

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: ELL/Bilingual, Grades PreK-K

Department: English as a Second Language

Board Approval	Supervisor	Notes
August 2008	Loretta Kachmar-Will	Born Date
August 2013	Loretta Kachmar-Will	Revisions
December 2017	John Bosmans	Revisions
March 2019	John Bosmans	Review

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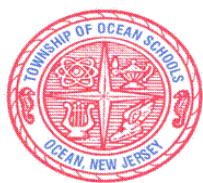
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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	The language of social and instructional language	21	The language of Mathematics
2	The language of social and instructional language	22	The language of Mathematics
3	The language of social and instructional language	23	The language of Mathematics
4	The language of social and instructional language	24	The language of Mathematics
5	The language of social and instructional language	25	The language of Mathematics
6	The language of social and instructional language	26	The language of Mathematics
7	The language of social and instructional language	27	The language of Mathematics
8	The language of social and instructional language	28	The language of Mathematics
9	The language of social and instructional language	29	The language of Mathematics
10	The language of social and instructional language	30	The language of Mathematics
Week	Marking Period 2	Week	Marking Period 4
11	The language of Language Arts	31	The Language of Science
12	The language of Language Arts	32	The Language of Science
13	The language of Language Arts	33	The Language of Science
14	The language of Language Arts	34	The Language of Science

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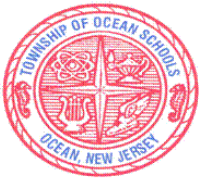
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15	The language of Language Arts	35	The Language of Science
16	The language of Language Arts	36	The Language of Science
17	The language of Language Arts	37	The Language of Science
18	The language of Language Arts	38	The Language of Science
19	The language of Language Arts	39	The Language of Science
20	The language of Language Arts	40	The Language of Science

Core Instructional & Supplemental Materials including various levels of Texts
Wonders EL Reading Series, Reading Eggs, Pebble Go, BrainPop, BrainPop Jr., BrainPop ELL, Scratchgarden,

Time Frame	Weeks 1-10
Topic	
The language of social and instructional language	
Essential Questions	
How does the student use language in the classroom and with peers?	
Enduring Understandings	
- English language learners engage in oral communication in a variety of situations for a variety of purposes and audiences. - English language learners engage in written communication in a variety of forms for a variety of purposes and audiences. - English language learners process, interpret and evaluate written language, symbols and text with understanding and fluency. - English language learners process, understand, interpret and evaluate spoken language	

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in a variety of situations.

Alignment to Standards

[NJSLs ELA Literacy RL.K.10, RI.K.10, W.K.1, SL.K.1, SL.K.3, SL.K.4, SL.K.6, L.K.1, L.K.5, L.K.6](#)

WIDA: Standard 1- Social & Instructional Language

Learning Activities & Key Concepts and Skills

- Classrooms, colors, feelings, games, hygiene and safety, music and movement, recreational objects and activities, routines, school, self and family, social behavior, spatial relations.

Assessments

Formative:

- Oral Exercises
- Identifying objects
- Class Participation
- Writing Activities
- Teacher observation
- Coloring
- Entrance Slips
- Exit Ticket
- High Frequency Words
- Illustrating, Labeling, Describing ideas stories pictures

Summative:

- EL Wonders Unit Assessment

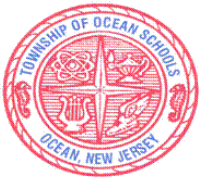
Benchmark:

- Phonological Awareness & Literacy Comprehension assessment

Alternative:

- Kahoot

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Career Education
21st Century Skills
Interdisciplinary Connections
Technology Integration
● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge ○ Students will use their chromebooks to access educational learning websites such as Brainpop, Reading Eggs, & Brain Pop ELL ○ Students will access Kahoot to review key concepts presented and collaborate with their peers.

Time Frame	Weeks 10-20
Topic	
● The language of Language Arts	
Essential Questions	
● How does the student use English language in language arts instruction?	

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Enduring Understandings

- English language learners engage in oral communication in a variety of situations in the content area of language arts.
- English language learners engage in written communication in a variety of forms in the content area of language arts.
- English language learners process, interpret and evaluate written language, symbols and text with understanding and fluency in the content area of language arts.
- English language learners process, understand, interpret and evaluate spoken language in a variety of situations in the content area of language arts.

Alignment to Standards

[NJSLs ELA Literacy RL.1.1, RL.1.2, RL.1.3, RL.1.5, RL.1.6, RI.1.1, RI.1.2, RI.1.3, RI.1.5, RI.1.6, RF.1.1, RF.1.2, RF.1.3, W.1.5, SL.1.2, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6](#)

WIDA: Standard 2-Language Arts

Learning Activities & Key Concepts and Skills

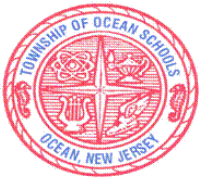
- Genres: chants and songs, fairy tales, nursery rhymes, picture books
- Topics: concepts about print, environmental print, same and different, sounds and symbols (phonemic awareness), story elements

Assessments

Formative:

- Oral Exercises
- Identifying objects
- Class Participation
- Writing Activities
- Teacher observation
- Listening, reading, and discussing stories
- Entrance Slips
- Exit Ticket
- High Frequency Words
- Venn Diagrams

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- Picture Prompts

Summative:

- EL Wonders Unit Assessment

Benchmark:

-

Alternative:

- Kahoot

Career Education

CRP4- Students will communicate clearly and accurately when discussing reading stories with their teacher and peers.

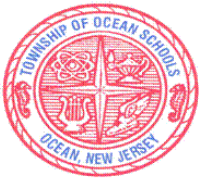
21st Century Skills

Interdisciplinary Connections

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use their chromebooks to access educational learning websites such as Brainpop, Reading Eggs, & Brain Pop ELL
 - Students will access Kahoot to review key concepts presented and collaborate

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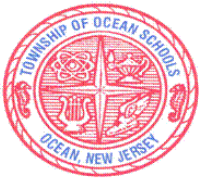
with their peers.

- Students will use smartboard to complete various writing activities

Time Frame	Weeks 30-40
Topic	
● The language of Mathematics	
Essential Questions	
● How does the student use English language in mathematics instruction	
Enduring Understandings	
● English language learners engage in oral communication in a variety of situations in the content area of mathematics. ● English language learners engage in written communication in a variety of forms in the content area of mathematics. ● English language learners process, interpret and evaluate written language, symbols and text with understanding and fluency in the content area of mathematics. ● English language learners process, understand, interpret and evaluate spoken language in a variety of situations in the content area of mathematics.	
Alignment to Standards	
NJSLs ELA Literacy RL.1.1, RL.1.2, RL.1.3, RL.1.5, RL.1.6, RI.1.1, RI.1.2, RI.1.3, RI.1.5, RI.1.6, RF.1.1, RF.1.2, RF.1.3, W.1.5, SL.1.2, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6 WIDA: Standard 3-Mathematics	
Learning Activities & Key Concepts and Skills	
● Attributes, equivalency, geometric shapes, measurement of time (calendar, clock), measurement tools, number sense, numbers and operations, patterns, quantity, size,	

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spatial relations, temperature, weight

Assessments

Formative:

- Oral Exercises
- Identifying objects
- Number Activities
- Class Participation
- Writing Activities
- Teacher observation
- Entrance Slips
- Exit Ticket
- High Frequency Words

Summative:

- EL Wonders Unit Assessment

Benchmark:

-

Alternative:

- Kahoot

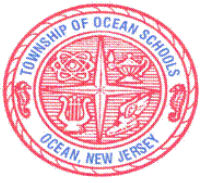
Career Education

CRP2-Students will apply appropriate academic and technical skills when working to solve basic math problems and telling time.

21st Century Skills

9.2.4.A.4- Students will explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success with a focus on mathematics.

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Interdisciplinary Connections

[Math K.CC.3, K.MD.1](#)- Students will use reading, writing, listening, and speaking while acquiring mathematical concepts and skills such as basic problem solving.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use their chromebooks to access educational learning websites such as Brainpop, Reading Eggs, & Brain Pop ELL
 - Students will access Kahoot to review key concepts presented and collaborate with their peers.

Time Frame	Weeks 30-40
Topic	
● The language of social and instructional language	
Essential Questions	
● How does the student use English language in science instruction	
Enduring Understandings	
● English language learners engage in oral communication in a variety of situations in the content area of science. ● English language learners engage in written communication in a variety of forms in the content area of science. ● English language learners process, interpret and evaluate written language, symbols and text with understanding and fluency in the content area of science. ● English language learners process, understand, interpret and evaluate spoken language	

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in a variety of situations in the content area of science.

Alignment to Standards

[ELA Literacy RI.K.1, RI.K.2, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.9, W.K.2, W.K.5, W.K.7, SL.K.1, SL.K.2, SL.K.3, SL.K.5, L.K.4, L.K.6](#)

WIDA: Standard 4-Science

Learning Activities & Key Concepts and Skills

- Air, animals, body parts, change in self and environment, colors, forces in nature, living and non-living things, night/day, rocks, safety practices, scientific process, seasons, water, weather

Assessments

Formative:

- Oral Exercises
- Identifying objects
- Class Participation
- Writing Activities
- Teacher observation
- Entrance Slips
- Exit Ticket
- High Frequency Words
- Graphic Organizers
- Animal Coloring Activities
- Storybook Discussion

Summative:

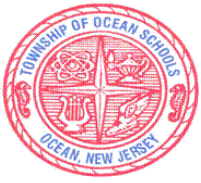
- EL Wonders Unit Assessment

Benchmark:

- Phonological Awareness & Literacy Comprehension final assessment

Alternative:

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- Kahoot, Student generated models of animals in their natural habitat

Career Education

21st Century Skills

Interdisciplinary Connections

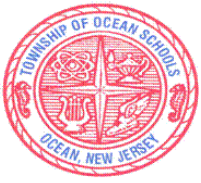
Science- K-ESS3-1.Students will use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use their chromebooks to access educational learning websites such as Brainpop, Reading Eggs, & Brain Pop ELL
 - Students will access Kahoot to review key concepts presented and collaborate with their peers.
 - Students will use their chromebooks and internet to access nationalgeographic.com to study different animals and habitats.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

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ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

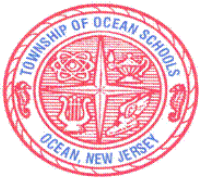
At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

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Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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