/Pair activities ● Checklists 	<p>Summative</p> <ul style="list-style-type: none"> ● Unit Tests ● Sequential Language Story Summaries ● Student performance checklist ● Vocabulary assessments ● Projects ● Writing samples
<p>Benchmark</p> <ul style="list-style-type: none"> ● WIDA ● DRA2 	<p>Alternative</p> <ul style="list-style-type: none"> ● Recite songs and chants ● Rubrics ● Presentations ● Journal entries

	<ul style="list-style-type: none"> • Projects • Writing samples • Benchmark
Knowledge and Skills	
Content	Skills: Students will be able to ...
<ul style="list-style-type: none"> • Comprehension <ul style="list-style-type: none"> ○ Make inferences ○ Main Ideas/Details ○ Fact/Opinion ○ Figurative Language ○ Classify/Categorize ○ Cause/Effect • Writing <ul style="list-style-type: none"> ○ Summary ○ Make Charts/Lists ○ Descriptive Paragraphs • Key/Sight Vocabulary <ul style="list-style-type: none"> ○ Classification/Categorization/Identification ○ Definition Maps ○ Prefixes/Suffixes ○ Irregular Verbs ○ Adjectives • Reading <ul style="list-style-type: none"> ○ Time Lines ○ Historical Fiction ○ Nonfiction ○ Science Fiction 	<ul style="list-style-type: none"> • Make inferences • Find figurative language in context • Use graphic organizers • Write an e-mail/letter and address and envelope • Demonstrate proficiency in English with respect to grammar in written and oral forms. • Describe experiences and routines • Express opinions in written and oral forms • Explain exploration and detail some reasons for exploration • List tools that allow people to learn about the world around them • Make a connection with exploration and the positive effects on their own lives • Discuss historical figures that were important for exploration • Use a map and identify parts of a world map
Instructional Plan	
Suggested Activities	Resources
Write a letter to a family member or close friend about a historical figure they have researched	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Read level-appropriate books regarding theme	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Compare and contrast their lives with those of someone in history that played a key role in exploration	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio

Research methods to widen our perspective and learn about the world	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Create a timeline of their lives and one of a famous explorer	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Create a schedule of their daily routines	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Literature	
<ul style="list-style-type: none"> ● <i>Epic Explorers</i> by Kingfisher ● <i>Into The Unknown: How Great Explorers Found Their Way By Land, Sea, And Air</i> by Stewart Ross ● <i>Locomotive</i> by Brian Floca 	
Websites	
www.LearningA-Z.com	www.youtube.com
www.njtesol-njbe.org	www.everythingESL.net
Modifications/Accommodations	
English Language Learners <ul style="list-style-type: none"> ● Shorten or simplify directions ● Alternative assessment ● Flexible/cooperative grouping ● Graphic organizers ● Native Language Support and Resources ● Modified classwork and homework assignments 	
Special Education/504 Plans <ul style="list-style-type: none"> ● Provide differentiated instruction as needed ● Follow all IEP modifications/504 plan ● Provide manipulatives or the opportunity to draw solution strategies ● Modify for varying proficiency levels, multiple intelligences, and grade levels ● Use visuals and gestures ● Use sentence starters ● Build background knowledge ● Highlight key words ● Graphic organizers ● Basic Skills- Pre-teach vocabulary, Preview lesson, Accountable Talk stems, Chunk text, Provide extra time 	
Basic Skills	

- Modified Assignment
- Teacher Modeling
- Partner Work
- Teacher Prompts

Economically Disadvantaged

- Extra set of materials for home
- Study guides
- Modified Assignment

Gifted and Talented

- Higher Level Text
- Provide Multisyllabic Words
- Choice Board to extend learning
- Integrate a variety of activities to meet all types of multiple intelligences

Students at Risk of School Failure

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments

**Stafford Township School District
Grade 3 & 4
ESL Pacing Guide**

Unit 1: Self-Discovery	Marking Period 1 45 Days
Unit 2: My Classroom	Marking Period 2 45 Days
Unit 3: My Community	Marking Period 3 45 Days
Unit 4: My World	Marking Period 4 45 Days