



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.

DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

Curriculum Development Timeline

School: Township of Ocean Elementary Schools
Course: English as a Second Language (1st grade)
Department: ESL

Board Approval	Supervisor	Notes
August 2025	Cecilia Vila	Born / Redesigned This course was developed by separating content from an existing 1-2 curriculum document into a single, cohesive curriculum.

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Ch. 1 Rights and Responsibilities of Citizens	21	Ch 3 Symbols and Traditions of the United States
2	Ch. 1 Rights and Responsibilities of Citizens	22	Ch 3 Symbols and Traditions of the United States
3	Ch. 1 Rights and Responsibilities of Citizens	23	Ch 3 Symbols and Traditions of the United States
4	Ch. 1 Rights and Responsibilities of Citizens	24	Ch 3 Symbols and Traditions of the United States
5	Ch. 1 Rights and Responsibilities of Citizens	25	Space Systems: Patterns and Cycles
6	Waves: Light and Sound	26	Space Systems: Patterns and Cycles
7	Waves: Light and Sound	27	Space Systems: Patterns and Cycles
8	Waves: Light and Sound	28	Space Systems: Patterns and Cycles
9	Waves: Light and Sound	29	Ch. 4 Life Today and Long Ago
10	Waves: Light and Sound	30	Ch. 4 Life Today and Long Ago

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COURSE ESL (1st Grade)

Week		Week	Marking Period 4
11	Ch. 2 Geography of the Community	31	Ch. 4 Life Today and Long Ago
12	Ch. 2 Geography of the Community	32	Ch. 4 Life Today and Long Ago
13	Ch. 2 Geography of the Community	33	Ch. 5 One Nation, Many People
14	Ch. 2 Geography of the Community	34	Ch. 5 One Nation, Many People
15	Ch. 2 Geography of the Community	35	Ch. 5 One Nation, Many People
16	Structure, Function and Information Processing (Characteristics of Living Things)	36	Ch. 5 One Nation, Many People
17	Structure, Function and Information Processing (Characteristics of Living Things)	37	Ch. 6 Work in the Community
18	Structure, Function and Information Processing (Characteristics of Living Things)	38	Ch. 6 Work in the Community
19	Structure, Function and Information Processing (Characteristics of Living Things)	39	Ch. 6 Work in the Community
20	Structure, Function and Information Processing (Characteristics of Living Things)	40	Ch. 6 Work in the Community

Core Instructional & Supplemental Materials including various levels of Texts

Saavas myWorld Interactive and Worktext, Leveled Readers, McGraw Hill Reading Wonders and various trade books related to topics.

Mystery Science Lessons, Wonders Reading Program, Brain Pop, Pebble Go, PBS Kids, Interactive Games/Demonstrations, and various trade books related to unit topics. See all titles below in Lesson Activities.

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

Time Frame	5 weeks
Topic	
Rights and Responsibilities of Citizens	
Alignment to Standards	
WIDA ELD STANDARD 1 Social and Instructional Language ELD-SI.K-3.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts ELD-SI.K-3.Argue • Ask questions about others' opinions • Support own opinions with reasons	
WIDA ELD STANDARD 2 Language for Language Arts ELD-LA.1.Narrate.Interpretive • Identifying a central message from key details • Identifying how character attributes and actions contribute to an event • Identifying words and phrases that suggest feelings or appeal to the senses ELD-LA.1.Inform.Interpretive • Identifying main topic and/or entity and key details • Asking and answering questions about descriptions of attributes and characteristics ELD-LA.1.Inform.Expressive • Describe attributes and characteristics with facts, definitions, and relevant details	
WIDA ELD STANDARD 3 Language for Mathematics ELD-MA.1.Inform.Interpretive • Identifying concept or entity	

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

- Describing attributes and characteristics

WIDA ELD STANDARD 4 Language for Science

ELD-SC.1.Inform.Interpretive

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

ELD-SC.1.Explain.Interpretive

- Identifying information from observations (that supports particular points in explanations)

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.1.Inform.Interpretive

- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Argue.Interpretive

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive

- Introduce topic

Learning Objectives and Activities

Multilingual Learners will..

Domain 1: Listening.

- Identify and categorize rules and responsibilities by listening to classroom discussions and read-alouds.
- Distinguish between types of leaders and laws through listening activities.

Domain 2: Speaking.

- Discuss the question "Do responsibilities need to be equal to be fair?" in small groups.
- Describe good citizenship and explain the purpose of rules and voting during a class skit.

Domain 3: Reading.

- Determine the main idea and details in a nonfiction text about citizenship and leadership.
- Recognize vocabulary and interpret visuals related to government and responsibility.

Domain 4: Writing.

- Write a short response identifying a responsibility they have at home and school.

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

Key Vocabulary

- Responsibility
- Right
- Rule
- Law
- Citizen
- Leader
- Community
- Democracy
- Government
- Vote

Academic Vocabulary

- Identify
- Explain
- Describe
- Compare
- Demonstrate
- Discuss
- Apply
- Recognize
- Support
- Define

Assessments

Formative:

- Lesson 1 check, pages 6 and 7
- Lesson 2 check, page 13
- Lesson 3 check, page 17
- Lesson 4 check, page 23
- Lesson 5 check, page 27
- Lesson 6 check, page 31
- Online Quizzes (Lessons 1-6)

Summative:

- Chapter 1 Test, pages 35 and 36

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

Benchmark:

- Social Studies Pre-Test

Alternative:

- Quest Finding: Write your skit

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- W.SE.1.6. With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Technology Integration

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Career Education

CRP1 Act as a responsible and contributing citizen and employee

Time Frame	5 weeks
Topic	
Waves: Light and Sound	
Alignment to Standards	

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

WIDA ELD STANDARD 1 Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons

WIDA ELD STANDARD 2 Language for Language Arts

ELD-LA.1.Narrate.Interpretive

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Inform.Interpretive

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics

ELD-LA.1.Inform.Expressive

- Describe attributes and characteristics with facts, definitions, and relevant details

WIDA ELD STANDARD 3 Language for Mathematics

ELD-MA.1.Inform.Interpretive

- Identifying concept or entity
- Describing attributes and characteristics

WIDA ELD STANDARD 4 Language for Science

ELD-SC.1.Inform.Interpretive

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

- Define, describe, and classify concept, topic, or entity

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

- Summarize observations or factual information

ELD-SC.1.Explain.Interpretive

- Identifying information from observations (that supports particular points in explanations)

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.1.Inform.Interpretive

- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Argue.Interpretive

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive

- Introduce topic

Learning Objectives and Activities

Multilingual Learners will..

Domain 1: Listening.

- Identify how sound and light behave by listening to read-alouds, videos, or demonstrations.
- Recognize key terms like “vibration,” “reflect,” and “transmit” during oral presentations

Domain 2: Speaking.

- Describe how light travels using a flashlight and mirror in a group activity.
- Discuss how different materials interact with light (transparent, translucent, opaque).
- Explain how people use devices to communicate across distances

Domain 3: Reading.

- Locate information about how sound and light travel in simple science texts.
- Analyze diagrams that show how light reflects and passes through materials.
- Match vocabulary words to their visual representations.

Domain 4: Writing.

- Create a labeled diagram showing how an object becomes visible through light reflection.

Key Vocabulary

- Vibration
- Matter
- Sound

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

- Light
- Mirror
- Reflect
- Illuminate
- Transparent
- Translucent
- Opaque

Academic Vocabulary

- Describe
- Explain
- Identify
- Compare
- Observe
- Record
- Demonstrate
- Analyze
- Label
- Create

Assessments

Formative

- Online Energy Quiz
- BrainPOP-quiz about light
- BrainPOP-draw about light
- BrainPOP-write about light
- BrainPOP-draw about sound
- BrainPOP-write about sound
- BrainPOP-quiz about sound

Benchmark

- Engineering Design Process Rubric Assessment 2

Alternative STEM Assessments

- [STEM and sound-Day 1](#)
- [STEM and sound-Day 2](#)
- [STEM and light-Day 1](#)

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

- [STEM and light-Day 2](#)
- [Communicating with Light and Sound: Fire!](#)

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- **W.WR.1.5** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic. (1-PS4-1), (1-PS4-2), (1-PS4-3), (1-PS4-4)
- **W.SE.1.6** With guidance and support from adults, gather information from multiple sources to answer a question or write about a topic. (1-PS4-1), (1-PS4-2), (1-PS4-3)

NJSLS: Math

- **1.M.A.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-PS4-4)
- **1.M.A.2** Express the length of an object as a whole number of length units, by layering multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (1-PS4-4)

NJSLS: Computer Science and Design Thinking

- **8.1.2.NI.2:** Describe how the Internet enables individuals to connect with others worldwide.

Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

Technology Integration

- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.
- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Education

- **CRP 8.** SW utilize critical thinking to make sense of problems and persevere in solving them while completed their hands-on STEM projects.

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

- **CRP 11.** SW use technology to enhance productivity by accessing EdPuzzle, Science Kids.com, [Scholastic Light Virtual Lab](#) and [Scholastic Sound Virtual Lab](#)

Time Frame	5 weeks
Topic	
Geography of the Community	
Alignment to Standards	
WIDA ELD STANDARD 1 Social and Instructional Language ELD-SI.K-3.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts ELD-SI.K-3.Argue • Ask questions about others' opinions • Support own opinions with reasons	
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COURSE ESL (1st Grade)

WIDA ELD STANDARD 3 Language for Mathematics

ELD-MA.1.Inform.Interpretive

- Identifying concept or entity
- Describing attributes and characteristics

WIDA ELD STANDARD 4 Language for Science

ELD-SC.1.Inform.Interpretive

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

ELD-SC.1.Explain.Interpretive

- Identifying information from observations (that supports particular points in explanations)

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.1.Inform.Interpretive

- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Argue.Interpretive

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive

- Introduce topic

Learning Objectives and Activities

Multilingual Learners will..

Domain 1: Listening.

- Identify geographic features and map elements while listening to the video *"What is the world like?"*
- Follow directions to locate places on a map using cardinal directions.

Domain 2: Speaking.

- Describe the difference between a city and a town using sentence frames.
- Explain how weather and location affect human activity using visuals or props.

Domain 3: Reading.

- Read simple maps and interpret symbols and legends.
- Compare a model, picture, and map using a chart or passage.
- Locate continents and oceans in a globe or world map activity.

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COURSE ESL (1st Grade)

Domain 4: Writing.

- Label parts of a map (title, compass rose, legend, etc.).
- Create a simple map or model of their classroom, home, or community.

Key Vocabulary

- Community
- Map
- Compass rose
- Legend
- Symbol
- Natural resource
- Landform
- Continent
- Ocean
- Weather

Academic Vocabulary

- Describe
- Explain
- Compare
- Contrast
- Identify
- Determine
- Recognize
- Locate
- Use
- Create

Assessments

Formative:

- Lesson 1 check, page 45
- Lesson 2 check, page 49
- Lesson 3 check, page 55
- Lesson 4 check, page 61
- Lesson 5 check, page 65
- Online Quizzes (Lessons 1-5)

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COURSE ESL (1st Grade)

Summative:

- Chapter 2 Test, pages 69 and 70

Benchmark:

- Social Studies Pre-Test

Alternative:

- Quest Finding: Make your tour guide and map

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- RI.CR.1.1 Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2. Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.
- W.SE.1.6. With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.

Career Readiness, Life Literacies, and Key Skills

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Technology Integration

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP5. Consider the environmental, social and economic impacts of decisions.

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Time Frame	5 weeks
Topic	
Structure, Function and Information Processing (Characteristics of Living Things)	
Alignment to Standards	
WIDA ELD STANDARD 1 Social and Instructional Language ELD-SI.K-3.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts ELD-SI.K-3.Argue • Ask questions about others' opinions • Support own opinions with reasons	
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ELD-MA.1.Inform.Interpretive

- Identifying concept or entity
- Describing attributes and characteristics

WIDA ELD STANDARD 4 Language for Science

ELD-SC.1.Inform.Interpretive

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

ELD-SC.1.Explain.Interpretive

- Identifying information from observations (that supports particular points in explanations)

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.1.Inform.Interpretive

- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Argue.Interpretive

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive

- Introduce topic

Learning Objectives and Activities

Multilingual Learners will..

Domain 1: Listening.

- Identify plant and animal parts and their functions during science read-alouds or videos.
- Recognize behaviors that help animals and plants survive through listening to stories or teacher explanations.

Domain 2: Speaking.

- Describe how animals use their body parts (e.g., claws, ears, wings) using labeled visuals.
- Discuss how young animals are similar to and different from their parents in small groups.

Domain 3: Reading.

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COURSE ESL (1st Grade)

- Compare pictures and texts of animal parents and offspring.

Domain 4: Writing.

- Write to explain how specific parts of plants or animals help them live and grow.

Key Vocabulary

- Organism
- Offspring
- Survival
- Adaptation
- Roots
- Stem
- Leaf
- Behavior
- External parts
- Pattern

Academic Vocabulary

- Describe
- Explain
- Compare
- Identify
- Recognize
- Analyze
- Observe
- Record
- Respond
- Create

Assessments

Formative

- Organisms Online Quizzes
- Plants Online Quizzes
- Habitats Online Quiz
- BrainPOP-draw about plant parts
- BrainPOP-plant life cycle quiz

Summative

- [Animal Research Project - Student Packet](#)

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

Benchmark

- Engineering Design Process Rubric Assessment 3

Alternative STEM Assessments

- [STEM, Plants, and Biomimicry Day 1](#)
- [STEM, Plants, and Biomimicry Day 2](#)
- [Engineering Solutions - Design a Better Claw](#)
- [STEM Lab: Designing a Feeder](#)
- [STEM Lab: Building and Evaluating a Feeder](#)

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- **RI.CR.1.11.1** Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why.) (1-LS1-2),(1-LS3-1)
- **W.WR.1.5** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic. (1-PS4-1), (1-PS4-2), (1-PS4-3), (1-PS4- 4)
- **W.SE.1.6** With guidance and support from adults, gather information from multiple sources to answer a question or write about a topic. (1-LS3-1)

NJSLS: Math

- **1.M.A.1** - Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-LS3-1)
- **1.OA.A.1** - Use Addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g. by using objects, drawing, and equations with a symbol for the unknown number to represent the problem.

NJSLS: Computer Science and Design Thinking

- **8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- **8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- **8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.

Career Readiness, Life Literacies, and Key Skills

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SPARTAN MISSION:

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

DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

Technology Integration
• 9.4.2.DC.1: Explain differences between ownership and sharing of information. • 9.4.2.DC.2: Explain the importance of respecting digital content of others. • 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. • 9.4.2.TL.2: Create a document using a word processing application. • 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools. • 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.
Career Education
• CRP 4. SW communicate clearly and effectively and with reason. • CRP 8. SW utilize critical thinking to make sense of problems and persevere in solving them when completing the following activities: Designing a Better Claw and a Bird Feeder. • CRP 11. SW use technology to enhance productivity by accessing the following online resources: Living or Nonliving Things, Animal Adaptations, Animal heredity/offspring, Animal Classification, Behavior, Habitat, and Plant Classification, Parts, Habitats

Time Frame	4 weeks
Topic	
Symbols and Traditions of the United States	
Alignment to Standards	
WIDA ELD STANDARD 1 Social and Instructional Language ELD-SI.K-3.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps ELD-SI.K-3.Inform • Define and classify objects or concepts	

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons

WIDA ELD STANDARD 2 Language for Language Arts

ELD-LA.1.Narrate.Interpretive

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Inform.Interpretive

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics

ELD-LA.1.Inform.Expressive

- Describe attributes and characteristics with facts, definitions, and relevant details

WIDA ELD STANDARD 3 Language for Mathematics

ELD-MA.1.Inform.Interpretive

- Identifying concept or entity
- Describing attributes and characteristics

WIDA ELD STANDARD 4 Language for Science

ELD-SC.1.Inform.Interpretive

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

ELD-SC.1.Explain.Interpretive

- Identifying information from observations (that supports particular points in explanations)

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.1.Inform.Interpretive

- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Argue.Interpretive

- Identifying topic

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive

- Introduce topic

Learning Objectives and Activities

Multilingual Learners will..

Domain 1: Listening.

- Identify American symbols and songs during read-alouds, music, and multimedia.
- Recognize the meaning behind the Pledge of Allegiance and national anthems through teacher modeling and discussion.

Domain 2: Speaking.

- Describe symbols such as the bald eagle and Statue of Liberty using visuals or realia.
- Explain the meaning of the Pledge of Allegiance in their own words.
- Discuss why symbols are important to different people in small groups.

Domain 3: Reading.

- Read about key historical figures (e.g., Francis Scott Key) and identify their contributions.
- Locate and interpret information about American documents like the U.S. Constitution and Declaration of Independence.

Domain 4: Writing.

- Students will record facts about American historical documents and heroes.

Key Vocabulary

- Flag
- Pledge of Allegiance
- Symbol
- Statue of Liberty
- Bald eagle
- Uncle Sam
- Declaration of Independence
- Constitution
- Bill of Rights
- Anthem

Academic Vocabulary

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

- Describe
- Explain
- Identify
- Recognize
- Recite
- Interpret
- Understand
- Reflect
- Connect
- Establish

Assessments

Formative:

- Lesson 1 check, page 79
- Lesson 2 check, page 83
- Lesson 3 check, page 89
- Lesson 4 check, page 93
- Lesson 5 check, page 99
- Lesson 6 check, page 105
- Online Quizzes (Lessons 1-6)

Summative:

- Chapter 3 Test, pages 107-108

Benchmark:

- Social Studies Pre-Test

Alternative:

- Quest Finding: Write you Scrapbook Page

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CI.1.2. Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- W.SE.1.6. With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively and with reason

Time Frame	4 weeks
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Topic

Space Systems: Patterns and Cycles

Alignment to Standards

WIDA ELD STANDARD 1 Social and Instructional Language

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons

WIDA ELD STANDARD 2 Language for Language Arts

ELD-LA.1.Narrate.Interpretive

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Inform.Interpretive

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics

ELD-LA.1.Inform.Expressive

- Describe attributes and characteristics with facts, definitions, and relevant details

WIDA ELD STANDARD 3 Language for Mathematics

ELD-MA.1.Inform.Interpretive

- Identifying concept or entity
- Describing attributes and characteristics

WIDA ELD STANDARD 4 Language for Science

ELD-SC.1.Inform.Interpretive

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

ELD-SC.1.Explain.Interpretive

- Identifying information from observations (that supports particular points in explanations)

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.1.Inform.Interpretive

- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Argue.Interpretive

- Identifying topic
- Analyzing evidence gathered from source

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive

- Introduce topic

Learning Objectives and Activities

Multilingual Learners will..

Domain 1: Listening.

- Identify patterns of the moon and stars during a read-aloud or video.
- Follow explanations about sunrise/sunset and the Earth's atmosphere during teacher modeling or discussions.

Domain 2: Speaking.

- Describe how the sun and moon move across the sky using visuals or models.
- Discuss moon phases and patterns they notice using sentence frames.

Domain 3: Reading.

- Read about the motion of celestial objects and analyze diagrams showing the moon's phases.
- Identify patterns in the timing of sunrise and sunset across seasons

Domain 4: Writing.

- Write about how the moon appears to change shape over time.

Key Vocabulary

- Sun
- Moon
- Stars
- Sunrise
- Sunset
- Moon phases
- Sky
- Atmosphere
- Climate
- Earth

Academic Vocabulary

- Observe
- Describe

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

- Predict
- Explain
- Identify
- Record
- Compare
- Analyze
- Recognize
- Create

Assessments

Formative

- BrainPOP-Quiz - About Sun
- BrainPOP-Quiz - About the Moon
- Solar System Online Quiz
- Pre assessment on space systems

Summative:

- BrainPOP-Draw About It-the sun
- BrainPOP-Write About It-the sun
- BrainPOP-Draw About It-Phases of Moon
- BrainPop-Write About It-the Moon
- Post assessment on space systems
- Moon Investigation Conclusions Assessment

Benchmark:

- Engineering Design Process Rubric Assessment 1

Alternative STEM Assessments:

- [STEM Challenge - Sundial Engineering Design](#)
- [Make a Sundial from a Plate](#)
- [Make a Sundial](#)

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- **W.WR.1.5** With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

(1-PS4-1), (1-PS4-2), (1-PS4-3), (1-PS4- 4)

- **W.SE.1.6** With guidance and support from adults, gather information from multiple sources to answer a question or write about a topic. (1-ESS1-1), (1-ESS1-2)

NJSLS: Math

- **1.DL.A.1** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1-ESS1-2)
- **1.OA.A.2** Solve word problems that call for the addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

NJSLS: Computer Science and Design Thinking

- **8.1.2.DA.3:** Identify and describe patterns in data visualizations.
- **8.1.2.DA.4:** Make predictions based on data using charts or graphs.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

Career Education

- **CRP 4.** SW communicate clearly and effectively and with reason while working collaboratively with partners on STEM activities.
- **CRP 6.** SW demonstrate creativity and innovation while accessing [Sciencekids.com](https://www.sciencekids.com.au) and [House of Shadows](https://www.houseofshadows.com).

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

Time Frame	4 weeks
Topic	
Life Today and Long Ago	
Alignment to Standards	
WIDA ELD STANDARD 1 Social and Instructional Language ELD-SI.K-3.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts ELD-SI.K-3.Argue • Ask questions about others' opinions • Support own opinions with reasons WIDA ELD STANDARD 2 Language for Language Arts ELD-LA.1.Narrate.Interpretive • Identifying a central message from key details • Identifying how character attributes and actions contribute to an event • Identifying words and phrases that suggest feelings or appeal to the senses ELD-LA.1.Inform.Interpretive • Identifying main topic and/or entity and key details • Asking and answering questions about descriptions of attributes and characteristics ELD-LA.1.Inform.Expressive • Describe attributes and characteristics with facts, definitions, and relevant details	

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

WIDA ELD STANDARD 3 Language for Mathematics

ELD-MA.1.Inform.Interpretive

- Identifying concept or entity
- Describing attributes and characteristics

WIDA ELD STANDARD 4 Language for Science

ELD-SC.1.Inform.Interpretive

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

ELD-SC.1.Explain.Interpretive

- Identifying information from observations (that supports particular points in explanations)

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.1.Inform.Interpretive

- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Argue.Interpretive

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive

- Introduce topic

Learning Objectives and Activities

Multilingual Learners will..

Domain 1: Listening.

- Identify examples of the past, present, and future through read-alouds or timelines.
- Recognize time relationships by listening to stories and teacher explanations about life long ago vs. today.

Domain 2: Speaking.

- Explain the difference between past, present, and future using visuals or sentence starters.
- Describe how schools or communities have changed over time.

Domain 3: Reading.

- Read about inventions and analyze how they changed people's lives.
- Identify dates and events on a timeline.
- Interpret how technology affected communities over time.

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

Domain 4: Writing.

- Write to compare and contrast life in the past and present.
- Describe events in sequential order using a timeline.

Key Vocabulary

- Past
- Present
- Future
- Timeline
- Calendar
- Clock
- Invention
- Technology
- Community
- Change

Academic Vocabulary

- Explain
- Describe
- Compare
- Contrast
- Identify
- Understand
- Sequence
- Connect
- Recognize
- Create

Assessments

Formative:

- Lesson 1 check, page 117
- Lesson 2 check, page 123
- Lesson 3 check, page 129
- Lesson 4 check, page 135
- Online Quizzes (Lessons 1-4)

Summative:

- Chapter 4 Test, pages 139-140

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

Benchmark:

- Social Studies Pre-Test

Alternative:

- Quest Finding: Write Your Skit

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.
- W.SE.1.6. With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively and with reason.

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

Time Frame	4 weeks
Topic	
One Nation, Many People	
Alignment to Standards	
WIDA ELD STANDARD 1 Social and Instructional Language ELD-SI.K-3.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts ELD-SI.K-3.Argue • Ask questions about others' opinions • Support own opinions with reasons WIDA ELD STANDARD 2 Language for Language Arts ELD-LA.1.Narrate.Interpretive • Identifying a central message from key details • Identifying how character attributes and actions contribute to an event • Identifying words and phrases that suggest feelings or appeal to the senses ELD-LA.1.Inform.Interpretive • Identifying main topic and/or entity and key details • Asking and answering questions about descriptions of attributes and characteristics ELD-LA.1.Inform.Expressive • Describe attributes and characteristics with facts, definitions, and relevant details	

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

WIDA ELD STANDARD 3 Language for Mathematics

ELD-MA.1.Inform.Interpretive

- Identifying concept or entity
- Describing attributes and characteristics

WIDA ELD STANDARD 4 Language for Science

ELD-SC.1.Inform.Interpretive

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

ELD-SC.1.Explain.Interpretive

- Identifying information from observations (that supports particular points in explanations)

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.1.Inform.Interpretive

- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Argue.Interpretive

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive

- Introduce topic

Learning Objectives and Activities

Multilingual Learners will...

Domain 1: Listening.

- Identify cultural elements and basic needs through stories, read-alouds, and classroom discussions.
- Recognize different points of view by listening to folktales and legends from diverse cultures.

Domain 2: Speaking.

- Explain their own customs and traditions in small group discussions.
- Compare cultures using visuals (food, clothing, language, games).

Domain 3: Reading.

- Read folktales and legends to identify morals and cultural values.
- Determine similarities and differences among cultural practices.

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

Domain 4: Writing.

- Write about their own cultural traditions or family celebrations.
- Describe cultural elements using a graphic organizer.

Key Vocabulary

- Culture
- Tradition
- Custom
- Immigrant
- Celebration
- Folktale
- Legend
- Moral
- American Indian
- Point of view

Academic Vocabulary

- Describe
- Explain
- Identify
- Compare
- Recognize
- Understand
- Summarize
- Contribute
- Distinguish
- Determine

Assessments

Formative:

- Lesson 1 check, page 149
- Lesson 2 check, page 155
- Lesson 3 check, page 161
- Lesson 4 check, page 165
- Lesson 5 check, page 171
- Lesson 6 check, page 175
- Online Quizzes (Lessons 1-6)

Summative:

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

- Chapter 5 Test, pages 179 -180

Benchmark:

- Social Studies Pre-Test

Alternative:

- Quest Finding: Write Your Skit

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CI.1.2. Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively and with reason.

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

Time Frame	4 weeks
Topic	
Work in the Community	
Alignment to Standards	
WIDA ELD STANDARD 1 Social and Instructional Language ELD-SI.K-3.Narrate • Share ideas about one's own and others' lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts ELD-SI.K-3.Argue • Ask questions about others' opinions • Support own opinions with reasons WIDA ELD STANDARD 2 Language for Language Arts ELD-LA.1.Narrate.Interpretive • Identifying a central message from key details • Identifying how character attributes and actions contribute to an event • Identifying words and phrases that suggest feelings or appeal to the senses ELD-LA.1.Inform.Interpretive • Identifying main topic and/or entity and key details • Asking and answering questions about descriptions of attributes and characteristics ELD-LA.1.Inform.Expressive • Describe attributes and characteristics with facts, definitions, and relevant details WIDA ELD STANDARD 3 Language for Mathematics ELD-MA.1.Inform.Interpretive	

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

- Identifying concept or entity
- Describing attributes and characteristics

WIDA ELD STANDARD 4 Language for Science

ELD-SC.1.Inform.Interpretive

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive

- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

ELD-SC.1.Explain.Interpretive

- Identifying information from observations (that supports particular points in explanations)

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.1.Inform.Interpretive

- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Argue.Interpretive

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive

- Introduce topic

Learning Objectives and Activities

Multilingual Learners will..

Domain 1: Listening.

- Identify examples of needs, wants, goods, and services from read-alouds or videos.
- Recognize how producers and consumers interact during guided discussions or storytelling.

Domain 2: Speaking.

- Describe the difference between a need and a want using personal examples.
- Explain how a budget works or how goods are transported using visuals or sentence stems.
- Discuss jobs in the community and at school in small groups or class shares.

Domain 3: Reading.

- Read short texts about goods, services, and community workers.
- Identify producers and consumers from a passage or graphic.

Domain 4: Writing.

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

- Create a chart of goods and services used in their daily life.
- Explain how people make choices using a simple sentence frame.

Key Vocabulary

- Need
- Want
- Good
- Service
- Producer
- Consumer
- Money
- Budget
- Job
- Community

Academic Vocabulary

- Describe
- Explain
- Identify
- Distinguish
- Understand
- Recognize
- Compare
- Determine
- Create
- Learn

Assessments

Formative:

- Lesson 1 check, page 189
- Lesson 2 check, page 193
- Lesson 3 check, page 199
- Lesson 4 check, page 203
- Lesson 5 check, page 209
- Online Quizzes (Lessons 1-5)

Summative:

- Chapter 6 Test, pages 213-214

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COURSE ESL (1st Grade)

Benchmark:

- Social Studies Pre-Test

Alternative:

- Quest Finding: Write Your Plan

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.
- W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

Career Readiness, Life Literacies, and Key Skills

- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
- 9.1.2.PB.2: Explain why an individual would choose to save money.

Technology Integration

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Education

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.

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COURSE ESL (1st Grade)

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

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.

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

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DEPARTMENT English as a Second Language

COURSE ESL (1st Grade)

- 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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