



Stafford Township School District

ESL (English as a Second Language) Curriculum Grade 5 & 6

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		
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.		
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		
NJ 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.		
8.1.8.A.3	Create a multimedia presentation including sound and images.	
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

Students will understand that...

- We learn about our strengths and abilities as we face new challenges.

Essential Questions

- How do you face challenges?
- What are your abilities and strengths?
- What makes you unique and special?

Evidence of Student Learning

Assessments

Formative

- Student participation
- Ongoing observations

- Anecdotal records
- Student performance checklist
- Listening in on student conversations
- Matching labels/pictures
- Teacher observations
- Discussions
- Retellings

Summative

- Unit Tests
- Sequential Language Story Summaries
- Student performance checklist
- Vocabulary assessments
- Projects
- Writing samples

<ul style="list-style-type: none"> ● Read alouds with fluency ● Entry/Exit tickets ● Group/Pair activities ● 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</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Narrative elements ● Character Traits ● Summarization ● Writing <ul style="list-style-type: none"> ○ Journals Entries ○ Descriptive Paragraph <ul style="list-style-type: none"> ■ Adjectives ○ Narrative Poems ○ Informational Paragraphs ● Key/Sight Vocabulary <ul style="list-style-type: none"> ○ Classification/Categorization/Identification ○ Definition Maps 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Compare and contrast one or two characters, settings, or events in a story in written and oral forms. ● Write a narrative piece using description and sensory details. ● Identify story elements. ● 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.

<ul style="list-style-type: none"> ● Reading (Realistic Fiction/Informational Text) <ul style="list-style-type: none"> ○ Fluency ○ Literal Comprehension Skills ○ Inferential Comprehension Skills 	<ul style="list-style-type: none"> ● Explain how character traits or changes in characters can impact the progression of events in a work of fiction, thus affecting the story's theme or central message. ● Research and discuss cultural differences between the US and other countries ● Research areas of interest in the US to present to their peers
Instructional Plan	
Suggested Activities	Resources
Compare and contrast challenges faced in the US compared to other countries.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Compare and contrast the opportunities that can be found in the US.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Create a travel poster for a chosen location within the US.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Discuss positive and negative character traits and how to identify them.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Write a letter to a friend or family member in a different country describing their new home/community.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Read level-appropriate books regarding characters that are experiencing challenges in their lives and discuss story elements and how the characters solve their problems.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Literature	

- *Marisol McDonald Doesn't Match / Marisol McDonald No Combina* by Monica Brown
- *Beautiful* by Stacy McAnulty
- *Your Guide To Superheroes* by James Reid
- *Goal!* by Mina Javaherbin
- *Esperanza Rising* by Pam Munoz Ryan

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		
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.		
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		
NJ 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.		
8.1.8.A.3	Create a multimedia presentation including sound and images.	
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.	
8.2.8.B.1	Design and create a product using the design process that addresses a real world problem with specific criteria and constraints.	

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	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Communities are groups of people living, working, and sharing responsibilities together. ● Individuals can contribute to their communities in big and small ways. ● Helping others helps us all. 	<ul style="list-style-type: none"> ● What are you doing to improve your community? ● What is your role in your community? ● Have you ever helped anyone?
Evidence of Student Learning	
Assessments	
Formative	Summative

<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 	<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 ● Projects ● Writing samples ● Benchmark
<p>Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Story Elements <ul style="list-style-type: none"> ○ Main Idea and details ○ Draw Conclusions 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Identify story elements.

<ul style="list-style-type: none"> ○ Author’s Purpose ○ Fact/Opinion ● Writing <ul style="list-style-type: none"> ○ Journals Entries ○ Problem/Solution Paragraph ○ Reviews ○ Persuasive Paragraphs ○ Grammar <ul style="list-style-type: none"> ■ Simple/Compound Sentences ■ Prepositions ■ Placement of Adjectives ● Key/Sight Vocabulary <ul style="list-style-type: none"> ○ Word pairs ○ Past Tense Verbs ○ Definition Maps ○ Prefixes/Suffixes ○ Apostrophes ○ Synonyms/Antonyms ○ Greek/Latin Roots ● Reading (Magazines/Folktales/Poems/Nonfiction) <ul style="list-style-type: none"> ○ Schedules ○ Fluency ○ Literal Comprehension Skills ○ Inferential Comprehension Skills 	<ul style="list-style-type: none"> ● Compare and contrast one or two characters, settings, or events in a story in written and oral forms. ● 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. ● Explain how character’s solve problems they are encountering and how this helps them evolve. ● Ask and answer questions with correct grammar. ● Research information about people and areas in town to be able to discuss them in written and oral forms. ● Identify locations and key features of a map of their community ● Identify important people that work in a community and the responsibilities they hold
Instructional Plan	
Suggested Activities	Resources

Write a problem/solution paragraph about a time they helped someone.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Write a persuasive paragraph about a change that needs to happen to make improvements in the community.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Read level-appropriate books regarding characters and their communities and discuss story elements.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Write an advertisement for a job opportunity in their community detailing the job responsibilities.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Write a review about a folktale book they have read.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Literature	
<ul style="list-style-type: none"> ● <i>Un Huerto En La Ciudad (A Garden In The City)</i> by Miriam Meyers ● <i>Real Kids, Real Stories, Real Change: Courageous Actions Around The World</i> by Garth Sundem ● <i>Hand To Heart: Improving Communities</i> by Jessica Cohn 	
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 	

<ul style="list-style-type: none"> • Native Language Support and Resources • Modified classwork and homework assignments
<p>Special Education/504 Plans</p> <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
<p>Basic Skills</p> <ul style="list-style-type: none"> • Modified Assignment • Teacher Modeling • Partner Work • Teacher Prompts
<p>Economically Disadvantaged</p> <ul style="list-style-type: none"> • Extra set of materials for home • Study guides • Modified Assignment
<p>Gifted and Talented</p> <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
<p>Students at Risk of School Failure</p> <ul style="list-style-type: none"> • 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: Family Ties		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. 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		
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.		
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		
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.		
8.1.8.A.3	Create a multimedia presentation including sound and images.	
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	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none">• All families are not the same but share common elements and relationships.	<ul style="list-style-type: none">• What makes a family?• What special activities and customs do families share?• How are families the same/different?
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	Summative <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"> ● Group/Pair activities <p>Checklists</p>	
<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</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Story Elements <ul style="list-style-type: none"> ○ Main Idea and details ○ Make predictions ○ Making Inferences ● Writing <ul style="list-style-type: none"> ○ Journals Entries ○ Letters ○ Narrative Paragraphs ○ Dialogue ○ Poems ○ Grammar <ul style="list-style-type: none"> ■ Single Possessives with Apostrophes ■ Plural Possessives 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Identify story elements. ● Compare and contrast one or two characters, settings, or events in a story in written and oral forms. ● 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. ● Explain how character's solve problems they are encountering and how this helps them evolve. ● Ask and answer questions with correct grammar.

<ul style="list-style-type: none"> ■ Adverbs ■ Punctuation ■ Synonyms ■ Action Verbs ● Key/Sight Vocabulary <ul style="list-style-type: none"> ○ Diagraphs ○ Homophones ○ Short Vowels ● Reading (Folktales/Informational Text) <ul style="list-style-type: none"> ○ Schedules ○ Fluency ○ Literal Comprehension Skills ○ Inferential Comprehension Skills ● Reference/Cite sources 	<ul style="list-style-type: none"> ● Research information about people and areas in town to be able to discuss them in written and oral forms. ● Compare and contrast their family and traditions to those of US culture and other cultures.
Instructional Plan	
Suggested Activities	Resources
Survey other students to learn about their families/traditions and discuss findings.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives
Write a letter to a family member or close friend about cultural similarities and differences between home culture and US culture.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives
Read level-appropriate books regarding characters and their family and family traditions.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Create a visual and written representation of the immediate members in their families.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio

Create a visual and written representation of traditions that they have in their families.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Literature	
<ul style="list-style-type: none"> ● <i>A Family's Story</i> by Jeanne Dustman ● <i>Family Pictures / Cuadros De Familia</i> by Carmen Lomas Garza ● <i>You And Me Together</i> by Barbara Kerley ● <i>How My Family Lives In America</i> by Susan Kuklin 	
Websites	
www.LearningA-Z.com	www.youtube.com
www.njtesol-njbe.org	www.everythingESL.net
Modifications/Accommodations	
<p>English Language Learners</p> <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 	
<p>Special Education/504 Plans</p> <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

Unit 4: My World		Duration: 45 days (April – June)
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.	
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		
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.		
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		
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.		
8.1.8.A.3	Create a multimedia presentation including sound and images.	
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.	
8.1.8.E.1	Gather and analyze findings to produce a possible solution for a content-related or real world problem using data collection technology.	
21st Century Life and Careers		

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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

Students will understand that...

- The beliefs and ideals of a society influence the social, political, and economic decisions of that society.
- The actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Essential Questions

- How are people around the world the same/different?
- How has cultural contact among different people influenced change throughout history?
- How do beliefs and ideals of a society lead to conflicts with other societies?

Evidence of Student Learning

Assessments

Formative

Summative

<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>Checklists</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 • Projects • Writing samples • Benchmark
<p>Knowledge and Skills</p>	
<p>Content</p>	<p>Skills</p>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Literature <ul style="list-style-type: none"> ○ Story Elements 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Compare and contrast people from different parts of the world

<ul style="list-style-type: none"> ○ Compare/Contrast ● Writing <ul style="list-style-type: none"> ○ Arguments with Evidence ○ Informative/Explanatory Text ○ Descriptive Speech ○ Summarize ○ Recount an Experience ● Debate ● Key Vocabulary/Language Structure <ul style="list-style-type: none"> ○ Present Tense Verbs ○ Short Vowels ○ Parts of a Letter ○ Homophones ○ Idioms ○ Proverbs 	<ul style="list-style-type: none"> ● 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. ● Develop and present an argument about theme questions with supported facts and details ● Describe and/or compare one or two characters, settings, or events in a story in writing and speech and how the characters change across the plot ● Explain an event in a historical text ● Write a narrative piece using description and sensory details to develop experiences and events ● Recognize and explain the meaning of common idioms and proverbs ● Compare and contrast the opportunities of America and the hardships of other countries
Instructional Plan	
Suggested Activities	Resources
Create a class timeline to trace the events of that shaped the revolutionary movement in the US	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio, Art supplies
Research and create a presentation to describe the major events of the Revolution and explain factors leading to American victory and British defeat	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Research and create a presentation about a key individual in the American Revolution	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio, Art supplies

Research a given country and create a presentation about important cultural information regarding the country i.e. clothing, housing, currency, food, hobbies, music, holidays, government, etc.	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Research and create a written description about the key historical interactions of a given country to the US and classmates' countries	Reading materials, Chromebooks, Google Apps, Visuals, Manipulatives, Audio
Literature	
<ul style="list-style-type: none"> ● <i>Different Cultures</i> by Rebecca Pettiford ● <i>United States: The Culture</i> by Lynne Weiss ● <i>Casas Alrededor Del Mundo (Homes Around The World)</i> by Dona Herweck Rice ● <i>Life During The American Revolution</i> by Kristen Rajczak ● <i>Clothing Of The World</i> by Nancy Loewen 	
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 5 & 6
ESL Pacing Guide**

Unit 1: Self-Discovery	Marking Period 1 45 Days
Unit 2: My Classroom	Marking Period 2 41 Days
Unit 3: My Community	Marking Period 3 42 Days
Unit 4: My World	Marking Period 4 50 Days