



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 4)

Curriculum Development Timeline

School: Township of Ocean Elementary Schools
Course: English as a Second Language (4th grade)
Department: ESL

Board Approval	Supervisor	Notes
August 2025	Cecilia Vila	Born / Redesigned This course was developed by separating content from an existing 3-5 curriculum document into a single, cohesive curriculum.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Chapter 1 - Geography of the U.S.	21	Chapter 6 - The Southeast
2	Chapter 1 - Geography of the U.S.	22	Unit 4: Physical Science - Waves and Information Transfer
3	Chapter 1 - Geography of the U.S.	23	Unit 4: Physical Science - Waves and Information Transfer
4	Unit 1: Earth Science	24	Unit 4: Physical Science - Waves and Information Transfer
5	Unit 1: Earth Science	25	Unit 4: Physical Science - Waves and Information Transfer
6	Unit 1: Earth Science	26	Chapter 7- The Midwest
7	Chapter 3 - Government in the U.S.	27	Chapter 7- The Midwest
8	Chapter 3 - Government in the U.S.	28	Chapter 7- The Midwest
9	Chapter 3 - Government in the U.S.	29	Chapter 8- The Southwest
10	Unit 2: From Molecules to Organisms, Structures and Processes	30	Chapter 8- The Southwest
Week	Marking Period 2	Week	Marking Period 4
11	Unit 2: From Molecules to Organisms, Structures and Processes	31	Chapter 8- The Southwest
12	Unit 2: From Molecules to Organisms, Structures and Processes	32	Chapter 9 - The West
13	Chapter 5 - The Northeast	33	Chapter 9 - The West

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COURSE ESL (Grade 4)

14	Chapter 5 - The Northeast	34	Chapter 9 - The West
15	Chapter 5 - The Northeast	35	Chapter 2- Americans and their History
16	Unit 3: Physical Science- Energy and Motion	36	Chapter 2- Americans and their History
17	Unit 3: Physical Science- Energy and Motion	37	Chapter 2- Americans and their History
18	Unit 3: Physical Science- Energy and Motion	38	Chapter 4- The Nation's Economy
19	Chapter 6 - The Southeast	39	Chapter 4- The Nation's Economy
20	Chapter 6 - The Southeast	40	Chapter 4- The Nation's Economy

Core Instructional & Supplemental Materials including various levels of Texts

Savvas myWorld Interactive Worktext & Leveled Readers, The DBQ Project, McGraw Hill Reading Wonders, Various trade books related to topics, United States (Mat 1A), United States Outline (Mat 1B), Graphic Organizer (Mat 3A)

Mystery Science Lessons, Generation Genius, 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	3 weeks
Topic	
Chapter 1: Geography of the United States	
WIDA ELD Standard 1: Language for Social and Instructional Purposes: ELD-SI.4-12.Narrate	

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COURSE ESL (Grade 4)

- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform

- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue

- Clarify and elaborate ideas based on feedback
- Refine claims and reasoning based on new information or evidence

WIDA ELD STANDARD 2: Language for Language Arts

ELD-LA.4-5.Inform.Interpretive

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of keyword choices in a text

ELD-LA.4-5.Argue.Interpretive

- Identifying main ideas
- Analyzing points of view about the same event or topic

ELD-LA.4-5.Argue.Expressive

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information

WIDA ELD STANDARD 3: Language for Mathematics

ELD-MA.4-5.Explain.Interpretive

- Identifying concept or entity
- Analyzing problem-solving steps

ELD-MA.4-5.Explain.Expressive

- Introduce concept or entity
- Share solution with others

Learning Objectives and Activities

Domain 1: Listening.

- Follow directions to locate landforms on a map.
- Recognize vocabulary related to climate and geography.

Domain 2: Speaking.

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COURSE ESL (Grade 4)

- Explain differences between the five U.S. regions.
- Compare types of resources (natural, capital, human).

Domain 3: Reading.

- Interpret maps, climate charts, and diagrams.
- Classify resources in a reading passage.
-

Domain 4: Writing.

- Label a U.S. map with states, regions, and landforms.
- Organize information in a T-chart (e.g., renewable vs. nonrenewable).

Key Vocabulary

- Region
- Landform
- Climate
- Resource
- Renewable
- Nonrenewable
- Timeline
- Map scale
- Inset map
- Adaptation

Academic Vocabulary

- Follow
- Recognize
- Explain
- Compare
- Interpret
- Classify
- Label
- Organize
- Describe
- Locate

Assessments

Formative:

- Lesson 1 Check, #4 & 5, page 11
- Lesson 2 Check, #5 & 6, page 19
- Lesson 3 Check, #6-8, page 27
- Lesson 4 Check, #4 & 5, page 33

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

- Online quizzes (Lessons 1-4)
- Chapter vocabulary games

Summative:

- Chapter 1 Assessment

Benchmark:

- Social Studies Skills Pre-Test (online)

Alternative:

- Project- based learning Quest

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.

Career Readiness, Life Literacies, and Key Skills

n/a

Technology Integration

Platforms:

Savvas, Google Classroom, Flip Grid (video software) Devices: Chrome books

Standards:

- 9.4.5.GCA.1 Analyze how culture shapes individual community perspectives and points of view.

Career Education

Standards

- CRP6 Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies

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COURSE ESL (Grade 4)

Time Frame	3 weeks
Topic	
Earth's Systems: Processes that Shape the Earth	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes: ELD-SI.4-12.Narrate •Identify and raise questions about what might be unexplained, missing, or left unsaid •Recount and restate ideas to sustain and move dialogue forward •Create closure, recap, and offer next steps ELD-SI.4-12.Inform •Sort, clarify, and summarize relationships •Summarize most important aspects of information ELD-SI.4-12.Explain •Generate and convey initial thinking •Follow and describe cycles and sequences of steps or procedures and their causes and effects •Act on feedback to revise understandings of how or why something is or works in particular ways ELD-SI.4-12.Argue •Clarify and elaborate ideas based on feedback •Refine claims and reasoning based on new information or evidence WIDA ELD STANDARD 2: Language for Language Arts ELD-LA.4-5.Inform.Interpretive •Identifying and summarizing main ideas and key details •Analyzing details and examples for key attributes, qualities, and characteristics •Evaluating the impact of keyword choices in a text ELD-LA.4-5.Argue.Interpretive •Identifying main ideas •Analyzing points of view about the same event or topic ELD-LA.4-5.Argue.Expressive •Introduce and develop a topic clearly; state an opinion •Support opinions with reasons and information WIDA ELD STANDARD 3: Language for Mathematics ELD-MA.4-5.Explain.Interpretive •Identifying concept or entity •Analyzing problem-solving steps	

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

ELD-MA.4-5.Explain.Expressive

- Introduce concept or entity
- Share solution with others

WIDA ELD STANDARD 4: Language for Science

ELD-SC.4-5.Explain.Interpretive

- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5.Explain.Expressive

- Describe observations and/or data about a phenomenon

ELD-SC.4-5.Argue.Expressive

- Make and define a claim based on evidence, data, and/or model

WIDA ELD STANDARD 5: Language for Social Studies

ELD-SS.4-5.Explain.Expressive

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details

ELD-SS.4-5.Argue.Expressive

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources

Learning Objectives and Activities

Domain 1: Listening

- Identify examples of erosion, weathering, and landforms from audio or multimedia sources.
- Recognize patterns of natural hazards (e.g., volcanoes, earthquakes) in oral explanations.
- Follow oral instructions for creating diagrams or models of landforms.

Domain 2: Speaking.

- Describe how weathering and erosion affect the Earth's surface.
- Explain the causes and effects of natural hazards (e.g., tsunamis, volcanic eruptions).
- **Summarize** how fossils and rock layers help us understand Earth's history.

Domain 3: Reading.

- Interpret maps showing locations of earthquakes, volcanoes, and mountain ranges.
- Recognize vocabulary related to climate change and natural processes.

Domain 4: Writing.

- Label and create diagrams of rock layers, volcanoes, or tectonic plate boundaries.
- Summarize the role of fossils in identifying the order of rock layers.

Key Vocabulary

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

- Erosion
- Weathering
- Landform
- Fossil
- Rock Layer
- Earthquake
- Volcano
- Natural Hazard
- Climate Change
- Tectonic Plate

Academic Vocabulary

- Identify
- Describe
- Explain
- Compare
- Analyze
- Summarize
- Interpret
- Recognize
- Determine
- Observe

Assessments

Formative:

- Graphic Organizers & Guided Note Taking
- Directed Reading
- Cooperative Group Learning
- Journal Entries/Foldables

Summative:

- Labs and engineering-based projects
- Associated Unit tests, quizzes
- BrainPop Quizzes
- ReadWorks Quizzes
- Editable Unit Assessment -Processes that Shape the Earth
- Performance Assessment -Designing an Earthquake-Proof Building

Benchmark:

-

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COURSE ESL (Grade 4)

Alternative:

- Skittles Water Erosion Lab
- Erosion Project
- Create Fossils Project

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic. (4-ESS1-1), (4-ESS2-1)
- RI.MF.4.6 Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, diagrams, tables, animations) support central ideas (4-ESS2-2)
- RI.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

NJSLS: Math

- 4.M.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (4-ESS1-1), (4-ESS2-1)
- 4.M.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (4-ESS2-1), (4-ESS2-2)

NJSLS: Computer Science and Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills

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COURSE ESL (Grade 4)

Technology Integration

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Career Education

- CRP 6. SW demonstrate creativity and innovation while working on the Erosion Project, and Create Fossils Project.
- CRP 8. SW utilize critical thinking to make sense of Mystery Science problems and persevere in solving them.

Time Frame	3 weeks
Topic	
Chapter 3: Government in the United States	
WIDA ELD Standard 1: Language for Social and Instructional Purposes: ELD-SI.4-12.Narrate ● Identify and raise questions about what might be unexplained, missing, or left unsaid ● Recount and restate ideas to sustain and move dialogue forward ● Create closure, recap, and offer next steps ELD-SI.4-12.Inform ● Sort, clarify, and summarize relationships ● Summarize most important aspects of information ELD-SI.4-12.Explain ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects ● Act on feedback to revise understandings of how or why something is or works in particular ways ELD-SI.4-12.Argue ● Clarify and elaborate ideas based on feedback ● Refine claims and reasoning based on new information or evidence WIDA ELD STANDARD 2: Language for Language Arts ELD-LA.4-5.Inform.Interpretive	

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COURSE ESL (Grade 4)

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of keyword choices in a text

ELD-LA.4-5.Argue.Interpretive

- Identifying main ideas
- Analyzing points of view about the same event or topic

ELD-LA.4-5.Argue.Expressive

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information

WIDA ELD STANDARD 3: Language for Mathematics

ELD-MA.4-5.Explain.Interpretive

- Identifying concept or entity
- Analyzing problem-solving steps

ELD-MA.4-5.Explain.Expressive

- Introduce concept or entity
- Share solution with others

Learning Objectives and Activities

Domain 1: Listening.

- Follow oral directions during classroom activities and videos
- Match spoken information with visuals (maps, timelines, illustrations)

Domain 2: Speaking.

- Describe the roles of government officials and responsibilities of citizens
- Ask and answer questions about the Constitution, laws, and civic responsibilities
- Explain how a bill becomes a law using a visual or flowchart

Domain 3: Reading.

- Identify key vocabulary and academic terms related to government
- Interpret visuals such as timelines, charts, and maps

Domain 4: Writing.

- Sort and categorize information using graphic organizers

Key Vocabulary

- Constitution
- Democracy
- Amendment
- Congress
- Bill of Rights
- Executive

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COURSE ESL (Grade 4)

- Judicial
- Legislative
- Citizen
- Election

Academic Vocabulary

- Analyze
- Identify
- Categorize
- Demonstrate
- Compare
- Explain
- Describe
- Interpret
- Summarize
- Support

Assessments

Formative:

- Lesson 1 Check, #3-5, p. 101
- Lesson 2 Check, #4-6, p. 109
- Lesson 3 Check, #5-7, p. 117
- Online quizzes (Lessons 1-3)
- Chapter vocabulary games

Summative:

- Chapter 3 Assessment

Benchmark:

-

Alternative:

- Project-based Learning Quest

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

Standards:

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COURSE ESL (Grade 4)

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

Platforms: Savvas, Google Classroom

Devices: Chrome books Standards:

- 9.4.5.CT.2 Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem

Career Education

Standards:

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively with reason

CRP11. Use technology to enhance productivity

Time Frame	3 weeks
Topic	
Structure, Function, and Information Processing	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes: ELD-SI.4-12.Narrate ● Identify and raise questions about what might be unexplained, missing, or left unsaid ● Recount and restate ideas to sustain and move dialogue forward ● Create closure, recap, and offer next steps ELD-SI.4-12.Inform ● Sort, clarify, and summarize relationships	

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COURSE ESL (Grade 4)

- Summarize most important aspects of information

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue

- Clarify and elaborate ideas based on feedback
- Refine claims and reasoning based on new information or evidence

WIDA ELD STANDARD 2: Language for Language Arts

ELD-LA.4-5.Inform.Interpretive

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of keyword choices in a text

ELD-LA.4-5.Argue.Interpretive

- Identifying main ideas
- Analyzing points of view about the same event or topic

ELD-LA.4-5.Argue.Expressive

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information

WIDA ELD STANDARD 3: Language for Mathematics

ELD-MA.4-5.Explain.Interpretive

- Identifying concept or entity
- Analyzing problem-solving steps

ELD-MA.4-5.Explain.Expressive

- Introduce concept or entity
- Share solution with others

WIDA ELD STANDARD 4: Language for Science

ELD-SC.4-5.Explain.Interpretive

- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5.Explain.Expressive

- Describe observations and/or data about a phenomenon

ELD-SC.4-5.Argue.Expressive

- Make and define a claim based on evidence, data, and/or model

WIDA ELD STANDARD 5: Language for Social Studies

ELD-SS.4-5.Explain.Expressive

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details

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COURSE ESL (Grade 4)

ELD-SS.4-5.Argue.Expressive

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources

Learning Objectives and Activities

Multilingual Learners will...

Domain 1: Listening.

- Identify key details from oral explanations about how light helps us see.
- Recognize examples of sensory receptors and brain functions in multimedia presentations.
- Follow oral directions to label diagrams of animal and plant structures.
- Respond to listening prompts about how memories guide actions in animals.

Domain 2: Speaking.

- Explain how light travels from an object to the eye.
- Describe how different senses send messages to the brain.
- Discuss how animals use memories to survive or make decisions.
- Compare internal and external structures in plants and animals.

Domain 3: Reading.

- Identify how light reflection allows us to see objects.
- Interpret labeled diagrams showing body parts of plants and animals.

Domain 4: Writing..

- Explain how light helps humans and animals see.
- Label diagrams of sensory organs, plant parts, or internal structures.

Key Vocabulary

- Reflection
- Light
- Sense Receptors
- Brain
- Memory
- Perception
- Stimuli
- Structure
- Function
- Behavior

Academic Vocabulary

- Identify
- Describe

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COURSE ESL (Grade 4)

- Explain
- Analyze
- Compare
- Summarize
- Interpret
- Recognize
- Observe
- Determine

Assessments

Formative:

- Graphic Organizers & Guided Note Taking
- Directed Reading
- Cooperative Group Learning
- Journal Entries/Foldables

Summative:

- Labs and engineering-based projects
- Associated Unit tests, quizzes
- BrainPop Quizzes
- ReadWorks Quizzes
- Editable Unit Assessment - Human Body Unit Assessment
- Performance Assessment - Create-a-Creature

Benchmark:

-

Alternative:

- Virtual Lab: How are Birds Adapted to Their Habitat?

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- W.AW.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (4- LS1-1)
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4-LS1-2), (4-PS4-2)
- SI.PP.4.4 Report on a topic or text, tell a story, or recount an experience, in an organized manner, using appropriate facts, and relevant, descriptive details to

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support main ideas or themes, speak clearly at an acceptable pace.

NJSLS: Math

- 4.DL.B.5 Make a line plot to display a set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot, find and interpret the difference in length between the longest and shortest insects in a collection.
- 4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (4-PS4-2)
- 4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded across the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. (4-LS1-1)

NJSLS: Computer Science and Design Thinking

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Technology Integration

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.

Career Education

CRP 6. SW demonstrate creativity and innovation when working on the Virtual Lab: How are Birds Adapted to Their Habitat?

CRP 8. SW utilize critical thinking to make sense of Mystery Science problems and persevere in solving them.





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COURSE ESL (Grade 4)

Time Frame	3 weeks
Topic	
Chapter 5: Regions: The Northeast	
WIDA ELD Standard 1: Language for Social and Instructional Purposes:	
ELD-SI.4-12.Narrate	
•Identify and raise questions about what might be unexplained, missing, or left unsaid •Recount and restate ideas to sustain and move dialogue forward •Create closure, recap, and offer next steps	
ELD-SI.4-12.Inform	
•Sort, clarify, and summarize relationships •Summarize most important aspects of information	
ELD-SI.4-12.Explain	
•Generate and convey initial thinking •Follow and describe cycles and sequences of steps or procedures and their causes and effects •Act on feedback to revise understandings of how or why something is or works in particular ways	
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•Clarify and elaborate ideas based on feedback •Refine claims and reasoning based on new information or evidence	
WIDA ELD STANDARD 2: Language for Language Arts	
ELD-LA.4-5.Inform.Interpretive	
•Identifying and summarizing main ideas and key details •Analyzing details and examples for key attributes, qualities, and characteristics •Evaluating the impact of keyword choices in a text	
ELD-LA.4-5.Argue.Interpretive	
•Identifying main ideas •Analyzing points of view about the same event or topic	
ELD-LA.4-5.Argue.Expressive	
•Introduce and develop a topic clearly; state an opinion •Support opinions with reasons and information	
WIDA ELD STANDARD 3: Language for Mathematics	
ELD-MA.4-5.Explain.Interpretive	
•Identifying concept or entity •Analyzing problem-solving steps	

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

ELD-MA.4-5.Explain.Expressive

- Introduce concept or entity
- Share solution with others

Learning Objectives and Activities

Domain 1: Listening.

- Identify natural resources of the Northeast by listening to a video and filling out a map.
- Classify information heard into categories.
- Match spoken words with visuals or vocabulary.
- Follow multi-step oral directions.
- Interpret information from a map or timeline that has been explained orally.

Domain 2: Speaking.

- Discuss how immigrants contributed to industrialization using sentence frames and visuals.
- Summarize key ideas from a reading or lesson.
- Retell events from a story or primary source.

Domain 3: Reading.

- Analyze a journal entry to learn about early colonial life and identify it as a primary source.
- Identify main ideas and supporting details in a text.
- Locate information in a map, chart, or graphic organizer.
- Interpret visual aids such as timelines, graphs, or illustrations.

Domain 4: Writing.

- Summarize information from a reading or research.
- Write a paragraph using key vocabulary and sentence starters.

Key Vocabulary

- Immigration
- Industry
- Abolitionist
- Revolution
- Primary source
- Agriculture
- Reform
- Invention
- Urban
- Resources

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

Academic Vocabulary

- Describe
- Compare
- Analyze
- Identify
- Interpret
- Explain
- Summarize
- Sequence
- Support
- Cause and effect

Assessments

Formative:

- Lesson 1 Check, #4-6, p. 179
- Lesson 2 Check, #5-7, p. 185
- Lesson 3 Check, #5-7, p. 191
- Lesson 4 Check, #4-6, p. 199
- Lesson 5 Check, #5-7, p. 207
- Online quizzes (Lessons 1-5)
- Chapter vocabulary games

Summative:

- Chapter 5 Assessment

Benchmark:

- N/A

Alternative:

- Project-based learning Quest
- DBQ Essay

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

Literacy Skill: Cause and Effect Standards:

- **RI.IT.4.3.** Describe the impact of individuals and events throughout the course of a

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COURSE ESL (Grade 4)

text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

● **RI.TS.4.4.** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

N/A

Technology Integration

Platforms: Savvas, Google Classroom

Devices: Chromebooks

Standards:

9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

9.4.5.TL.3 Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics or symbols.

Career Education

Standards:

CRP11. Use technology to enhance productivity

Time Frame

3 weeks

Topic

Energy

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COURSE ESL (Grade 4)

Alignment to Standards

WIDA ELD Standard 1: Language for Social and Instructional Purposes:

ELD-SI.4-12.Narrate

- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform

- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue

- Clarify and elaborate ideas based on feedback
- Refine claims and reasoning based on new information or evidence

WIDA ELD STANDARD 2: Language for Language Arts

ELD-LA.4-5.Inform.Interpretive

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of keyword choices in a text

ELD-LA.4-5.Argue.Interpretive

- Identifying main ideas
- Analyzing points of view about the same event or topic

ELD-LA.4-5.Argue.Expressive

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information

WIDA ELD STANDARD 3: Language for Mathematics

ELD-MA.4-5.Explain.Interpretive

- Identifying concept or entity
- Analyzing problem-solving steps

ELD-MA.4-5.Explain.Expressive

- Introduce concept or entity
- Share solution with others

WIDA ELD STANDARD 4: Language for Science

ELD-SC.4-5.Explain.Interpretive

- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5.Explain.Expressive

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

- Describe observations and/or data about a phenomenon

ELD-SC.4-5.Argue.Expressive

- Make and define a claim based on evidence, data, and/or model

WIDA ELD STANDARD 5: Language for Social Studies

ELD-SS.4-5.Explain.Expressive

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details

ELD-SS.4-5.Argue.Expressive

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources

Learning Objectives and Activities

Multilingual Learners will...

Domain 1: Listening.

- Identify key details about energy forms and transfer from oral explanations.
- Follow multi-step directions in experiments involving motion and energy.

Domain 2: Speaking.

- Describe different types of energy and their uses in a group discussion.
- Retell the process of energy transfer during a collision.

Domain 3: Reading.

- Locate evidence in texts that shows how energy changes form.
- Compare information about renewable and nonrenewable resources.

Domain 4: Writing.

- Support an opinion with facts about renewable resources.
- Summarize a reading passage on energy types or energy conservation.

Key Vocabulary

- Energy
- Motion
- Collision
- Transfer
- Sound
- Light
- Heat
- Electric current
- Renewable

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COURSE ESL (Grade 4)

- Nonrenewable

Academic Vocabulary

- Identify
- Describe
- Explain
- Compare
- Analyze
- Summarize
- Interpret
- Support
- Demonstrate
- Classify

Assessments

Formative:

- Graphic Organizers & Guided Note Taking
- Directed Reading
- Cooperative Group Learning
- Journal Entries/Foldables

Summative:

- Labs and engineering based projects
- Associated Unit tests, quizzes
 - BrainPop Quizzes
 - ReadWorks Quizzes
 - Editable Unit Assessment - Energizing Everything

Benchmark:

-

Alternative:

- Thermal Energy Transfer
- Make an Indoor Slingshot
- Glaciers, Water, and Wind, Oh My!

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

Interdisciplinary Connections

NJSLS: ELA

- RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text. (4-PS3-1)
- W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize, and categorize information and provide a list of sources. (4-PS3-1), (4-PS3-2), (4-PS3-3), (4-PS3-4), (4-ESS3-1)

NJSLS: Math

- 4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (4-ESS3-1)
- 4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (4-PS3-4)

NJSLS: Computer Science and Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Career Education

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

- CRP 8. SW utilize critical thinking to make sense of Mystery Science extension activities and persevere in solving them.
- CRP 11. SW use technology to enhance productivity when accessing the following online resources:

Time Frame	3 weeks
Topic	
Chapter 6: Regions: The Southeast	
WIDA ELD Standard 1: Language for Social and Instructional Purposes: ELD-SI.4-12.Narrate •Identify and raise questions about what might be unexplained, missing, or left unsaid •Recount and restate ideas to sustain and move dialogue forward •Create closure, recap, and offer next steps ELD-SI.4-12.Inform •Sort, clarify, and summarize relationships •Summarize most important aspects of information ELD-SI.4-12.Explain •Generate and convey initial thinking •Follow and describe cycles and sequences of steps or procedures and their causes and effects •Act on feedback to revise understandings of how or why something is or works in particular ways ELD-SI.4-12.Argue •Clarify and elaborate ideas based on feedback •Refine claims and reasoning based on new information or evidence	
WIDA ELD STANDARD 2: Language for Language Arts ELD-LA.4-5.Inform.Interpretive •Identifying and summarizing main ideas and key details •Analyzing details and examples for key attributes, qualities, and characteristics •Evaluating the impact of keyword choices in a text ELD-LA.4-5.Argue.Interpretive •Identifying main ideas	

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

- Analyzing points of view about the same event or topic

ELD-LA.4-5.Argue.Expressive

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information

WIDA ELD STANDARD 3: Language for Mathematics

ELD-MA.4-5.Explain.Interpretive

- Identifying concept or entity
- Analyzing problem-solving steps

ELD-MA.4-5.Explain.Expressive

- Introduce concept or entity
- Share solution with others

Learning Objectives and Activities

Domain 1: Listening.

- Identify key people and events from oral presentations or videos.
- Sequence historical events after listening to a read-aloud or story.
- Interpret visuals (maps, weather charts, road maps) based on oral descriptions.

Domain 2: Speaking.

- Describe Southeast landforms and bodies of water using a map.
- Explain how people prepare for and respond to natural disasters.
- Discuss the question, "Why should we protect the coastal environment?" using sentence frames.

Domain 3: Reading.

- Locate and describe landforms and rivers using a physical map.
- Interpret a road map and use the scale to estimate distances.
- Identify key historical events and people in informational texts.

Domain 4: Writing.

- Summarize how people respond to extreme weather in a paragraph.
- Record and explain facts and opinions from a text in a graphic organizer.

Key Vocabulary

- Landform
- Hurricane
- Climate
- Resource
- River
- Coast

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

- Settlement
- Environment
- Timeline
- Region

Academic Vocabulary

- Analyze
- Describe
- Summarize
- Identify
- Compare
- Sequence
- Interpret
- Discuss
- Support
- Explain

Assessments

Formative:

- Lesson 1 Check, #4-6, p. 227
- Lesson 2 Check, #4-6, p. 235
- Lesson 3 Check, #3-5, p. 241
- Lesson 4 Check, #4-6, p. 249
- Lesson 5 Check, #4-6, p. 257
- Online quizzes (Lessons 1-5)
- Chapter vocabulary games

Summative:

- Chapter 6 Assessment

Benchmark:

- N/A

Alternative:

- Project-based learning Quest

[WIDA Rubrics for Writing and Speaking](#)

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

Interdisciplinary Connections

Standards:

- **RI.IT.4.3.** Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Career Readiness, Life Literacies, and Key Skills

N/A

Technology Integration

Platforms: Savvas, Google Classroom

Devices: Chrome books Standards:

- 9.4.5.CI.1 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
- 9.4.5.CI.2 Investigate a persistent local or global issue, such as climate change, and collaborate with diverse perspectives to improve upon current actions to address those issues
- 9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.DC.4 Model safe, legal and ethical behavior when using online or offline technology.
- 9.4.5.DC.8 Propose ways local and global communities can engage digitally to participate in and promote climate action.
- 9.4.5.IML.5 Distinguish how media are used by individuals, groups, and organizations for varying purposes

Career Education

Standards:

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

CRP2 Apply appropriate academic and technical skills
CRP4 Communicate clearly and effectively with reason
CRP8 Utilize critical thinking to make sense of problems and persevere in solving them
CRP11 Use technology to enhance productivity

Time Frame	4 weeks
Topic	
Waves and Information Transfer	
Alignment to Standards	
WIDA ELD Standard 1: Language for Social and Instructional Purposes: ELD-SI.4-12.Narrate •Identify and raise questions about what might be unexplained, missing, or left unsaid •Recount and restate ideas to sustain and move dialogue forward •Create closure, recap, and offer next steps ELD-SI.4-12.Inform •Sort, clarify, and summarize relationships •Summarize most important aspects of information ELD-SI.4-12.Explain •Generate and convey initial thinking •Follow and describe cycles and sequences of steps or procedures and their causes and effects •Act on feedback to revise understandings of how or why something is or works in particular ways ELD-SI.4-12.Argue •Clarify and elaborate ideas based on feedback •Refine claims and reasoning based on new information or evidence	
WIDA ELD STANDARD 2: Language for Language Arts ELD-LA.4-5.Inform.Interpretive •Identifying and summarizing main ideas and key details •Analyzing details and examples for key attributes, qualities, and characteristics •Evaluating the impact of keyword choices in a text ELD-LA.4-5.Argue.Interpretive	

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

- Identifying main ideas
- Analyzing points of view about the same event or topic

ELD-LA.4-5.Argue.Expressive

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information

WIDA ELD STANDARD 3: Language for Mathematics

ELD-MA.4-5.Explain.Interpretive

- Identifying concept or entity
- Analyzing problem-solving steps

ELD-MA.4-5.Explain.Expressive

- Introduce concept or entity
- Share solution with others

WIDA ELD STANDARD 4: Language for Science

ELD-SC.4-5.Explain.Interpretive

- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5.Explain.Expressive

- Describe observations and/or data about a phenomenon

ELD-SC.4-5.Argue.Expressive

- Make and define a claim based on evidence, data, and/or model

WIDA ELD STANDARD 5: Language for Social Studies

ELD-SS.4-5.Explain.Expressive

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details

ELD-SS.4-5.Argue.Expressive

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources

Learning Objectives and Activities

Domain 1: Listening.

- Follow spoken explanations about how waves cause movement.

Domain 2: Speaking.

- Describe how waves transmit energy using visuals or models.
- Explain how sound waves are converted into digital signals using sentence frames.

Domain 3: Reading.

- Interpret scientific texts or diagrams about wave behaviors.

Domain 4: Writing.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

- Summarize how waves can move objects or send information.

Key Vocabulary

- Wave
- Amplitude
- Wavelength
- Vibration
- Frequency
- Sound wave
- Digital signal
- Analog signal
- Transmit
- Energy transfer

Academic Vocabulary

- Identify
- Describe
- Explain
- Compare
- Analyze
- Demonstrate
- Interpret
- Classify
- Summarize
- Distinguish

Assessments

Formative:

- Graphic Organizers & Guided Note Taking
- Directed Reading
- Cooperative Group Learning
- Journal Entries/Foldables

Summative:

- Labs and engineering based projects
- Associated Unit tests, quizzes
- BrainPop Quizzes
- ReadWorks Quizzes
- Editable Unit Assessment - Waves of Sound

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COURSE ESL (Grade 4)

Benchmark:

-

Alternative:

-

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

NJSLS: ELA

- RI.CL.4.1 Refer to details and examples in a text when explaining what an informational text says explicitly and when drawing inferences from the text. (4-PS4-3)
- SL.UM.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4-PS4-1)

NJSLS: Math

4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (4-PS4-1)

NJSLS: Computer Science and Design Thinking

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Technology Integration

- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

Career Education

CRP 8. SW utilize critical thinking to make sense of problems and persevere in solving them by completing the Mystery Science challenge.
CRP 11. SW use technology to enhance productivity.

Time Frame

3 weeks

Topic

Chapter 7:Regions: The Midwest

WIDA ELD Standard 1: Language for Social and Instructional Purposes:

ELD-SI.4-12.Narrate

- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform

- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue

- Clarify and elaborate ideas based on feedback
- Refine claims and reasoning based on new information or evidence

WIDA ELD STANDARD 2: Language for Language Arts

ELD-LA.4-5.Inform.Interpretive

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of keyword choices in a text

ELD-LA.4-5.Argue.Interpretive

- Identifying main ideas
- Analyzing points of view about the same event or topic

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COURSE ESL (Grade 4)

ELD-LA.4-5.Argue.Expressive

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information

WIDA ELD STANDARD 3: Language for Mathematics

ELD-MA.4-5.Explain.Interpretive

- Identifying concept or entity
- Analyzing problem-solving steps

ELD-MA.4-5.Explain.Expressive

- Introduce concept or entity
- Share solution with others

Learning Objectives and Activities

Domain 1: Listening.

- Recognize facts about immigrant groups during a presentation or video.
- Identify major rivers and bodies of water in the Midwest by listening to map directions.

Domain 2: Speaking.

- Describe how Midwest land and climate support agriculture.
- Discuss how culture is represented through music in a small group.

Domain 3: Reading.

- Identify the main idea and supporting details of a text.

Domain 4: Writing.

- Summarize the history of settlement, trade, and transportation in the Midwest.

Key Vocabulary

- Agriculture
- Industry
- Immigration
- Landform
- Fur trade
- Settlement
- Climate
- Natural resources
- Transportation
- Primary source

Academic Vocabulary

- Summarize

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

- Describe
- Identify
- Explain
- Compare
- Discuss
- Plan
- Analyze
- Sequence
- Interpret

Assessments

Formative:

- Lesson 1 Check, #5-7, p. 275
- Lesson 2 Check, #5-7, p. 283
- Lesson 3 Check, #5-6, p. 289
- Lesson 4 Check #5-7, p. 297
- Online quizzes (Lessons 1-4)
- Chapter vocabulary games

Summative:

- Chapter 7 Assessment

Benchmark:

- N/A

Alternative:

- Project-based learning Quest

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

Standards:

- RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Career Readiness, Life Literacies, and Key Skills

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

N/A

Technology Integration

Platforms: Savvas, Google Classroom

Devices: Chrome books Standards:

- 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.3 Demonstrate how digital tools and technology may be used to solve problems

Career Education

Standards:

- CRP4 Communicate clearly and effectively and with reason
- CRP6 Demonstrate creativity and innovation

Time Frame

3 weeks

Topic

Chapter 8: Regions: The Southwest

WIDA ELD Standard 1: Language for Social and Instructional Purposes:

ELD-SI.4-12.Narrate

- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform

- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

- Clarify and elaborate ideas based on feedback
- Refine claims and reasoning based on new information or evidence

WIDA ELD STANDARD 2: Language for Language Arts

ELD-LA.4-5.Inform.Interpretive

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of keyword choices in a text

ELD-LA.4-5.Argue.Interpretive

- Identifying main ideas
- Analyzing points of view about the same event or topic

ELD-LA.4-5.Argue.Expressive

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information

WIDA ELD STANDARD 3: Language for Mathematics

ELD-MA.4-5.Explain.Interpretive

- Identifying concept or entity
- Analyzing problem-solving steps

ELD-MA.4-5.Explain.Expressive

- Introduce concept or entity
- Share solution with others

Learning Objectives and Activities

Domain 1: Listening.

- Identify Southwest states, landforms, and key people by listening to read-alouds or teacher-led discussions.
- Follow oral directions to use latitude and longitude to find locations on a map.

Domain 2: Speaking.

- Describe the rise of industries (cattle ranching, oil) using sentence frames.
- Compare the eastern and western elevations of the region and how each affects life.

Domain 3: Reading.

- Read maps to locate states, landforms, and bodies of water in the Southwest.
- Identify main ideas and supporting details related to environmental adaptation.

Domain 4: Writing.

- Summarize key industries and how they shaped the Southwest economy.
- Write about reasons people are attracted to the Southwest region.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

Key Vocabulary

- Erosion
- Latitude
- Longitude
- Explorer
- Mission
- Conservation
- Ranching
- Primary source
- Industry
- Adaptation

Academic Vocabulary

- Identify
- Describe
- Summarize
- Analyze
- Explain
- Infer
- Compare
- Discuss
- Sequence
- Support

Assessments

Formative:

- Lesson 1 Check, #5-7, p. 317
- Lesson 2 Check, #4-6, p. 325
- Lesson 3 Check, #4-6, p. 331
- Lesson 4 Check, #4-6, p. 337
- Lesson 5 Check, #4-6, p. 345
- Online quizzes (Chapters 1-5)
- Chapter vocabulary games

Summative:

- Chapter 8 Assessment

Benchmark:

- N/A

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COURSE ESL (Grade 4)

Alternative:

- Project-based learning Quest

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

Standards

- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Career Readiness, Life Literacies, and Key Skills

N/A

Technology Integration

Platforms:

Savvas, Google Classroom Devices: Chrome books Standards:

- 9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.4 Apply critical thinking and problem solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.IML.7 Evaluate the degree to which information meets a need including social emotional learning, academic and social.

Career Education

CRP4 Communicate clearly and effectively and with reason

Time Frame

3 weeks

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

Topic

Chapter 9 - The West

WIDA ELD Standard 1: Language for Social and Instructional Purposes:

ELD-SI.4-12.Narrate

- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform

- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue

- Clarify and elaborate ideas based on feedback
- Refine claims and reasoning based on new information or evidence

WIDA ELD STANDARD 2: Language for Language Arts

ELD-LA.4-5.Inform.Interpretive

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of keyword choices in a text

ELD-LA.4-5.Argue.Interpretive

- Identifying main ideas
- Analyzing points of view about the same event or topic

ELD-LA.4-5.Argue.Expressive

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information

WIDA ELD STANDARD 3: Language for Mathematics

ELD-MA.4-5.Explain.Interpretive

- Identifying concept or entity
- Analyzing problem-solving steps

ELD-MA.4-5.Explain.Expressive

- Introduce concept or entity
- Share solution with others

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

Learning Objectives and Activities

Domain 1: Listening.

- Listen to audio recordings or presentations to identify reasons people moved West.
- Listen for details in explanations about volcanic activity and climate variations in the West.

Domain 2: Speaking.

- Discuss the compelling question: "Why do people move from place to place?"
- Explain the relationship between geography and the economy of the West in group discussions

Domain 3: Reading.

- Analyze visuals such as maps, timelines, and photographs.
- Read historical texts to understand Western expansion, U.S. acquisition of Hawaii and Alaska, and Ansel Adams' writings.

Domain 4: Writing.

- Describe physical features and climate zones of the West in informational writing.
- Write a journal entry from the perspective of a pioneer traveling West.

Key Vocabulary

- Chronological
- Colonization
- Expansionism
- Economy
- Natural resources
- Precipitation
- Volcanic
- Trade
- Settlement
- Agriculture

Academic Vocabulary

- Analyze
- Describe
- Compare
- Identify
- Demonstrate
- Understand
- Support
- Explain
- Examine
- Generalize

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

Assessments

Formative:

- Lesson 1 Check, #4-6, p. 365
- Lesson 2 Check, #3-5, p. 371
- Lesson 3 Check, #4-6, p. 377
- Lesson 4 Check, #3-5, p. 385
- Lesson 5 Check, #4-6, p. 393
- Online quizzes (Chapters 1-5)
- Chapter vocabulary games

Summative:

- Chapter 9 Assessment

Benchmark:

- N/A

Alternative:

- Project-based learning Quest
- DBQ essay (optional)

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

Standards

- RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- NJSLA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Career Readiness, Life Literacies, and Key Skills

N/A

Technology Integration

Platforms: Savaas, Google Classroom
Devices: Chrome books

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

Standards:

- **9.4.5.GCA.1** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.TL.3** Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics or symbols.

Career Education

CRP4 Communicate clearly and effectively and with reason

Time Frame	3 weeks
Topic	
Chapter 2: Americans and Their History	
WIDA ELD Standard 1: Language for Social and Instructional Purposes: ELD-SI.4-12.Narrate ● Identify and raise questions about what might be unexplained, missing, or left unsaid ● Recount and restate ideas to sustain and move dialogue forward ● Create closure, recap, and offer next steps ELD-SI.4-12.Inform ● Sort, clarify, and summarize relationships ● Summarize most important aspects of information ELD-SI.4-12.Explain ● Generate and convey initial thinking ● Follow and describe cycles and sequences of steps or procedures and their causes and effects ● Act on feedback to revise understandings of how or why something is or works in particular ways ELD-SI.4-12.Argue ● Clarify and elaborate ideas based on feedback ● Refine claims and reasoning based on new information or evidence WIDA ELD STANDARD 2: Language for Language Arts ELD-LA.4-5.Inform.Interpretive ● Identifying and summarizing main ideas and key details ● Analyzing details and examples for key attributes, qualities, and characteristics ● Evaluating the impact of keyword choices in a text ELD-LA.4-5.Argue.Interpretive	

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

- Identifying main ideas
 - Analyzing points of view about the same event or topic
- ELD-LA.4-5.Argue.Expressive**
- Introduce and develop a topic clearly; state an opinion
 - Support opinions with reasons and information

WIDA ELD STANDARD 3: Language for Mathematics

ELD-MA.4-5.Explain.Interpretive

- Identifying concept or entity
- Analyzing problem-solving steps

ELD-MA.4-5.Explain.Expressive

- Introduce concept or entity
- Share solution with others

Learning Objectives and Activities

Domain 1: Listening.

- Identify key details in oral accounts of historical events
- Follow chronological sequences presented in audio or video formats
- Distinguish between cause and effect in oral historical explanations

Domain 2: Speaking.

- Explain how historical events shaped the United States
- Discuss the impact of significant individuals on American history

Domain 3: Reading.

- Identify main ideas and supporting details in history readings

Domain 4: Writing.

- Describe important events, people, and their contributions
- Summarize key historical changes across different time periods

Key Vocabulary

- Colonies
- Independence
- Revolution
- Constitution
- Manifest Destiny
- Industrialization
- Civil War
- Reconstruction
- Great Depression
- Cold War

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

Academic Vocabulary

- Analyze
- Summarize
- Compare
- Describe
- Identify
- Explain
- Evaluate
- Interpret
- Sequence
- Support

Assessments

Formative:

- Lesson 1 Check: #5-7, p. 53
- Lesson 2 Check, #4-6, p. 6
- Lesson 3 Check, #3-5, p. 69
- Lesson 4 Check, #5-7, p. 75
- Lesson 5 Check, #5-7, p. 83
- Online quizzes (Chapters 1-5)

Summative:

- Ch. 2 Assessment

Benchmark:

-

Alternative:

- Project-based learning Quest - Wax Museum

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

Standards:

- RI.PP.4.6. Compare and contrast multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

Career Readiness, Life Literacies, and Key Skills

Standards:

9.15.CR.1 Compare various ways to give back and relate them to your strengths, interests and other personal factors.

Technology Integration

Platforms: Savvas, Google Classroom

Devices: Chromebooks Standards:

- 9.45.CT.1 Identify and gather relevant data that will aid in the problem-solving process.
- 9.45.CT.2 Identify a problem and list the types of individuals and resources that can aid in solving the problem
- 9.45.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community, and global.

Career Education

Standards:

- CRP5 Consider the environmental, social and economic impacts of decisions
- CRP6 Demonstrate creativity and innovation
- CRP7 Employ valid and reliable research strategies
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving

Time Frame

3 weeks

Topic

Chapter 4: The Nation's Economy

WIDA ELD Standard 1: Language for Social and Instructional Purposes:

ELD-SI.4-12.Narrate

- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue

- Clarify and elaborate ideas based on feedback
- Refine claims and reasoning based on new information or evidence

WIDA ELD STANDARD 2: Language for Language Arts

ELD-LA.4-5.Inform.Interpretive

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of keyword choices in a text

ELD-LA.4-5.Argue.Interpretive

- Identifying main ideas
- Analyzing points of view about the same event or topic

ELD-LA.4-5.Argue.Expressive

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information

WIDA ELD STANDARD 3: Language for Mathematics

ELD-MA.4-5.Explain.Interpretive

- Identifying concept or entity
- Analyzing problem-solving steps

ELD-MA.4-5.Explain.Expressive

- Introduce concept or entity
- Share solution with others

Learning Objectives and Activities

Multilingual Learners will...

Domain 1: Listening.

- Identify the top export from each state by listening to a teacher-led discussion using a U.S. map.
- Analyze oral explanations of needs versus wants and distinguish between them using specific examples.

Domain 2: Speaking.

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

- Explain the difference between a free enterprise system and other systems using sentence frames.
- Discuss how they could contribute to the economy by sharing ideas in small groups or partner talk.

Domain 3: Reading.

- Read timelines and visuals to summarize how life changed for American workers over time.
- Identify the forces of supply and demand in a market economy by reading short passages and charts.

Domain 4: Writing.

- Describe how prices change using key words like "money," "cost," and "spend."

Key Vocabulary

- Export
- Timeline
- Consumer
- Producer
- Supply
- Demand
- Inflation
- Entrepreneur
- Scarcity
- Opportunity Cost

Academic Vocabulary

- Analyze
- Identify
- Describe
- Explain
- Compare
- Summarize
- Predict
- Classify
- Demonstrate
- Discuss

Assessments

Formative:

- Lesson 1 Check, #6-8, p. 137

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

- Lesson 2 Check, #6-8, p. 145
- Lesson 3 Check, #5-7, p. 151
- Lesson 4 Check, #6-8, p. 159
- Online quizzes (Lessons 1-4)
- Chapter vocabulary games

Summative:

- Chapter 4 Assessment

Benchmark:

-

Alternative:

- Project-based learning Quest

[WIDA Rubrics for Writing and Speaking](#)

Interdisciplinary Connections

Standards

- RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, diagrams, tables, animations) support central ideas.
- W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

Career Readiness, Life Literacies, and Key Skills

Standards:

- 9.1.5.EG.3 Explain the impact of the economic system on one's personal financial goals.
- 9.1.5.EG.4 Describe how an individual's financial decisions affect society and contribute to the overall economy.
- 9.1.5.FI.1 Identify various types of financial institutions and the services they offer including banks, credit unions and credit card companies.
- 9.1.5.FP.1 Illustrate the impact of financial traits on financial decisions.
- 9.15.PB.2 Describe choices consumers have with money (e.g., save, spend, donate)

Technology Integration

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

Platforms: Savvas, Google Classroom Devices: Chrome books Standards:

- 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process.
- 9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
- 9.4.5.IML.2 Create a visual representation to organize information about a problem or issue.
- 9.4.5.TL.5 Collaborate digitally to produce an artifact.

Career Education

Standards:

CPR3 Attend to personal health and financial well-being.

CRP7 Employ valid and reliable research strategies

CRP12 Work productively in teams while using cultural global competence

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

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DEPARTMENT English as a Second Language

COURSE ESL (Grade 4)

- 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
- 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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