

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: Ocean Township High School

Course: ELL/Bilingual, Grades 9-12

Department: English as a Second Language

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

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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 Science
8	The language of social and instructional language	28	The Language of Science
9	The language of Language Arts	29	The Language of Science
10	The language of Language Arts	30	The Language of Science
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
15	The language of Language Arts	35	The Language of Social Studies

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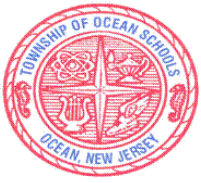
16	The language of Language Arts	36	The Language of Social Studies
17	The language of Language Arts	37	The Language of Social Studies
18	The language of Language Arts	38	The Language of Social Studies
19	The language of Mathematics	39	The Language of Social Studies
20	The language of Mathematics	40	The Language of Social Studies

Core Instructional & Supplemental Materials including various levels of Texts

Skill Sharpeners, Goodman Activity Books, Milestones, Newsela, ESL Reading smart, Regents English workbook, Various grade level appropriate novels

Time Frame	Weeks 1-8
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 in a variety of situations.	

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Alignment to Standards

[NJSLs-RL.9-10.4, RL.11-12.4, RI.9-10.4, RI.11-12.4, W.9-10.3, W.11-12.3, W.9-10.4, W.11-12.4, SL.9-10.1, SL.11-12.1, L.9-10.4, L.11-12.4,](#)

WIDA: Standard 1- Social and Instructional Language

Learning Activities & Key Concepts and Skills

- Everyday objects, feelings and emotions, following directions, interests and opinions and preferences, likes, dislikes and needs, personal correspondence, personal information, school areas, personnel and activities, assignments/research, character development, instructions, resources/supplies, school behavior, social interactions, use of multiple resources and use of register.

Assessments

Formative:

- Oral Exercises
- Class Participation
- Writing Activities
- Teacher observation
- Coloring
- Entrance Slips
- Exit Ticket
- High Frequency Words
- Mini Skits
- Homework assessment

Summative:

- Unit Oral/Written Assessment

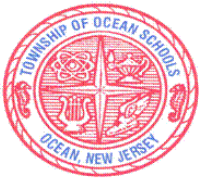
Benchmark:

- Skills/Content Initial Assessment

Alternative:

- Kahoot, Quizlet

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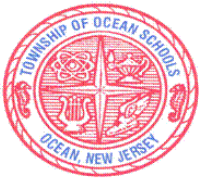
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Career Education
21st Century Skills
Interdisciplinary Connections
Technology Integration
● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually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

Time Frame	Weeks 9-18
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- RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.6, RI.9-10.1, RI.9-10.2, RI.9-10.5, W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.7, SL.9-10.1, SL.9-10.4, L.9-10.1, L.9-10.4, RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.6, RI.11-12.1, RI.11-12.2, RI.11-12.4, W.11-12.1, W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.7, SL.11-12.1, SL.11-12.4, L.11-12.1, L.11-12.4,](#)

WIDA: Standard 20-Language Arts

Learning Activities & Key Concepts and Skills

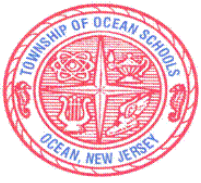
- Genres: adventure, ballads, editorial, historical documents, human interest, multimedia, mythology, poetry/free verse, science fiction, technical texts
- Topics: alliteration, author's purpose, biographies, dialogue, literary devices, metaphors & similes, multiple meanings, personification, synonyms, antonyms, homophones, test-taking and comprehension strategies, use of resources (including strategies and editing).

Assessments

Formative:

- Oral Exercises
- Identifying objects
- Class Participation
- Writing Activities

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- Teacher observation
- Entrance Slips
- Exit Ticket
- High Frequency Words
- Venn Diagrams
- Picture Prompts
- Workbook activities
- Collaborative Exercises
- Vocab exercises
-

Summative:

- Unit Written Assessment

Benchmark:

-

Alternative:

- Kahoot, Quizlet, Student presentations on English language level appropriate novel.

Career Education

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

21st Century Skills

Interdisciplinary Connections

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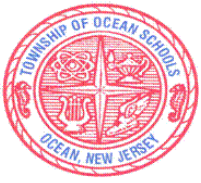
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Technology Integration

- 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 & ESL Reading Smart
 - Students will access Kahoot to review key concepts presented and collaborate with their peers.
 - Students will use smartboard to complete various writing activities and interactive games.

Time Frame	Weeks 19-26
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	

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[NJSLs- RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.6, RI.9-10.1, RI.9-10.2, RI.9-10.5, W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.7, SL.9-10.1, SL.9-10.4, L.9-10.1, L.9-10.4, RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.6, RI.11-12.1, RI.11-12.2, RI.11-12.4, W.11-12.1, W.11-12.2, W.11-12.4, W.11-12.5, W.11-12.7, SL.11-12.1, SL.11-12.4, L.11-12.1, L.11-12.4, -](#)

WIDA: Standard 3-Mathematics

Learning Activities & Key Concepts and Skills

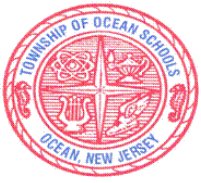
- Vocabulary/Language of geometry, currency, measurement, algebra, time, decimals, estimation, shapes, and math functions.
- Algebraic equations, area, volume, complex 2&3 dimensional figures, data sets and plots, factors, fractions, geometric relations, integers, interpreting data and statistics, line segments and angles, metric and standards units of measurements, parallel lines, percent, perimeter, probability, ratio and proportion, square root, whole numbers, language functions words of math, and calculator use.

Assessments

Formative:

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

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Summative:

- Unit Content/Skills Assessment

Benchmark:

-

Alternative:

- Kahoot, Quizlet

Career Education

CRP3- Students will attend to personal health and financial well being by studying the value of money and how much items cost, including lessons on savings.

21st Century Skills

9.1.8.B.6- Students will evaluate the relationship of cultural traditions and historical influences on financial practice in the study of money and earning in relation to mathematics.

Interdisciplinary Connections

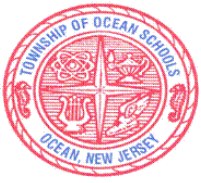
[NJSLS MA.9-12 . N-Q.A.1, MA.9-12A-SSE.A.1, MA.9-12A-CED.A.2,](#)

[MA.9-12GSRT.B.4, MA.9-12G-SRT.B.5, MA.9-12S-ID.A.1, MA.9-12S-ID.A.4,](#)

Students will use reading, writing, speaking, and listening skills while acquiring mathematical concepts and skills acquired in algebra & geometry.

Wida Standard 3-Mathematics

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Technology Integration
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Time Frame	Weeks 27-34
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	

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text with understanding and fluency in the content area of science.

- English language learners process, understand, interpret and evaluate spoken language in a variety of situations in the content area of science.

Alignment to Standards

[NJSLs SCI.9-12.5.1.12.A, SCI.9-12.5.1.12.C, SCI.9-12.5.1.12.D, SCI.9-12.5.2.12.A, SCI.9-12.5.2.12.C, SCI.9-12.5.3.12.A, SCI.9-12.5.3.12.B, SCI.9-12.5.3.8.C, SCI.9-12.5.3.12.D, SCI.9-12.5.3.12.E, SCI.9-12.5.4.12.A, SCI.9-12.5.4.12.B, SCI.9-12.5.4.12.C, SCI.9-12.5.4.12.F](#)

WIDA: Standard 4-Science

Learning Activities & Key Concepts and Skills

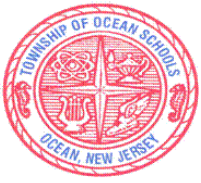
- Atoms & molecules, bacteria to plants, body systems & organs, chemical building blocks, climate zones, comets & meteorites, cycles, elements & Compounds, forms of energy, light, motion & force, natural disasters, processes, reproduction, scientific inventions or discoveries, solar system, temperature changes, populations, resources & environments, sound, scientific tools or instruments, universe, stars and planets, water.

Assessments

Formative:

- Oral Exercises
- Identifying objects
- Class Participation
- Writing Activities
- Teacher observation
- Entrance Slips
- Exit Ticket
- High Frequency Words
- Graphic Organizers
- Google Earth
- Homework assessment
- Venn Diagrams

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Summative:

- Science Unit Final Skills/Content Assessment

Benchmark:

-

Alternative:

- Student generated research project/presentation on current environmental issues around the globe.

Career Education

CRP4, CRP7- Students will employ valid and reliable research strategies and communicate clearly and effectively with reason when creating and presenting their environmental issues project.

21st Century Skills

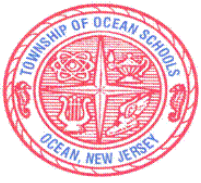
Interdisciplinary Connections

Science- Students will use reading, writing, listening, and speaking skills to acquire the key concepts presented in science courses such as chemistry and biology.

Technology Integration

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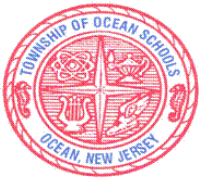
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- Students will use Google slides to synthesize and present information
- Students will access Youtube to view various videos on current global issues involving the environment.

Time Frame	Weeks 35-40
Topic	
● The language of Social Studies	
Essential Questions	
● How does the student use English language in Social Studies instruction	
Enduring Understandings	
● English language learners engage in oral communication in a variety of situations in the content area of social studies. ● English language learners engage in written communication in a variety of forms in the content area of social studies. ● English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency in the content area of social studies. ● English language learners' process, understands, interpret, and evaluate spoken language in a variety of situations in the content area of social studies.	
Alignment to Standards	
NJSLs RH.9-10.1, RH.9-10.4., WHST.9-10.2, RI.11-12.4., W.11-12.2.SL.11-12.1.	
WIDA: Standard 5-Social Studies	

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Learning Activities & Key Concepts and Skills

- Agriculture, America's story, ancient/medieval civilizations, bill of rights,
- civic rights & responsibilities, Civil War, colonization, countries & continents, cultural perspectives & frames of reference, economic trends, forms & organization of government, freedom & democracy, human resources, longitude/latitude/time zones, maps, revolution, slavery, US constitution.

Assessments

Formative:

- Oral Exercises
- Class participation
- Writing Activities
- Teacher observation
- Entrance Slips
- Exit Ticket
- High Frequency Words
- Class readings
- Homework assessment
- DBQ Analysis

Summative:

- Social Studies Unit Content/Skills Assessment

Benchmark:

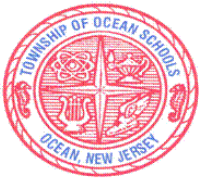
- Skills/Content Final Assessment, ACCESS for ELLs 2.0

Alternative:

- Kahoot, Quizlet, Google earth geography skills, student generated presentations on current global issues.

Career Education

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CRP4- Students will communicate clearly and effectively with reason when presenting their current global issues projects to their peers.

21st Century Skills

Interdisciplinary Connections

[Social Studies 6.2.12.A.6.a 6.2.12.C.6.d](#)- Students will engage in the study of the American Revolution, Civil War, and current global issues.

WIDA: Standard 5-Social Studies

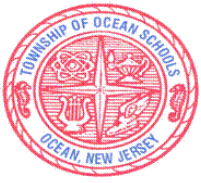
Technology Integration

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 - Students will use their chromebooks to access educational learning websites such as Brainpop and ESL Reading Smart
 - Students will access Kahoot to review key concepts presented and collaborate with their peers.
 - Students will use quizlet to review key concepts presented.
 - Students will use Google earth to work on geography skills.
 - Students will use Google slides to synthesize and present information

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

ELL:

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- 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

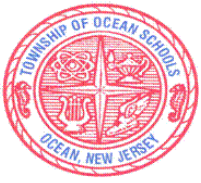
At-Risk Students:

- 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

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- Propose interest-based extension activities
- Expose students to beyond level texts.

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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