



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 (Grade 2)

Curriculum Development Timeline

School: Township of Ocean Elementary Schools
Course: English as a Second Language (2nd 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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COURSE ESL (Grade 2)

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Ch 1 Families Today and In the Past	21	Ch 3 Government
2	Ch 1 Families Today and In the Past	22	Ch 3 Government
3	Ch 1 Families Today and In the Past	23	Ch 3 Government
4	Ch 1 Families Today and In the Past	24	Ch 3 Government
5	Ch 1 Families Today and In the Past	25	Earth Systems and Earth's Place in the Universe
6	Independent Relationships in Ecosystems	26	Earth Systems and Earth's Place in the Universe
7	Independent Relationships in Ecosystems	27	Earth Systems and Earth's Place in the Universe
8	Independent Relationships in Ecosystems	28	Earth Systems and Earth's Place in the Universe
9	Independent Relationships in Ecosystems	29	Ch 4 People Who Supply Our Goods and Services
10	Independent Relationships in Ecosystems	30	Ch 4 People Who Supply Our Goods and Services
Week		Week	Marking Period 4
11	Ch 2 People, Places, and Nature	31	Ch 4 People Who Supply Our Goods and Services
12	Ch 2 People, Places, and Nature	32	Ch 4 People Who Supply Our Goods and Services
13	Ch 2 People, Places, and Nature	33	Ch 5 Making a Difference
14	Ch 2 People, Places, and Nature	34	Ch 5 Making a Difference
15	Ch 2 People, Places, and Nature	35	Ch 5 Making a Difference
16	Structure and Properties of Matter	36	Ch 5 Making a Difference
17	Structure and Properties of Matter	37	Ch 6 Our American Culture
18	Structure and Properties of Matter	38	Ch 6 Our American Culture

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19	Structure and Properties of Matter	39	Ch 6 Our American Culture
20	Structure and Properties of Matter	40	Ch 6 Our American Culture

Core Instructional & Supplemental Materials including various levels of Texts

Savvas myWorld Interactive Worktext and Leveled Readers, McGraw Hill Reading Wonders, 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.

Time Frame	5 weeks
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Topic

Families Today and in the Past

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
- 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
- Offer ideas and suggestions

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Revise one's own opinions based on new information

WIDA ELD STANDARD 2 Language for Language Arts

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

ELD-LA.2-3.Narrate.Interpretive

- Identifying a central message from key details
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive

- Develop story with time and event sequences, complication, resolution, or ending

ELD-LA.2-3.Inform.Interpretive

- Identifying the main idea and key details

WIDA ELD STANDARD 3 Language for Mathematics

ELD-MA.2-3.Explain.Interpretive

- Identifying concept or entity

ELD-MA.2-3.Explain.Expressive

- Introduce concept or entity
- Describe solution and steps used to solve problem with others

WIDA ELD STANDARD 4 Language for Science

ELD-SC.2-3.Explain.Expressive

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.2-3.Explain.Interpretive

- Analyzing sources for event sequences and/or causes/effects

ELD-SS.2-3.Explain.Expressive

- Introduce phenomena or events
- Describe components, order, causes, or cycles

ELD-SS.2-3.Argue.Expressive

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources

Learning Objectives and Activities

Multilingual Learners will....

Domain 1: Listening.

- Identify how families and communities function by listening to read-alouds, interviews, and class discussions.
- Recognize historical tools (like timelines and artifacts) during teacher explanations or multimedia.

Domain 2: Speaking.

- Explain what a family is and why families are important.

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COURSE ESL (Grade 2)

- Discuss how immigrant families come to the U.S. and contribute to their new communities.
- Describe their own family traditions, structure, and culture using sentence starters and visuals.

Domain 3: Reading.

- Analyze a timeline to identify key events in family or community history.

Domain 4: Writing.

- Contrast their family life with how families lived in the past.

Key Vocabulary

- Family
- Community
- Timeline
- Immigrant
- Tradition
- Sequence
- Artifact
- Oral history
- Primary source
- Secondary source

Academic Vocabulary

- Explain
- Describe
- Compare
- Contrast
- Define
- Identify
- Analyze
- Discuss
- Create
- Relate

Assessments

Formative:

- Lesson 1 Check #4, p7
- Lesson 2 Check #3, p13

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

- Lesson 3 Check #5, p21
- Lesson 4 Check #3, p27
- Online Quizzes

Summative:

- Chapter 1 Test

Benchmark:

- Social Studies Skills Pre - Test

Alternative:

- Quest Findings: Make a Poster

Interdisciplinary Connections

NJSLS English Language Arts:

RI.IT.2.3. Describe connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

W.SE.2.6 Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Technology Integration

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Career Education

CRP4. Communicate clearly and effectively and with reason.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

CRP7. Employ valid and reliable research strategies.

Time Frame	5 weeks
Topic	
Independent Relationships in Ecosystems	
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 • 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 • Offer ideas and suggestions ELD-SI.K-3.Argue • Ask questions about others' opinions • Revise one's own opinions based on new information WIDA ELD STANDARD 2 Language for Language Arts ELD-LA.2-3.Narrate.Interpretive • Identifying a central message from key details • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language ELD-LA.2-3.Narrate.Expressive • Develop story with time and event sequences, complication, resolution, or ending ELD-LA.2-3.Inform.Interpretive • Identifying the main idea and key details WIDA ELD STANDARD 3 Language for Mathematics ELD-MA.2-3.Explain.Interpretive	

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

- Identifying concept or entity

ELD-MA.2-3.Explain.Expressive

- Introduce concept or entity
- Describe solution and steps used to solve problem with others

WIDA ELD STANDARD 4 Language for Science

ELD-SC.2-3.Explain.Expressive

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.2-3.Explain.Interpretive

- Analyzing sources for event sequences and/or causes/effects

ELD-SS.2-3.Explain.Expressive

- Introduce phenomena or events
- Describe components, order, causes, or cycles

ELD-SS.2-3.Argue.Expressive

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources

Learning Objectives and Activities

Multilingual Learners will....

Domain 1: Listening.

- Identify the basic needs of organisms while listening to read-alouds or watching a habitat video.
- Recognize how animals help plants through pollination and seed dispersal from teacher explanations or audio.

Domain 2: Speaking.

- Explain how a habitat meets the needs of living things using visual supports.
- Describe different types of habitats and the animals and plants that live in them.

Domain 3: Reading.

- Read texts about plant growth and animal interactions to identify how plants use light and water.
- Analyze how living things depend on their environment.

Domain 4: Writing.

- Describe how pollination works using sentence frames or sequencing words.
- Create a mini-book or graphic organizer to show the relationship between plants, animals, and habitats.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

Key Vocabulary

- Habitat
- Organism
- Shelter
- Biodiversity
- Pollination
- Seed dispersal
- Plant
- Animal
- Water
- Light

Academic Vocabulary

- Explain
- Describe
- Identify
- Recognize
- Analyze
- Compare
- Understand
- Discuss
- Create
- Depend

Assessments

Formative:

- Parts of a Plant Quiz
- Plant Life Cycle Quiz
- Brain Pop Plants Quiz

Summative:

- Mystery Science Plant Adventure Test

Benchmark

- Engineering Design Process Rubric Assessment 1

Alternative STEM Assessments

- [Celery Experiment](#) All Plants Need Water

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

- [Dispersing Seeds](#)
- [Pollinator](#) Activity Book
- [Pollination Experiment](#)
- [Engineer Your Own Hands on Pollinator](#)
- [Exploring plants- What seed need to grow and seed dispersal](#)

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research. (2-LS2-1)
- **W.SE.2.6** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.. (2-LS2-1), (K-2-ETS1-1), (K-2-ETS1-3)
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. (K-2-ETS1-1)

NJSLS: Math

- **2.DL.B.4** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. (2-LS2-2), (K-2-ETS1-1), (K-2-ETS1-3), (K-2-ETS-LS4-1)
- **2.M.A.4** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.(2-LS4-1)

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.DA.1:** Collect and present data, including climate change data, in various visual formats.
- **8.1.2.DA.4:** Make predictions based on data using charts or graphs.

Career Readiness, Life Literacies, and Key Skills

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

Technology Integration

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.DC.7:** Describe actions peers can take to positively impact climate change.
- **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 with partners on various lab assignments.
- **CRP 8.** SW utilize critical thinking to make sense of problems and persevere in solving them when working on the Celery and Pollination experiments.
- **CRP 11.** SW use technology to enhance productivity by accessing the following sites: [The Plant Escape](#), [How Do Plants Get Pollinated](#) and [Interactive Plant Biology](#).

Time Frame	5 weeks
Topic	
People, Places, and Nature	
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 ● 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 ● Offer ideas and suggestions ELD-SI.K-3.Argue ● Ask questions about others' opinions ● Revise one's own opinions based on new information	

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

WIDA ELD STANDARD 2 Language for Language Arts

ELD-LA.2-3.Narrate.Interpretive

- Identifying a central message from key details
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive

- Develop story with time and event sequences, complication, resolution, or ending

ELD-LA.2-3.Inform.Interpretive

- Identifying the main idea and key details

WIDA ELD STANDARD 3 Language for Mathematics

ELD-MA.2-3.Explain.Interpretive

- Identifying concept or entity

ELD-MA.2-3.Explain.Expressive

- Introduce concept or entity
- Describe solution and steps used to solve problem with others

WIDA ELD STANDARD 4 Language for Science

ELD-SC.2-3.Explain.Expressive

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.2-3.Explain.Interpretive

- Analyzing sources for event sequences and/or causes/effects

ELD-SS.2-3.Explain.Expressive

- Introduce phenomena or events
- Describe components, order, causes, or cycles

ELD-SS.2-3.Argue.Expressive

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources

Learning Objectives and Activities

Multilingual Learners will....

Domain 1: Listening.

- Identify geographic features, landforms, and transportation methods from videos, read-alouds, or interviews.
- Follow directions to locate places on a map using grid systems, legends, and compass roses.

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COURSE ESL (Grade 2)

Domain 2: Speaking.

- Explain why people migrate and how harbors and landforms affect settlement.
- Compare rural, suburban, and urban communities using visuals or graphic organizers.

Domain 3: Reading.

- Interpret information from maps using symbols, scales, and legends.
- Recognize primary sources like interviews and how they tell personal stories of migration.

Domain 4: Writing.

- Create simple maps showing local features using a grid or legend.

Key Vocabulary

- Map
- Compass rose
- Grid system
- Landform
- Continent
- Ocean
- Migration
- Harbor
- Transportation
- Primary source

Academic Vocabulary

- Describe
- Explain
- Compare
- Contrast
- Identify
- Analyze
- Interpret
- Discuss
- Summarize
- Create

Assessments

Formative:

- Lesson 1 Check #8, p43

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

- Lesson 2 Check #5-7, p51
- Lesson 3 Check #5, p55
- Lesson 4 Check #4, p63
- Online Quizzes

Summative:

- Chapter 2 Test

Benchmark:

- N/A

Alternative:

- Quest Findings Give a Talk

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS English Language Arts:

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.IT.2.3. Describe connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

Career Education

CRP5. Consider the environmental, social and economic impacts of decisions.

Time Frame

5 weeks

Topic

Structure and Properties of Matter

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
- 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
- Offer ideas and suggestions

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Revise one's own opinions based on new information

WIDA ELD STANDARD 2 Language for Language Arts

ELD-LA.2-3.Narrate.Interpretive

- Identifying a central message from key details
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive

- Develop story with time and event sequences, complication, resolution, or ending

ELD-LA.2-3.Inform.Interpretive

- Identifying the main idea and key details

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COURSE ESL (Grade 2)

WIDA ELD STANDARD 3 Language for Mathematics

ELD-MA.2-3.Explain.Interpretive

- Identifying concept or entity

ELD-MA.2-3.Explain.Expressive

- Introduce concept or entity
- Describe solution and steps used to solve problem with others

WIDA ELD STANDARD 4 Language for Science

ELD-SC.2-3.Explain.Expressive

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.2-3.Explain.Interpretive

- Analyzing sources for event sequences and/or causes/effects

ELD-SS.2-3.Explain.Expressive

- Introduce phenomena or events
- Describe components, order, causes, or cycles

ELD-SS.2-3.Argue.Expressive

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources

Learning Objectives and Activities

Multilingual Learners will....

Domain 1: Listening.

- Identify examples of solids, liquids, and materials with different properties from videos or teacher demonstrations.
- Follow directions during hands-on experiments exploring heating, cooling, or combining materials.

Domain 2: Speaking.

- Describe the properties of materials (e.g., strength, flexibility, absorbency).
- Discuss how different objects are built from smaller parts or materials.

Domain 3: Reading.

- Analyze text features and diagrams to identify observable properties of matter.
- Interpret results from simple experiments about states of matter or material changes.

Domain 4: Writing.

- Record observations from experiments using structured sentence frames.
- Label materials and their properties in diagrams.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

Key Vocabulary

- Matter
- Solid
- Liquid
- Property
- Flexible
- Hardness
- Texture
- Absorbent
- Reversible
- Irreversible

Academic Vocabulary

- Observe
- Describe
- Identify
- Compare
- Explain
- Record
- Label
- Analyze
- Change
- Build

Assessments

Formative

- Brain Pop Jr: Easy Interactive Quiz
- Kahoot Matter Review
- Matter Properties Sample Test

Summative

- Turtle Diary Test
- Quizlet Interactive Solid, Liquid and Gas Test
- Mystery Science Insulation and Conduction Test
- Phases of Matter Test
- States of Matter Project/Rubric

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COURSE ESL (Grade 2)

Benchmark

- Engineering Design Process Rubric Assessment 2

Alternative Assessments

- [What is Matter? - PebbleGo](#)
- [Materials/Properties - PebbleGo](#)
- [Properties of Materials - PebbleGo](#)

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. (2-PS1-4)
- **RI.IT.2.3.** Describe connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text. (2-PS1-4)
- **W.AW.2.1.** With prompts and support, write opinion pieces to present an idea with reasons and information. (2-PS1-4)

NJSLS: Math

- **2.DL.B.4** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.(2-PS1-1), (2-PS1-2), (K-2-ETS1-3)
- **2.DL.A.1** Understand that people collect data to answer questions. Understand that data can vary. (**2-PS1-2**)

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.DA.4:** Make predictions based on data using charts or graphs.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.2.TL.4:** Navigate a virtual space to build context and describe the visual content.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

- **9.4.2.TL.5:** Describe the difference between real and virtual experiences.

Career Education

Time Frame	4 weeks
Topic	
Government	
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 • 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 • Offer ideas and suggestions ELD-SI.K-3.Argue • Ask questions about others' opinions • Revise one's own opinions based on new information	
WIDA ELD STANDARD 2 Language for Language Arts ELD-LA.2-3.Narrate.Interpretive • Identifying a central message from key details • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language ELD-LA.2-3.Narrate.Expressive • Develop story with time and event sequences, complication, resolution, or ending	

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

DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

ELD-LA.2-3.Inform.Interpretive

- Identifying the main idea and key details

WIDA ELD STANDARD 3 Language for Mathematics

ELD-MA.2-3.Explain.Interpretive

- Identifying concept or entity

ELD-MA.2-3.Explain.Expressive

- Introduce concept or entity
- Describe solution and steps used to solve problem with others

WIDA ELD STANDARD 4 Language for Science

ELD-SC.2-3.Explain.Expressive

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.2-3.Explain.Interpretive

- Analyzing sources for event sequences and/or causes/effects

ELD-SS.2-3.Explain.Expressive

- Introduce phenomena or events
- Describe components, order, causes, or cycles

ELD-SS.2-3.Argue.Expressive

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources

Learning Objectives and Activities

Multilingual Learners will....

Domain 1: Listening.

- Identify classroom and home rules from audio, videos, or teacher-led discussions.
- Follow directions to prepare for and participate in a skit about rules.

Domain 2: Speaking.

- Discuss the importance of rules and share opinions on the question "Can we live without rules?"
- Explain consequences of breaking rules in school or at home.

Domain 3: Reading.

- Recognize vocabulary related to laws, rights, and consequences.
- Identify main ideas and supporting details in texts about laws and rules.

Domain 4: Writing.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

- Describe important rules in their lives using sentence frames.

Key Vocabulary

- Rule
- Law
- Right
- Responsibility
- Consequence
- Court
- Citizen
- Community
- Government
- Decision

Academic Vocabulary

- Discuss
- Explain
- Identify
- Describe
- Share
- Write
- Compare
- Role-play
- List
- Present

Assessments

Formative:

- Lesson 1 Check #4-6, p77
- Lesson 2 Check #8, p85
- Lesson 3 Check #4-6, p91
- Lesson 4 Check #4-6, p97
- Online Quizzes

Summative:

- Chapter 3 Test

Benchmark:

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

- N/A

Alternative:

- Quest Findings Write a Skit

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS English Language Arts:

RI.IT.2.3. Describe connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Career Education

CRP4. Communicate clearly and effectively and with reason.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

Time Frame	4 weeks
Topic	
Earth Systems and Earth's Place in the Universe	
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 • 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 • Offer ideas and suggestions ELD-SI.K-3.Argue • Ask questions about others' opinions • Revise one's own opinions based on new information WIDA ELD STANDARD 2 Language for Language Arts ELD-LA.2-3.Narrate.Interpretive • Identifying a central message from key details • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language ELD-LA.2-3.Narrate.Expressive • Develop story with time and event sequences, complication, resolution, or ending ELD-LA.2-3.Inform.Interpretive • Identifying the main idea and key details WIDA ELD STANDARD 3 Language for Mathematics ELD-MA.2-3.Explain.Interpretive • Identifying concept or entity ELD-MA.2-3.Explain.Expressive • Introduce concept or entity • Describe solution and steps used to solve problem with others	

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

WIDA ELD STANDARD 4 Language for Science

ELD-SC.2-3.Explain.Expressive

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.2-3.Explain.Interpretive

- Analyzing sources for event sequences and/or causes/effects

ELD-SS.2-3.Explain.Expressive

- Introduce phenomena or events
- Describe components, order, causes, or cycles

ELD-SS.2-3.Argue.Expressive

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources

Learning Objectives and Activities

Multilingual Learners will....

Domain 1: Listening.

- Identify types of land and bodies of water from a spoken description
- Distinguish between fast and slow Earth changes when watching a video
- Follow oral directions to locate features on a map

Domain 2: Speaking.

- Explain how wind and water change land
- Describe ways humans prevent erosion
- Retell how water exists in different forms (solid/liquid)

Domain 3: Reading.

- Recognize vocabulary related to Earth's surface and water
- Interpret information from a diagram or map
- Compare slow and fast land changes in a text

Domain 4: Writing.

- Label maps to show bodies of water and landforms
- Summarize the effects of erosion using academic vocabulary

Key Vocabulary

- Erosion

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

- Volcano
- Earthquake
- Dike
- Windbreak
- Landform
- Map
- Climate
- Ocean
- Ice

Academic Vocabulary

- Change
- Cause
- Effect
- Compare
- Observe
- Prevent
- Solution
- Describe
- Identify
- Form

Assessments

Formative

- Landforms of the Earth Interactive Quiz
- Water and Landforms Quiz

Summative

- Mystery Science Floated Down the River Test
- Developing Models of Land and Water
- Landform Diorama Project Rubrics

Benchmark

- Engineering Design Process Rubric Assessment 3

Alternative STEM Assessments

- **Develop a model to represent shapes and kind of land and kinds of bodies of water.** (class project to show how the model of the landforms and bodies of

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

water was built) - [Sample](#)

- [Changes on Earth Lab](#)
- [Mapping Landforms](#)
- [Landform Sort](#)
- [Developing Models of Land and Water](#)

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. (2-ESS1-1), (K-2-ETS1-1)
- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. Climate Change Example: Students may read an informational text on volcanoes and describe how illustrations help them understand what happens during a volcanic eruption. (2-ESS2-2)
- **RI.IT.2.3.** Describe connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text. (2-ESS1-1)
- **W.WR.2.5.** Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.. (2-ESS1-1) (2-ESS2-3)
- **W.SE.2.6** Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic. (2-ESS1-1), (K-2-ETS1-1), (K-2-ETS1-3)

NJSLS: Math

- **2.DL.B.4** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. Climate Change Example: Students may draw a bar graph having single-unit scale to represent a data set about a climate change related issue in their school, such as food waste, recycling, reusing and/or reducing the consumption of goods. (K-2-ETS1-1), (K-2-ETS1-3)
- **2.DL.A.2** Identify what could count as data (e.g., visuals, sounds, numbers). (K-2-ETS1-1)

NJSLS: Computer Science and Design Thinking

- **8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

accurately and quickly based on user needs and preferences.
● 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.1: Identify a simple search term to find information in a search engine or digital resource.
Career Education
● CRP 4. SW communicate clearly and effectively and with reason within the Mystery Science labs. ● CRP 6. SW demonstrate creativity and innovation while completing the following STEM activity

Time Frame	4 weeks
Topic	
People Who Supply Our Goods and Services	
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 ● Sort, clarify, and summarize ideas ● Summarize information from interaction with others and from learning experiences ELD-SI.K-3.Explain	

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

- Share initial thinking with others
- Offer ideas and suggestions

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Revise one's own opinions based on new information

WIDA ELD STANDARD 2 Language for Language Arts

ELD-LA.2-3.Narrate.Interpretive

- Identifying a central message from key details
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive

- Develop story with time and event sequences, complication, resolution, or ending

ELD-LA.2-3.Inform.Interpretive

- Identifying the main idea and key details

WIDA ELD STANDARD 3 Language for Mathematics

ELD-MA.2-3.Explain.Interpretive

- Identifying concept or entity

ELD-MA.2-3.Explain.Expressive

- Introduce concept or entity
- Describe solution and steps used to solve problem with others

WIDA ELD STANDARD 4 Language for Science

ELD-SC.2-3.Explain.Expressive

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.2-3.Explain.Interpretive

- Analyzing sources for event sequences and/or causes/effects

ELD-SS.2-3.Explain.Expressive

- Introduce phenomena or events
- Describe components, order, causes, or cycles

ELD-SS.2-3.Argue.Expressive

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources

Learning Objectives and Activities

Multilingual Learners will....

Domain 1: Listening.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

- Follow oral directions to identify needs vs. wants
- Recognize economic concepts (money, trade, producers, consumers) during a read-aloud
- Identify main ideas and supporting details in a spoken passage

Domain 2: Speaking.

- Discuss the difference between needs and wants
- Explain how the weather affects crop production
- Describe how producers, distributors, and consumers work together
- Compare farmers today and in the past

Domain 3: Reading.

- Identify main ideas and supporting details in informational texts
- Analyze a photograph as a primary source
- Interpret how farmers use resources and solve weather challenges

Domain 4: Writing.

- Summarize the process of how goods move from farm to market

Key Vocabulary

- Producer
- Consumer
- Distributor
- Scarcity
- Trade
- Goods
- Services
- Resources
- Farmer
- Market

Academic Vocabulary

- Compare
- Analyze
- Identify
- Explain
- Describe
- Understand
- Summarize
- Recognize
- Apply

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

- Support

Assessments

Formative:

- Lesson 1 Check #6, p111
- Lesson 2 Check #6, p117
- Lesson 3 Check #5, p123
- Lesson 4 Check #6, p127
- Online Quizzes

Summative:

- Chapter 4 Test

Benchmark:

- N/A

Alternative:

- Quest Findings Write Your Ad

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS English Language Arts:

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Career Education

CRP4. Communicate clearly and effectively and with reason.

Time Frame

4 weeks

Topic

Making a Difference

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
- 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
- Offer ideas and suggestions

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Revise one's own opinions based on new information

WIDA ELD STANDARD 2 Language for Language Arts

ELD-LA.2-3.Narrate.Interpretive

- Identifying a central message from key details

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive

- Develop story with time and event sequences, complication, resolution, or ending

ELD-LA.2-3.Inform.Interpretive

- Identifying the main idea and key details

WIDA ELD STANDARD 3 Language for Mathematics

ELD-MA.2-3.Explain.Interpretive

- Identifying concept or entity

ELD-MA.2-3.Explain.Expressive

- Introduce concept or entity
- Describe solution and steps used to solve problem with others

WIDA ELD STANDARD 4 Language for Science

ELD-SC.2-3.Explain.Expressive

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.2-3.Explain.Interpretive

- Analyzing sources for event sequences and/or causes/effects

ELD-SS.2-3.Explain.Expressive

- Introduce phenomena or events
- Describe components, order, causes, or cycles

ELD-SS.2-3.Argue.Expressive

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources

Learning Objectives and Activities

Multilingual Learners will....

Domain 1: Listening.

- Identify important details about historic heroes from oral presentations or videos
- Follow oral descriptions to recognize traits of leaders and activists
- Distinguish between different types of heroes and their contributions in spoken texts

Domain 2: Speaking.

- Describe the actions and traits of community or historical heroes
- Explain how scientific inventions improved life
- Discuss how you can be a hero in your own community

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

Domain 3: Reading.

- Recognize key figures in civil rights, science, and medicine
- Summarize a text about a hero's life and contributions
- Analyze how images and text work together to convey meaning

Domain 4: Writing.

- Write about how and why a person is considered a hero
- Describe the work of inventors or civil rights activists

Key Vocabulary

- Hero
- Leader
- Activist
- Invention
- Protest
- Rights
- Scientist
- Community
- Mission
- Contribution

Academic Vocabulary

- Compare
- Contrast
- Explain
- Identify
- Recognize
- Understand
- Describe
- Analyze
- Summarize
- Apply

Assessments

Formative:

- Lesson 1 Check #6, p141
- Lesson 2 Check #6, p145
- Lesson 3 Check #6, p151

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

- Lesson 4 Check #4-6, p159
- Lesson 5 Check #5, p165
- Lesson 6 Check #6, p171
- Online Quizzes

Summative:

- Chapter 5 Test

Benchmark:

- N/A

Alternative:

- Quest Findings: Draw a Book Cover

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS English Language Arts:

RI.IT.2.3. Describe connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

W.SE.2.6 Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
9.4.2.CI.2: Demonstrate originality and inventiveness in work.
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

Career Education

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

Time Frame	4 weeks
Topic	
Our American Culture	
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 • 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 • Offer ideas and suggestions ELD-SI.K-3.Argue • Ask questions about others' opinions • Revise one's own opinions based on new information WIDA ELD STANDARD 2 Language for Language Arts ELD-LA.2-3.Narrate.Interpretive • Identifying a central message from key details • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language ELD-LA.2-3.Narrate.Expressive • Develop story with time and event sequences, complication, resolution, or ending ELD-LA.2-3.Inform.Interpretive	

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

- Identifying the main idea and key details

WIDA ELD STANDARD 3 Language for Mathematics

ELD-MA.2-3.Explain.Interpretive

- Identifying concept or entity

ELD-MA.2-3.Explain.Expressive

- Introduce concept or entity
- Describe solution and steps used to solve problem with others

WIDA ELD STANDARD 4 Language for Science

ELD-SC.2-3.Explain.Expressive

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim

WIDA ELD STANDARD 5 Language for Social Studies

ELD-SS.2-3.Explain.Interpretive

- Analyzing sources for event sequences and/or causes/effects

ELD-SS.2-3.Explain.Expressive

- Introduce phenomena or events
- Describe components, order, causes, or cycles

ELD-SS.2-3.Argue.Expressive

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources

Learning Objectives and Activities

Multilingual Learners will....

Domain 1: Listening.

- Identify cultural elements such as music, food, and holidays from oral stories or videos
- Follow oral instructions for a shared discussion on artifacts
- Distinguish facts from fiction in stories read aloud

Domain 2: Speaking.

- Discuss the meaning of primary sources and cultural artifacts
- Explain your point of view about cultural traditions
- Share a personal or family cultural celebration
- Compare holidays and stories from different culture

Domain 3: Reading.

- Recognize cultural details in texts and images
- Analyze how stories from the past teach lessons or values
- Identify the purpose of holidays and celebrations

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

Domain 4: Writing.

- Write about a cultural tradition or artifact from your own background
- Express your opinion about why we honor heroes or celebrate traditions

Key Vocabulary

- Culture
- Artifact
- Folktale
- Tall tale
- Primary source
- Celebration
- Holiday
- Hero
- Tradition
- Storytelling

Academic Vocabulary

- Compare
- Contrast
- Describe
- Explain
- Identify
- Recognize
- Distinguish
- Summarize
- Express
- Understand

Assessments

Formative:

- Lesson 1 Check #5, p183
- Lesson 2 Check #7, p191
- Lesson 3 Check #3, p195
- Lesson 4 Check #7, p203
- Online Quizzes

Summative:

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

- Chapter 6 Test

Benchmark:

- N/A

Alternative:

- Quest Findings: Show Off Your Artifact

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS English Language Arts:

RI.IT.2.3. Describe connections between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

W.SE.2.6 Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 2)

Career Education

CRP4. Communicate clearly and effectively and with reason.

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

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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 (Grade 2)

- 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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